

**PROBLEMS IN ORAL ENGLISH
COMMUNICATION FACED BY F.Y.B.COM
STUDENTS OF SOLAPUR UNIVERSITY AND
POSSIBLE SOLUTIONS**

A Thesis

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By

Mr. MAHADEV LAKKAPPA KORI

Registration No: 15611001527

**UNDER THE GUIDANCE OF
DR. GAUTAMI RAGHAVRAO PAWAR**

DEPARTMENT OF ENGLISH

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CERTIFICATE

This is to certify that the thesis entitled '**Problems in Oral English Communication Faced by F.Y.B.Com Students of Solapur University and Possible Solutions**' which is being submitted herewith for the award of the **Degree of Vidyavachaspati (Ph.D.) in English** of **Tilak Maharashtra Vidyapeeth, Pune** is the result of original research work completed by **Shri. Mahadev Lakkappa Kori** under my supervision and guidance. To the best of my knowledge and belief the work incorporated in this thesis has not formed the basis for the award of any degree or similar title of this or any other University or examining body upon him.

Place: Pune

Date:

Dr. Gautami Raghavrao Pawar

Research Guide

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Mr. Mahadev Lakkappa Kori
Research Scholar

DECLARATION

I hereby declare that the thesis entitled '**Problems in Oral English Communication Faced by F.Y.B.Com Students of Solapur University and Possible Solutions**' completed and written by me has not previously formed the basis for the award of any degree or other similar title upon me of this or any other Vidyapeeth or examining body.

Place: Pune

Date:

Mr. Mahadev Lakkappa Kori

Research Scholar

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ABSTRACT

Acquiring ability to communicate effectively is the main purpose of learning any language. In India, English language occupies a pride of place. English education came to India with East India Company and the arrival of missionaries from the second half of 19th century. English was taught in schools and universities.

Chapter-I 'Introduction' the topic of research, reasons for the predominance of English language in India, need for research, aims and objectives, hypothesis, limitations etc. Leadership of the pre and post independent India realized the importance of learning English and has taken various steps to promote its learning in India. After independence English became a language for communication owing to the cultural and linguistic diversity present in India. English received the status of an associated official language and the various committees on education in the independent India re-affirmed the place of English in the education system. Changes in information technology and the transformation of the world into a global village underscored the use of English language. Even though the English language is taught as a second language throughout the school years, the students have not achieved the required proficiency in most cases. Realizing the difficulties faced by the college students in oral English communication and remembering his own difficulties in oral English communication as a student, researcher has made an attempt to find solutions to the problems.

Chapter-II deals with the '**Literature Review**'. Achieving excellent oral communication ability is the prime goal for almost all second language learners. Research shows that world over second language learners have peculiar difficulties in achieving excellent oral communication. Socio-cultural factors, environmental factors, lack of exposure, lack of adequate vocabulary and psychological, physical factors affect the oral communication of the learners.

Chapter-III deals with '**Research Methodology**'. Objectives of the study were to identify the oral English communication problems faced by F.Y.B.Com students, implement an intervention program to tide over the difficulties, to understand the impact of intervention strategy on improving oral English communication skills of

F.Y.B.Com students and to suggest ways to improve their oral English communication skills. Qualitative research method was used in the study. Sample of the study is 60 F.Y.B.Com students of four colleges of Solapur University. Data was collected through face-to-face in-depth-interview using structured interview schedule in the first phase. Cognitive pre-testing and pilot-testing of the interview schedule was conducted prior to the actual data collection. Active consent was sought from the colleges and the students prior to the interview. Chapter also deals with intervention strategy, analytic procedures of item wise analysis and speaking test assessment scale. Data collected through pre-test and post-test was analyzed using **Excel and SPSS-21**.

Chapter-IV deals with '**Results and Discussion**'. Pre-test results clearly showed that F.Y.B.Com students of Solapur University faced problems in effective oral English communication. The interview was video-recorded. Item wise analysis was done to judge the student's ability of oral English communication and to find out the difficulties. Analysis of the pre-test results showed that students were not adequately exposed to basic skills and knowledge of oral English communication and their performance in oral English communication was not satisfactory. Taking the situation into account, researcher has designed and implemented an intervention program on all the 60 participants of the study for three months. Rigorous training with various pair and group exercises based on day-to-day life gave them lot of practice in oral English communication. After the completion of three months intervention, a post-test was conducted under the web-camera again and recorded thoroughly. Detailed item wise analysis of the pre-test and post-test data is given along with speaking assessment scale analysis. The results showed that the intervention strategy was effective and that explicit teaching of oral English Communication enhanced English language learners' ability to communicate and the intervention program was useful for improving their oral English communication.

Chapter-V 'Conclusion' summarized the background of study, need for research, the aims and objectives, hypothesis, literature review, research method, analysis and discussion. Pre-test results highlighted the pathetic condition of the students and the need to improve their language ability and clearly proved the first hypothesis that many vernacular medium students of Solapur University have difficulty in Effective oral English communication. Mother tongue method of language learning was the

primary method in intervention program. Depositing vocabulary is essential for improving the communication ability. The post-test analysis clearly showed increased vocabulary improved overall speaking ability and participants developed a positive attitude and approach towards learning. This proves the second hypothesis that mother tongue method of language learning can be used to overcome vernacular medium student's difficulty in effective oral English communication. Three months intervention program clearly proved the third hypothesis that task-based activities can help students to increase the confidence and overcome difficulty in effective oral English communication as reflected in the post-test analysis. Study showed that the intervention program proved fruitful to respondents to develop speaking strategies to speak English fluently and speak appropriate English in day-to-day life. Intervention empowered the respondents to understand the process and the natural way of language acquisition and language learning. Regular training, pair and group approach, the confidence and trust developed over the program removed the inhibition and anxiety and motivated the respondents to become competent and build confidence in speaking English. The importance given to context in speaking in the training program helped respondents to develop appropriate use of their body language while speaking English.

ABBREVIATIONS

ALTE: Association Language Testers in Europe

AS: Analysis of Speech

AVR: Audio-Visual Recording

BC: British Council

BS: Babbling Stage

CALL: Computer Assisted Language Learning

CEFRL: Common European Framework for Language

CLA: Child Language Acquisition

CS: Communication Strategies

CS: Critical Stage

DM: Discourse Management

DM: Derivative Method

EFL: English as a Foreign Language

EG: Experimental Group

FL: Foreign Language

GA: Global Achievement

GL: Global Language

GV: Grammar and Vocabulary

GW: Group Work

IC: Interactive Communication

IP: Intervention Programme

JAM: Just a Minute

L1: First Language

L2: Second Language

LA: Language Acquisition

LA: Language Anxiety

LAD: Language Acquisition Device

LC: Language Center

LL: Language Learning

LLS: Language Learners Strategies

LSRW: Listening, Speaking, Reading, and Writing

LTM: Long-Term memory

MANOVA: Multiple Analyses of Variance
MMT: Mouth Muscle Training
MTI: Mother Tongue Influence
MTMLL: Mother Tongue Method of Language Learning
NA: Natural Approach
NL: Native Language
NLP: Neuro Linguistic Programme
NS: Native Speakers
OCE: Oral English Communication
OF: Oral Fluency
OT: Oral Test
OTH: Oral Test Handbook
OTQB: Oral Test Question Banks
PN: Pronunciation
PT: Pre-Test And Post-Test
PW: Pair Work
RP: Role Play
SCS: Sentence Construction Stage
SEC: Spoken English Course
SLP: Speech Language Pathologist
SM: Sensory Memory
SMSLA: Social Mobility and Second Language Acquisition
SP: Sensitive Period
STA: Speaking Test Assessment
STAS: Speaking Test Assessment Scale
STM: Short-Term Memory
SWS: Second Word Stage
TA: Task Achievement
TBL: Task-based Learning
TESOL: Teaching English for Speakers of other Language
TP: Target Population
TSP: Test of Spoken English
TT: Tongue Twister

CHAPTER-I

INTRODUCTION

1.0 Introduction

Man is a social animal and spends a considerable amount of his time in everyday life in communicating with others. Sixty seven percent (67%) of his available time spends in oral communication only. Communication is fundamental to human life and has played a pivotal role in all stages of human development. Every day we work with people who have different opinions, values, beliefs, needs and may even have different languages than our own. Passing of information and building relationships are indispensable for interpersonal communication but sometimes we overlook its pervasiveness, importance, and complexity. Our skills to exchange ideas with others, understand other's perspectives, and solve problems depend significantly on how efficiently we are able to communicate with others. Language is used to communicate, to express ourselves, to get our ideas across, and to connect with the person to whom we are speaking. Effective communication is the lifeline of any successful interpersonal relationship. The word communication is derived from the Latin word **communis** or **communicare** which means to make known or to transmit or to impart. Communication can be defined as a process whereby a person makes his/her thoughts, desires or knowledge, own and understood to another person (Terry, 1956). Another way of looking at communication is that it is an interpersonal process of sending and receiving symbols with meaning attached to them (**Ludlow and Pantan, 1996**). Communication can be verbal and non-verbal. Listening is a key element in communication and is defined as making a conscious effort to be closely attentive, to pay attention, and to focus on what is being communicated.

English helps to communicate with people all over the world. English is a widely spoken global language and most often taught as a second language around the world today. The status of English stems from its overwhelming presence on the world stage and the reflection of this in the national arena. English occupies a place of repute in India. Because of the great ethnic and linguistic diversity found within India. English acts as an indispensable 'link' language and is used for inter-state and intrastate communication and also for communicating with the outside world. English has attained the status of global lingua franca in the changing economic scenario. With the

revolution in Information Technology and the use of English language in most software and operating systems, a new utility for written and oral communication has emerged. English has become the world's most important language having communicative and educative value. After **US** and **UK**, **India** is the third largest English-speaking country in the world. English is used all over the world because of the realization that it has certain advantages. Indians perceive English as a must know language and consider it essential for upward social mobility. Mushrooming of English medium schools and coaching centers in various nook and corners of India indicate the respectable position the English language has in the minds of Indians even after independence. English is the language of trade and commerce, news and information, higher education and research, maritime communication, and traffic control even in countries where it is not a native language.

Globalizing processes have led the Indian middle classes to see a distinct social advantage in maintaining English proficiency by increasing their educational, social and cultural ties between India and the West, raising the possibilities for immigration, and also for facilitating business with Western transnational corporations in the increasingly unregulated Indian economy. English language proficiency in a globalizing India is an essential component of one's cultural baggage, a resource that can eventually open doors into the world of professional employment in India and abroad. For the middle classes, English is a resource that must be defended and maintained at all costs" (**Scrase, 2004: p.16**)

1.1 Introduction of English in India

The origin of English in India is related to the British Raj. Initially Christian Missionaries introduced English to the local population. English became language of administration by 1700s and many Indians looked at English as a means of social advancement. The decision to start English education in India was taken in 1835 by Lord Macaulay. Over the years English became a language of government, social elite and national press. Even after independence, English language continued to play a unifying role due to the multitude of languages spoken in the nook and corners of India, and English is given an associated language status in the independent India. The educated Indians have accepted English as an economic necessity as it opens door for education and employment.

The constitution of India which was adopted in 1950 gave a lease of 15 years to English as an official language of the country. In 1963 a Bill was passed declaring English as an Associate Official Language for an indefinite period. National leaders insisted upon retaining English language. Nehru reiterated the need for learning English as it is an integral part of our educational system, and cautioned that neglect of its study can cause great damage to the country and its people. Learning English is crucial for a multilingual and multicultural country like India where people in different parts of the country speak different languages. English teaching must adapt to the needs of time and impart speaking skills which is crucial for success at workplace.

1.1.1 Table: 1 Historical Development of English Language in India

Date	Event	Aims/Recommendations
1600	Queen Elizabeth-I granted a charter of monopoly of trade with India to the East India company.	
1823	English education was introduced in India.	The objectives were: i) To popularize European culture and science among the Indian masses. ii) To consolidate the position of the British Raj in India.
1835	English was formally introduced as a medium of instruction.	Macaulay's famous ' Minutes ' set out the aim of this move. It was to form a class of people who may be interpreters between us and the millions whom we govern; a class of persons, Indian in blood and color but English in taste, in opinions, in morals and in intellect".
1857	Universities were established in Madras, Bombay and Calcutta.	
1869	Lord Napier's Convocation address at Madras University.	The speech spelt out the objectives of European Education in India: i) To give a new basis for national unity. ii) To give a better knowledge of India. iii) To enable self-government. iv) To enable participation in the general, intellectual movement of the world.
1947	Free India chose to retain English as long as it was needed.	

1948	Maulana Azad's observation regarding the role of English.	He said, "the position that English is occupying today in our educational and official life cannot be sustained in future. It is but essential that Indian languages should be given their legitimate position."
1948	The Radhakrishnan Commission free India's first education commission- was set up. It was also known as the University Education Commission.	It was recommended that English should continue to be studied in high schools and universities.
1952	Madras introduced a list of graded structures for teaching English in schools.	The aim was to make learning easier for children. Experts identified the basic structures in English. These sentence structures were then graded or arranged from the most easy to the most difficult in terms of learning.
1952-53	The Madras English Language Teaching (MELT) campaign.	The structural syllabus prepared by the institute of education in London, was introduced in Madras in 1952 for the MELT campaign. The scheme involved training 27,000 teachers at the primary level, and was to have a snowballing effect.
1954	English Language Teaching Institutes (ELTI's) were set up. The first center was at Allahabad.	
1957	The Nagpur Seminar for lecturers in English from Training colleges.	It came up with recommendations for a six year course in English involving the use of 3000 words and 300 structures.
1958	The Central Institute of English (CIE, later known as CIEFL) and now EFLU was set up.	The objectives were to train teachers of English to produce teaching material and to improve the standards of English teaching in India.
1961	Jawaharlal Nehru pointed out the need for a link language.	He said, "the tendency of the regional language to become the medium for university education, though desirable in many ways, may well lead to the isolation of such universities from the rest of India, unless there is a link in the shape of an 'All-India' language."
1963	The Regional Institute of English was set up in Bangalore.	
1967	A Study Group Report on the Study of English in India was prepared by the Ministry of Education, Govt. of India.	The aim was to survey the nature of the study of English in India.
1977	The UGC Syllabus Reform.	This was the result of regional and

		national workshops conducted by the UGC to examine the syllabuses of various universities in order to up-date and improve them.
1987	The Curriculum Development Center (CDC), Hyderabad was setup by the UGC.	The aim was to shift focus in curriculum designing from teaching to learning and make it need- based and socially relevant.

Source: Saraswathi, V. (2004) ‘**English Language Teaching: Principles and Practice**’, Orient Longman Pvt. Ltd., Chennai, India, PP.3-4.

Continued influence of Great Britain and United States on the international arena in the last century confirmed the acceptance and proliferation of English as a major spoken language in many countries of the world. Globalization and revolution in information technology has transformed the countries of the world at a very rapid rate. India is no exception to this transformation. Liberalization of the Indian economy along with globalization has made India one of the fastest growing economies of the world and brought in multiple job opportunities for the individuals. India had two advantages over other countries, 65% of the Indian population is below 35 years of age and the English language advantage. India needs to empower and educate its youth, if it wants to enjoy the demographic dividend which its huge young population offers access to higher education and the attainment of knowledge are possible through English language. National Knowledge Commission suggested access to English education for all students. Acknowledging the role of English in education, employment, economic and technological development, teaching and learning of English has been given priority since independence. The British Council still operates in India to promote teaching and learning of English. Government of India’s attitude to the English language is evident in its effort to establish centers for English education like English Language Teaching Institute (**ELTI**) in Allahabad, Central Institute of English which is renamed as the **English and Foreign Language University (EFLU) at Hyderabad, and Regional Institute of English in Bangalore and Chandigarh.**

The importance of English language in India was reflected in the report of the **National Knowledge Commission (2009).**

“An understanding and command over the English language is a most determinant of access to higher education, employment possibilities and social opportunities. School leavers who are not adequately trained in English as a language are always at a

handicap in the world of higher education. More often than not, teaching in English. Even if it is not, in most subjects, books and journals are available only in English. And those who do not know English well enough find it exceedingly difficult to compete for a place in our premier educational institutions. This disadvantage is accentuated further in the world of work, not only in professional occupations but also in white-collar occupations overall. National Knowledge Commission therefore recommends that the teaching of English as a language should be introduced, along with the first language (either mother tongue or the regional language) of the child, starting from Class-I. Further, National Knowledge Commission has also focused on the need to reform the pedagogy of English language teaching and use of all available media to supplement traditional teaching methods". **NKC, GOI (2009, p.27).**

1.2 Advantages of Knowing English

Advantages of knowing English is manifold. Knowledge of English transcends the inability to speak various local/national languages as English has become the language of communication in most part of the world. English is the fourth most spoken native language in the world and more than one fourths of the world population use English to communicate with each other. Knowledge of English opens up treasure grove of information as most of the scientific information in all areas is available in English. English is the language used in international affairs and most institutions of higher learning. English is the language of internet as most of the information is available in English. English helps the immigrants of non-English speaking countries to enter and succeed in mainstream English speaking countries. English is the language if one wants to travel around the world and understand the culture of various countries. Knowledge of English opens-up job and employment opportunities in numerous countries and is a necessity if one wants to enter global workforce. Significance of learning and speaking English cannot be exaggerated in an increasingly globalized and industrialized world. Colonial legacy and linguistic diversity in India give English an important role in Indian economy, and globalization strengthened this role in recent decades. Using the India Human Development Survey, 2005 a study was conducted to find the economic returns to English-language skills in wages and results show that being fluent in English (compared to not speaking any English) increases hourly wages of men by 34%, and being able to speak a little English significantly increases male hourly wages 13%. Chakraborty & Bakshi in

their paper estimated the English premium in a globalizing economy, by exploiting an exogenous language policy intervention in West Bengal state of India that abolished teaching of English in public primary schools in 1983. English is an increasingly valued skill in the labor market in this era of globalization in India. The results indicate that individuals who are more likely to have training in English earn significantly higher relative wages and have better occupational outcomes. Results show that 10% lower probability of learning English in primary schools leads to 8% decline in weekly wages and 26% lower wages for cohorts exposed to the policy change. Choosing a local language in primary schools might generate cultural benefits for many developing countries but at the cost of attaining higher economic benefits from liberalization. It can also intensify inequality within developing countries by widening the gap between the elites and the poor who are unable to respond to global opportunities. Study reiterates the advantages of learning English early.

1.3 English Language Teaching in India

The traditional grammar translation method was replaced by the structurally graded syllabi in the 1950s (**Prabhu,1987**). There was dissatisfaction with the structural method as the structural method was seen as not giving the learners language that was ‘deployable’ or usable in real situations, in spite of an ability to make correct sentences in classroom situations. By the late 1970s, the behavioral-psychological and philosophical foundations of the structural method had yielded to the cognitive claims of Chomsky for language as a ‘**mental organ**’. The emphasis thus shifted to teaching language use in meaningful contexts to achieve communicative competence by triggering the formation of a language system by the mind. **Language is acquired when attention is focused on the meaning of messages. The ‘burden of languages’ is the burden of incomprehension and this happens when language is taught for its own sake as a set of forms or rules, and not introduced as the carrier of coherent textual meaning.** Successful language-learning requires the learner to be exposed to an adequate amount of the data of the language to be learned.

The evaluation system in India was earlier centered on the written skill only. But the oral test is introduced in the secondary and higher secondary schools from the year 2006-07. People are aware of the importance of learning the spoken English and various courses are developed for teaching spoken English. The use of Language Laboratory and Computer Assisted Language Learning (**CALL**) has created ripples in

the teaching of English. The audio cassettes, CDs and various software of English teaching were used widely to learn the spoken language. Language trainers and many private institutions are helping learners to acquire proficiency over the communicative skills in general and the spoken skills in particular.

1.4 Current Scenario of English in India

India faces the acute English communication problem, i.e. the Indian education system did not make our youth market/industry ready. One of the major problems the youth face is their inability to use English well. Accomplishment in language learning is measured in terms of skill to carry out conversation in that language. Students of English as a foreign language often grapple with the mounting task of developing oral English communication for improving their academic performance, professional development, personal and social effectiveness. Communicating in a foreign language can be a highly complex skill. In the foreign language context there are fewer opportunities for communicating in the target language and hence **oral communication skills are harder to develop than the other language skills like listening, reading, and writing**. Many factors affect a person's speaking: age, gender, personality, culture, effective state or motivation, nature of interaction, power relations between the people and the type of task one undertakes (**Khan, 2010**). Even after many years of Learning English, oral English communication seems to be a challenging skill to develop for many (**Jamshidnejad, 2010**).

1.5 Statement of the Problem

Many vernacular medium students find it difficult to have effective oral English communication in academic and real life situations. They are unable to communicate effectively in English with their friends, classmates, teachers and others. This prevents them from getting into their dream jobs. Students with reasonable amount of competency and fluency in communication find it easy to get into appropriate employment. Hence, it is very important to empower the students with the necessary skills in English language along with the subject expertise. The present study focuses on the problems of effective oral English communication of the vernacular medium students and prepares tasks and solutions to help them to overcome those difficulties in effective oral English communication.

1.6 Background of the Study

The researcher has been teaching English to the students of undergraduate level for the past 22 years and has keenly observed that in a heterogeneous class, the students who are under achievers in speaking are overwhelmed by their English texts and tasks. The teacher, restrained by time and syllabus, helplessly moves on, leaving the underachieving students to cope alone with their load of constraints. The bright side of this otherwise grim scenario is that the students pass in their intermediate examinations with good marks and grades. This situation continuing, the researcher felt it is necessary to help the students to improve their speaking abilities so that they can reach the level of oral English communication they require for their academic, career and real life purposes.

1.7 Scope of the Study

Scope of the research is to identify **Problems in Oral English Communication Faced by F.Y.B.Com Students of Solapur University and Suggest Possible Solutions**. Researcher proposes to design task-based activities to improve their oral English communication skills in academic, professional and real life contexts.

1.8 Rationale of the Study

As a vernacular medium student the researcher had faced oral English communication problems during his school and college days and now as a faculty of the Department of English witnessing the oral English communication problems faced by the vernacular medium students, the researcher felt the need to strengthen the oral English communication ability of vernacular medium students in class rooms and real life situations. The researcher has undertaken this study with the strong belief that students can overcome those problems and can become fluent speakers. Researcher also believes that an effective intervention designed to improve communication abilities will make a difference in the life of under achieving students.

1.9 Aims of the Study

The aim of this study is to identify the oral English Communication problems of vernacular medium students and to find appropriate solutions to overcome those problems to have effective Oral English Communication. In other words it is an

attempt to make the learners believe that they can use the target language easily and effectively by adopting **derivative method** and practicing it properly.

1.10 Objective of the Study

- 1.To identify the factors that prevents effective oral English communication of the vernacular medium students of F.Y.B.Com.
2. To identify suitable teaching strategies that the teachers of English language can use to help the vernacular medium students to overcome their problems in oral English communication.
3. To identify suitable learning strategies and solutions that could help the vernacular medium students to overcome the problems faced by them in effective oral English communication.

1.11 Hypothesis

1. Many vernacular medium students have difficulty in Effective oral English communication
2. Mother tongue method of language learning can be used to overcome vernacular medium student's difficulty in effective oral English communication.
3. Task-based activities can help students to increase the confidence and overcome difficulty in effective oral English communication.

1.12 Limitations of the Study

The Current Study has the Following Limitations:

1. The study was limited to F.Y.B.Com students of four colleges of Solapur University.
2. The study was also limited to investigating oral English communication problems and solutions. It is limited to speaking not listening.
3. Intervention program was conducted for three months only.

Hence, these findings are limited to one context and may not be applicable for generalization.

1.13 Methodology of Research

1. To make random survey of the F.Y.B.Com students of Solapur University and to collect data regarding the oral English communication problems of F.Y.B.Com students.

2. Collecting data with the help of face-to-face in-depth-interviews using survey questionnaire.
3. To video record the face-to-face in-depth-interviews using survey questionnaire to understand and analyze problems in oral English communication.
4. After completion of the field work and audio recording researcher would process and analyze the data with suitable methods to learn problems of oral English communication.
5. To train the target groups for better communication with the intervention for three months and finally post-test the impact through in-depth-interviews using survey questionnaire and present the progress in the form of thesis.

1.14 Conclusion

The English language teaching and learning should be a well co-ordinated process. It depends on many variables, both dependent and independent, which affect teaching and learning process. Through the existing course material attempts to improve their oral communication skills in India, it has failed to make them fluent speakers in real life situations. Therefore, there is a need for employing teaching materials, which are both effective and interesting to learners. More specific and effective tasks should be used to improve the oral communication skills of the students.

Oral communication is an ability to communicate with others to exchange ideas and information such as by asking questions, answering the questions, giving directions, coordinating work tasks, explaining and persuading people. Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listener's attitudes, values, beliefs, or behaviors. Oral communication implies communication through mouth. It includes individuals conversing with each other, be it direct conversation or telephonic conversation. Speeches, presentations, discussions are all forms of oral communication. Oral communication is generally recommended when the communication matter is of temporary kind or where a direct interaction is required. Face-to-face communication, meetings, conversations, lectures, conferences, interviews, etc. is significant so as to build a rapport and trust.

Oral communication is an interpersonal skill, which brings high level of understanding and transparency. In oral communication feedback is easily obtained which helps to take decisions immediately without any delay. Problems are easily

solved through oral communication. The affairs, conflicts disputes and many issues and differences can be put to an end by proper communication. Oral communication is an essential ingredient to boost team spirit among the team members for better performance. Proper oral communications promotes receptive skill and encourage moral ethical values among organization. Private and confidential messages can be best used by adopting proper oral communication.

Poor voice control and pronunciation act as barriers to communication and they also distract attention of the listener from the message itself. Indian languages, being phonetic, do not pose as a great problem as English does from the point of view of pronunciation. Good vocabulary can help the person to speak better and able to convey his thoughts and ideas without any distraction or confusion of meaning. Brevity is the core of effective oral communication. Only the limited number of words required must be used to convey meaning properly. Over communication should be avoided tactfully. By using proper words in the best order speaker can make the audience happy. With proper words and feelings one can communicate effectively to convey the thoughts.

English is stress syllabled language. Proper pitch variation is required to speak fluently. Pitch is meant the way in which your voice moves up and down. To hold the attention of your listeners, the pitch must change from time to time or else you will sound monotonous and boring. Eventually you will not communicate to others effectively. Speaker should take care of using the appropriate register, right style and vocabulary to suit the context and the listener. People use different registers depending on their educational, cultural and social backgrounds. The good speaker should try to adjust his speech according to the requirement of the listeners.

The body language plays greater role in effective oral communication in all walks of life public as well private. The posture, gesture, the gait, the mannerisms and the facial expressions will clearly exhibit the personality. Psychologists and Psychiatrists are of the opinion that consciously or unconsciously our body language or non-verbal communication will exhibit our traits and personality. Hence there is a need to prepare students for a better future by enabling them to have good oral English communication skills in the global language.

CHAPTER-II

LITERATURE REVIEW

2.0 Introduction

People all over the world use English as the most common language for communication and they face various difficulties while learning English. Knowledge of English opens-up many avenues for studies, work and business. English is the leading language for academic publications whether it is science and technology, medicine, business and economics. The status of English language as an international ‘**public good**’ has been intensified by the need for better international transfer of scientific and technical information through the quickest possible means. Due to the developments in information and communication technology as well as growing and complex interactions in the world economy. English language continues to function as a crucial market-oriented channel through which people trade, develop, and communicate (**Baker, 2011**).

2.1 International Research

2.1.1 Beliefs and Attitudes

Davis (2003) studied beliefs affect behavior and hence belief regarding language learning is important in achieving proficiency in Oral communication. **Huang (2006)** argues that learners belief of language learning depend on their view on time needed to be fluent in that language, the comparative difficulty of language, grammar, vocabulary and communication. **Riley** claims that learner’s beliefs determine their attitudes towards language learning and learners motivation affect their behavior. Oral English competency is empowering in the globalized job market.

Spawn and Hassan (2013) studied poor communication proficiency among the Malaysian learners which is a hindrance to Malaysian mission to become a fully developed nation. They have studied the challenges faced by ESL teachers in developing oral English communication skills of students. Results show that both students and teachers consider oral English communication as an important language skill. They found that teacher’s beliefs influence their teaching as it decides their thought and instructional processes. About 45% of students and teachers considered speaking as most important skill. Teachers also believed that oral communication

ability will help them to express not only in school level but even outside the classroom. Students want to develop oral English communication to meet their needs of higher education and to meet the real life situations. Students found that traditional teaching methods unhelpful for developing oral skill and they are of the opinion that teachers give undue importance to written communication. Study acknowledges that there is a mismatch in what the teachers believe and do and ask for its correction to equip students to have better oral English communication abilities.

Koopmans, Pyorala and Isotalus (2012) compared three experiential learning methods in a communication course on 129 second year medical students and their effect on attitudes towards learning communication skills. Female students had more positive attitudes towards learning communication skills than the male students. And the students' positive attitudes towards learning communication skills increased significantly and their negative attitudes decreased significantly between the beginning and end of the course.

Ghazaleh and Hijazi, (2011) conducted a study on 200 graduates and under graduate Jordanian university students studying English as a foreign language (**EFL**) to find out their attitudes towards English. Results show that there is a definite degree of positiveness towards English and learning it.

Murad (2009) attempted to investigate the effect of an instructional program based on the task based language teaching on developing the speaking skills of Palestinian secondary **EFL** students in Israel and their attitude towards English. Study was conducted on 2 groups, an experimental group and a control group comprising 91 eleventh grade students from high schools. Results show that Task-Based Language Teaching Program significantly enhanced the Speaking Skill of the Students of the experimental group and positively affected their attitudes towards English. Girls in the experimental group showed more improvement in the speaking skills compared to the boys.

Petrides (2006) in his attempt to find whether there is an impact of attitude and motivation on the performance of young **EFL** learners in listening and speaking conducted a study on 187 English teachers from all over Cyprus and 250 children taught by these teachers. He found that motivated children with positive attitudes towards the English language, enjoy being in the classroom and feel that what they learn will be useful for them in their real life. And he also found that there is a

relationship between motivation and attitude on the performance of young **EFL** learners in listening and speaking.

Sadigh and Zarafshan (2006) attempted to study 126 undergraduate university students, majoring in teaching English at Shiraz Islamic Azad University to explore the effects of attitude and motivation on the use of language learning strategies by Iranian **EFL** students. They found that their attitude affected the language learning strategies of Iranian **EFL** University students. Learners who had positive attitude used language learning strategies more frequently than those with negative attitude.

Speaking is an interactive process of creating meaning that involves producing, receiving, and processing information (Lindsay & Knight, 2006). According to **Kormas, (2006)** speaking should be seen and investigated as an independent skill. **Levelt, Roelofs & Meyer (2000)** consider speaking as a highly demanding and complex cognitive skill that involves different competences and mechanisms. While the desired objective of learning a foreign language is to communicate efficiently in that language learners face many tough challenges in communicating in English.

Ya-ni (2007) states that learning how to speak in a second language (**L2**) is more important for most people than reading and writing. **Richards and Renandya (2002)** claim that attaining proficiency in oral communication is the main dream and motivation that majority of learners bring to language classes. **Riggenbach and Lazar Aton, (1991)** assert that second language education programs are considered successful if students can communicate effectively in that language.

Basha, SivartnamandImm (2016) was concerned about the steady decline in the command over English among school leavers as it put them at disadvantage at University level. They attempted to find the management students' at University's reason for lack of intention to use English in communication and how this intention can influence the frequency of using English in University education setting. Results showed that attitude, perceived behavioral control, self-concept as well as intention affect their decision to use English in University and frequency of using English in oral communication. Study showed that students are driven by their internal ability and not because of outside pressure to use English. Study also found that perceived behavior positively affected their intention to use English and hence it was suggested to boost their confidence to improve the use of English. Authors have suggested providing more opportunities to students to have discussions, debates, forums,

seminars make learning English as fun, and improve student's perceived ease of difficulty in oral English communication.

2.1.2 Self-Image and Self Confidence

Jamshidnejad (2011) claims that participants perception of ideal speaker affect the participants own self-image and their desire to be a good speaker who can speak flawlessly, with no grammatical or pronunciation errors, and as fast/ fluent as a native speaker can be an obstacle in learners fluency. **Gilbert (2009)** argues that many times students may not know how to pronounce a certain word appropriately and it can affect their self-confidence to speak in class because they may be apprehensive to be an object of evaluation and criticism by their peers or teachers. Low self-confidence can result in poor performance and as **Senel (2012)** asserts it may stem from the evaluations and attitudes of both teachers and classmates. On the contrary, high self-confidence can be positively correlated with effective oral communication. Background knowledge of the subject of discussion is also important to enable students to structure their ideas and meanings in a consistent and lucid way to run a successful conversation.

Masdayasna (2012) maintains that learners have little opportunity to develop the skills for organizing their ideas cohesively and coherently while speaking the target language. **Alyan (2013)** asserts that if the students do not develop the habit of extensive listening and reading in the target language, they will not be able to organize their ideas and meanings in a coherent and cohesive way.

Alyan (2013) in his study on Oral Communication Problems Encountering English Major Students found that incorrect pronunciation, limited vocabulary, lack of exposure to English language, and first language interference, lack of extensive reading and listening, inability to organise ideas and meaning in a coherent way and lack of self-confidence are among the main problems in oral communication. Study found that oral communication is highly complex skill. Apart from linguistic competence, perception of the self and other affectors have been highlighted. Perception of students that their English is not correct in terms of pronunciation, stress and intonation patterns prevent them from speaking and interacting in English. While teachers raised the need to develop student's own language input and learning strategies, students complained that classes were crowded, and they needed more practice in class. Students also accepted that lack of active vocabulary hindered oral

communication proficiency. Students' perception that English is a difficult language and they will be criticized and ridiculed come in their way of using English in communication. Study highlighted the role of teacher in developing self-confidence and trust and a lot of activities can be used to increase their use of English.

Macintyre, Clement, Dornier, and Noels (1998) studied the effects of self-confidence on oral performance. The results of their study showed that the learners' willingness to communicate was determined partly by their self-confidence.

Idras, Salleh, Ridhuanand Abdullah (2011) claims that oral communication ability in English is an essential skill for Engineering graduates. A survey was conducted on 169 Engineering students at UTP and results show that all students in the sample possess high self-efficacy beliefs in all three constructs of aptitude, attitude and aspiration. This shows that they have high confidence in their ability to communicate in English.

Park and Lee (2005) examined the relationships between second language learners' anxiety, and self-confidence with their oral performance. The study was conducted on one hundred and thirty two Korean college students who enrolled for the **IELTS**. He found that communication confidence and self-image language potential were closely correlated with their oral performance. The findings suggested that students' feeling of stress, anxiety or nervousness may hamper their language learning and performance abilities. The results of their study indicated that learners' anxiety level was negatively related to their oral performance. Confidence was closely correlated with student's attitude and interaction including communicative strategies and social conversationskills of oral performance. Hence they suggested teacher should pay more attention to remove significant amount of anxiety and begin to build confidence in them to improve their oral proficiency. Macintyre, Clement, Dornier, and Noels (1998) study showed that the learners' willingness to communicate was determined partly by their self-confidence.

Abdullah and Ahmed (2016) examined the impact of self-confidence on Sudanese tertiary students and found that self-confidence as a personality trait has influence on **EFL** learning. High confidence enabled the students to achieve better results in tests of oral communication. Study reiterated the earlier research that self-confident learners are better learners in terms of oral communication. Teachers are advised to take steps to improve the self-confidence of the students. Teachers are urged to

provide positive learning environment that cares for the student's personalities, feelings and needs to enhance their self-confidence.

Bahadori and Hashemizadeh (2018) found that there is a positive correlation between self-perceived competence and willingness to communicate (**WTC**) of Iranian **EFL** learners. Communicative interactions in public enhance the chance of exposing learners' deficiencies and language imperfections and this poses a threat to learners' self-concept. Hence, public speaking is likely to cause language anxiety for **ESL/EFL** learners and might heavily influence learners' willingness to communicate in public. Good level of self-perceived competence, lead to good level of communicative orientations to engage in conversational exchanges and this in turn would accelerate the learning process. Communicative apprehension of a language learner have largely negative influence on the communicative orientation as the learners fear of negative social evaluation comes in the way of speaking the language. This apprehensiveness may hinder successful second language learning and can have a negative impact on students' willingness to initiate the oral English communication. Co-operative teaching where students are expected to help each other, to discuss and argue with each other, to assess each other's current knowledge and fill in gaps in each other understanding will facilitate learners' willingness to communicate and subsequently reduce learners' apprehension. Learners' self-perceived competence may be improved with the cooperative teaching as it reduces anxiety and stress, improves intrinsic motivation to learn and achieve, greater ability to view situations from others perspectives, more positive and supportive relationships with peers, more positive attitudes toward subject areas, and higher self-esteem.

2.1.3 Anxiety

Young (1991) argues that teachers must ascertain students' anxieties and fears and should suggest them strategies to cope with their fears. Teachers must give enough time (**Ellis, 2005**) for students to frame their answers and they must be allowed to have a conversation with their classmates to improve their confidence in speaking English. **Tsui (1996)** suggests that allowing students to counter check their answers with classmates before presenting to the whole class encourage the students to speak up in the class. A safe learning environment which nurtures active participation between listeners and speakers is essential to ensure successful communication (**Finn Miller, 2008**).

Park and Lee (2005) also examined the relationships between L2 learners' anxiety, self-confidence and oral performance on 132 Korean college students who enrolled for the English conversation classes in 2004. Study showed significant effect of anxiety and self-confidence on students' oral performance. Higher anxiety about speaking English resulted in lower scores of oral performance. Higher scores of self-confidence resulted in higher oral performance. They stated that if the learners were more confident, they would have better oral performance. Communication confidence and self-image of language potential were closely correlated with oral performance. They have suggested that teachers should pay attention to reduce/remove anxiety and develop self-confidence to improve the oral performance.

Bensalem (2017) conducted research on foreign language anxiety among Tunisian students and found that students have significant anxiety and they worry about failing in English class and speaking in English. Study found significant negative relationship between student's level of foreign language anxiety and their exam scores.

Tanveer (2007) investigates the factors that cause language anxiety for twenty language learners in learning speaking skills and influence of anxiety on communication in the target language. It is argued that every factor or situation that creates opportunities or increases the chances of baring their deficiencies and language imperfections in front of others is likely to cause language anxiety for **ESL/EFL** learners. Evaluation by teachers, peers and self along with high expectations and beliefs about L2 learning make L2 learning classroom a place of high anxiety. The method of correction which teacher follows is of significance as it can make or break the self-confidence of the students and create anxiety. Cultural aspects of language learning also can become a barrier in fluent communication and creates anxiety and reduce self-confidence. As language anxiety can have detrimental impact on L2 learning and communication in the target language, teachers are called upon to recognize that anxiety and use ways and means to reduce anxiety and improve self-confidence and enhance learning opportunities in a conducive learning environment.

2.1.4 Context, Culture, Communicators and Message

Learner's ability to learn the language depends on their background and social environment and hence the teacher must provide suitable solutions to meet their needs

(Srinivas, 2008). The language use is intimately tied to its social context (Atkinson, 2002).

Lafford (2006) claims that although there is no doubt about the significance of 'taking context into account', there is considerable disagreement as to the level on which context should be approached: macro (external factors surrounding communication), or micro (internally-driven and dynamic factors). Yellapu (2010) found that students from disadvantaged socio-economic backgrounds face difficulty in learning English, especially listening and speaking skills.

Jamshidnejad (2010) tried to understand the problems and difficulties in oral English communication and found that communicators, message and context are the main problems. His findings challenged the common belief that lack of language knowledge always being responsible for Oral English communication. He collected data through interview method of language teachers and Persian learners of English literature and translation. He argued that expectation of perfect linguistic expression affected the participants' performance in the oral English communication. Also participant's perception of the other interlocutors' comprehension reinforced their tendency to display an appropriate level of accuracy. Other interlocutor's language proficiency background of relationship, status and gender threatened the participant to display either higher level of accuracy or give up their speaking and can make participant anxious and stressed out. However participants' tendency and desire to speak like natives always push them to look for opportunities for language interaction to develop their knowledge of the English language.

Turban (2011) in his study talks about the cultural differences in communication styles and preferences are significant and need to be taken into account to solve the problems in oral communication. Language learning consists of grammatical competence, communicative competence, language proficiency and cultural competence. Cultural competence is the knowledge of agreements, beliefs, customs and assembly of another country and teachers always incorporated teaching of culture into foreign language curriculum. They emphasize the role of context and circumstances under which language can be used and suitably. Romanian students of English don't have the opportunity to practice the target language in real life situations as they don't have much exposure to native speakers. This can be attributed to their weakness in communication. Language of the non-native English users will be peppered with culture specific and non-standard English phrases which can hamper

communication. Author asks the communication to be clear, simple and unambiguous.

Qian (2012) says that speaking is a very important skill and learning to speak English is of utmost importance as international relations have acquired a prominent place. Chinese students even though starts learning English early are faced with difficulties in oral communication. Lack of target language learning environment is a major obstacle for students to improve oral communication skills. The deficiencies which the teachers have accentuate the problem. Hence they don't have opportunities to practice perfect English. Chinese people are very self-conscious and shy and are scared to make mistakes while doing public speaking. They are scared of ridicule and are afraid of losing face for making mistakes and this prevents them from using English in communication. Their habit of reading silently comes in the way of reading English aloud. Cultural differences are another reason for conflict and they stop talking in English to avoid trouble. Being introvert and shy they miss opportunities to speak English in class. Anxiety to speak in public also hampers the progress of English speaking. If they can manage their anxiety well, they may be able to perform well in oral English communication. Author has suggested that more listening to be included in the school and college curricula to improve the oral communication. As they listen more, they will be sure of pronunciation and they will be able to speak well. Listening English and watching English movies help to improve speaking ability. Listening and imitating can improve vocabulary and speaking. Repeating the sentences is suggested as practice makes one perfect. Author reiterated the need for developing a conducive environment for improving students' oral skills. Providing a relaxed environment will improve oral English communication.

Spoken language production is often considered one of the most difficult aspects of language learning (**Brown & Yule, 1983**). He says that many language learners find it difficult to express orally in the target language. Each student has their own problems. They argue that speaking performance of the students can be affected by the factors that come from performance conditions, affective factors, listening ability and feedback during speaking activities. Authors argue that students spoke very little or not at all; they could not think of anything to say; use of first language instead of English when they discuss in groups or in pairs; low or uneven participation; absence of motivation to express themselves; fear of criticism or losing face; habit of translating the information in the textbook into Vietnamese before they speak; they

looked at their text book when they speak. Other factors affecting students speaking performance were topical knowledge, listening ability, motivation to speak, teachers' feedback during speaking activities, confidence, pressure to perform well and time for preparation. Authors have suggested that teachers should try to provide a conducive environment for the students to learn and perform and students need to be actively involved in their learning.

2.1.5 Vocabulary

Bilal (2013) in his study of students in Pakistan found that oral English communication skill of students are at pitiable level. Students start learning English late and they have only 3 years of learning experience in English before they reach college. Reasons for problem in communication are low vocabulary bank of students, poor listening facilities, domination of mother tongue, unsuitable or inconvenient environment at home and school, family's low educational background, lack of interest to improve English language skills, deficiencies in the educational system, and unavailability of specialist English teachers. English communication skills. They have suggested a properly planned syllabus with practical spoken portion in English syllabus and examination; to add functional English with vocabulary development activities; and to appoint specialist English teachers.

Lukitasari (2008) conducted a study on the first semester students of Muhammadiyah University of Malang in Indonesia to understand the students' strategies in overcoming speaking problems in the class. The results show that inhibition, nothing to say, low or uneven participation and mother tongue use came in the way of speaking class. She argues that the students' speaking performance was not good because they did not master the three elements of speaking namely vocabulary, grammar and pronunciation.

Roemer (2002) in his study on English and Communication Skills for the Global Engineer opines that a course in English for Specific Purposes (**ESP**) in Engineering Education by focusing the learner's attention on the particular terminology and communication skills required in the professional field will enhance English language and communication skills of engineering students.

Abram (2018) in his study on Indonesian **EFL** student teachers' experiences challenges and their coping strategies in speaking English found that language barriers, psychological factors, learning environment and practicing the language act

as obstacle for the participants to speak in English. Vocabulary, pronunciation, grammar, and fluency come under language-related barriers. All the participants agreed that they face this challenge while trying to speak English. Insufficient stocks of vocabulary, mother tongue influence, and problems in pronunciation, grammar, and fluency became the stumbling blocks for them to be fluent and eloquent in speaking the language. Psychological factors like anxiety, attitude, and lack of motivation affected the participant's speaking performances. Participants' anxiety was closely related insufficient linguistic competence, fear of being misunderstood, and also their own perception of lecturers and peers. Attitude decides how much effort is put into the learning and positive attitude is essential to be a successful language learner. Participants' attitudes affect their efforts to undertake spoken activities and thus affected their speaking attainment and proficiency. **Motivation or the passion to speak English determined success in learning a foreign language. Lack of passion hindered them to speak in public and to actively get involved in a conversation or discussion in inside or outside classroom.** Less motivation to speak English was associated with a more negative attitude towards the language. Study shows that motivation and attitude were closely intertwined with one another. Fear of direct corrective feedback from the tutor was also considered an important factor of speaking English. Frequent practice is essential for acquiring fluency and practicing the language is a sure method for improving English speaking skill. An individual with a positive motivation is likely to learn and practice the target language diligently and regularly which ultimately generates confidence.

Zulkurnain and Kaur (2014) in their study of diploma students of Hotel Management in Mara University of Technology (**MUT**) found that student face many difficulties in effective oral English communication. The ability to communicate effectively in English is a much valued skill in the present globalized context and employers look for people who can communicate effectively in English. Results show that lack of English language knowledge come in the way of effective communication in English. Students have limited vocabulary of English and this affects sentence structure, correct use of grammar and pronunciation. Due to these shortcomings students are unable to convey the intended message. Students also find it time consuming to construct sentences. Learners were keen to be involved in interactive learning practices to improve their English communication and hence teachers should

create situations for learners to have oral English communication. Also task-based learning can improve communication ability of the learners.

Figueiredo and Mota (2009) have highlighted learners' incomplete knowledge of the L2 as a problem in second language acquisition. **Khan (2010)** argues that in L2 speech production, speakers' knowledge of the L2 seems to be incomplete and speech processing involves more complicated steps as L1 is still active and may impact L2 speech production. Consequently, L2 speakers communication output seems to be more problematic as learners struggle to conceptualize, formulate, and articulate messages in L2.

2.1.6 Communication Strategies

Ultimate goal of learning a foreign language is to improve the communicative competence of learners.

Somsai and IntaraPrasert (2011) in their study on how university students in Thailand cope with face-to-face oral communication problems, authors found that language learners can use communication strategies to improve their communicative competence. Through their research they have developed 24 emergent strategies for coping with face-to-face oral communication problems. They are classified into two main categories: (1) strategies for conveying a message to the interlocutor, and (2) strategies for understanding the message. Category-1. Strategies for conveying a message to the interlocutor is further subcategorized into two groups: 1) Continuous interaction and 2) Discontinuous interaction subcategories. Continuous interaction subcategory comprises 11 individual strategies. Discontinuous interaction subcategory comprises 7 strategies. Category-2. Strategies for understanding message from the receiver's side have 6 individual strategies to understand the message received by them. Study reiterated the role teachers can play in raising students' awareness and encouraging their students to make use of these strategies to cope with communication difficulties and to improve the communicative competence. English is no longer a mere subject to be learnt in the classroom but also a medium for social and practical use (**Foley, 2005**).

First language users develop their ability to comprehend oral language naturally and 'seemingly without effort and attention' in the early years of their lives (**Siegel 2014:22**). In case of L2 learners, this may not happen and generally they get more exposure to written rather than oral skills and they typically demonstrate literacy skills

that are superior to their oral skills. **Stephens (2011)**. This is because the English language curriculum is typically heavily biased towards literacy rather than oral skills. Effective oral English communication is a twenty-first century language skill which is indispensable for enhancing the quality of life, creating new opportunities and alternative paths for success.

English teachers must have a clear understanding of learners' difficulties and problems. Based on this understanding, teachers need to organize their learning materials and activities to engage their students in focused instruction targeting their specific problems in the classroom. Furthermore, they need to design extensive communication activities in real-world situations for genuine communication. Finally, they also need to boost students' self-confidence and improve their vocabulary to have effective oral English communication skills.

Wang (2015) in their study on strategic competence of English language learners found that Chinese English learners rarely use paralinguistic communication strategies. Instead they frequently use substitution, approximation, circumlocution, literal translation, exemplification, word-coinage, and repetition. They argue that high frequency of literal translation by foreign language learners depend on the developmental stage of their targeted language rather than the typology distance between L-1 and the target language. Chinese English learners lack variety and flexibility in their use of communication strategies as reflected in the frequency of repetition. This may be because of the emphasis placed on verbal skills in Chinese foreign language teaching at the expense of communicative skills. Results show that developmental stage of their inter-language and their cultural background affects their use of communication strategies in the foreign language. Their strategic competence needs communication strategies. Use of communication strategies would promote the learner's proficiency in English language. Study shows that there is a gap between what learners are taught and what they need in non-educational settings and situations and hence there is a need for more practical and economical way to develop the communicative competence. By helping learners to achieve concept identification and translation task through the use of communication strategies, learners will be able to improve their strategic competence.

2.1.7 Listening and Oral Skills

Feyten (1991) conducted a study to examine whether there is a relationship between listening ability and foreign language oral proficiency skills among other skills. The results show that there is a significant relationship between listening ability and foreign language proficiency; between listening ability and foreign language listening comprehension skills; and between listening ability and foreign language oral proficiency skills.

Bozorgiann (2012) carried out a study on 1800 Iranian participants undertaking International English Language Testing System (**IELTS**) in Tehran to examine the relationship of listening skill with other language skills. Even though it is of utmost importance in learning a language, out of the four dominant macro-skills of listening, speaking, reading and writing, listening comprehension is often difficult and inaccessible for second and foreign language learners. He argues that half of our daily conversation and three quarters of classroom interaction are virtually devoted to listening comprehension. Results show that there is close correlation between listening comprehension and the overall language proficiency. He states that the higher the listening score, the better the speaking score.

Tuan and Mai (2015) conducted research on 203 grade 11 students and ten teachers of English to study the factors affecting students' Speaking performance at Le Than Hein High School.

In most places the English teaching is geared toward exams and what students learn may not necessarily be most useful for them. Accordingly, the students put their focus more on learning what they are expected to be tested (**Lou and Zhang, 2011**). In fact, the focus of oral English Communication should be communicative competence which can be developed by using communication in the classroom. To achieve good oral English Communication, teachers are required to develop activities in the classroom which support students to practice communication in task oriented and roll oriented situations. Thus, the focus of oral English communication should be improving communication skills and enhancing learners' ability to get their message across. Compared to writing and reading, designing speaking tests is considered to be a hard task, because "speaking is an interactive and interpersonal process which does not lend itself easily to the requirements of test designers" and it is difficult to maintain consistency across spoken tests, due to subjectivity and discrepancies in the testers' evaluations (**Hughes, 2002: 73**)

2.1.8 Communicative Language Teaching

Koosha and Yakhabi (2013) argue that communicative language teaching (CLT) seems to be an ideal model for teaching a foreign language as the target of learning a foreign language is to use language as a medium of communication. Learners need to acquire the linguistic and pragmatic knowledge of the target language to efficiently express what they mean in the target language and to achieve successful communications. But the CLT approach has its own inherent difficulties which affect its success and may not be very efficient. They have evaluated the problems that may lead to the failure of communicative language teaching in EFL contexts and proposed some possible solutions for such problems. And this can be helpful for both EFL teachers and learners, providing them with insightful ideas about how to manage their teaching and learning activities for the successful implementation of this method.

Communicative language teaching (CLT) has become the core of teaching English as a foreign language to develop communicative competence of students and to use English in real contexts. The researchers conducted interviews with participants who were eight teachers from two universities in southern Taiwan that integrate CLT into the English curriculum in order to collect qualitative data. Results show that teachers play a crucial role in practicing CLT. Their professional training can provide knowledge about CLT and help the teachers overcome difficulties they encounter in the classrooms, and encourage the teachers to keep experimenting with CLT. Sufficient resources; teacher's persistence; school support; appropriate curriculum; students' willingness to participate in the class; students' need to use English for communication; and modified exams were given as factors promoting teachers' implementation of CLT in Taiwanese college English classes. Factors that hinder the implementation of CLT were students' resistance to class participation; text-oriented exams; large classes; lack of environment; inadequate teacher training; students' low English proficiency; limited teaching hours; lack of efficient assessment instruments; and teachers' lack of knowledge and skills. CLT is beneficial to students who want to improve their English skills.

2.1.9 Pragmatic Approach

Jesudas and Ewaidat (2013) in their study on students in Saudi Arabia argue that students show their unpredictable learning styles and teachers should help students to develop their language learning skills in the best and practical way to help students to

overcome their difficulties. They have suggested that concentration should be on all four skills of listening, speaking, reading and writing. Also suggested to increase the number of courses and time of courses, having lesser number of students in the class, teaching of literature in English language, use of audio-visual methods, use of short stories, simple lyrics and familiar rhymes and poems to stimulate their creative imagination, improve their writing and reading skills and to learn new vocabulary and different writing structures.

Obese and Udofot (2013) in their study on pragmatics and effective communication in English among undergraduate University students of Nigeria found that their pragmatic/communicative ability is inadequate and hence they are unable to communicate effectively in English. Communication is very crucial in all human interactions. Study found that there is unintentional transfer of sense or meaning from their native language in communications and this shows their inability to use English effectively. They also argue that there is an interrelationship between L2 Pragmatics and grammar and L2 pragmatics errors can create interpersonal problems. They suggest that pragmatic/communicative incompetence can affect the communication in L2 users of English the world over. They have recommended training for students to develop the ability to understand or generate messages with precise accuracy in accordance with the communicative contexts. Another recommendation is to include pragmatics in the curriculum as it helps to interpret both visible and invisible meaning of utterances and this in turn facilitates better oral English communication. Teachers are advised to make concerted efforts to dissuade students from improper usages and enable them to develop acceptable usages. **KieranLunge (2014)** stressed the need to study the technicalities of speech and practice pronunciation to have proper oral communication.

Hellekjaer and Fairway (2015) in their study on the English language needs of government staff in Norway found that even though 89% of ministerial staff in Norway uses English on a regular basis at work, almost 80% of the highly educated staff do not have any formal English courses beyond the upper secondary level. This deficit leads to communication problems. Reason cited is people need language skills along with professional degrees to succeed. Hence authors have suggested to integrate language learning modules into English medium courses and to supplement these with occupational English and communication courses. They conclude that unless Norwegian and Nordic institutions of higher education address the unmet needs of

their students for occupational English and communication skills beyond offering. Engineering and Management Courses, they will fail to address the competitive advantage of their **US** and **UK** counterparts. Hence they need to enhance their students' English skills and language learning with integrated language learning goals.

Gout and Jiao (2016) looked at ways to optimize classroom teaching of English to make education of English for all round development of listening, speaking, reading and writing. Authors in their study tried to promote eco-college English teaching by optimizing the ecological teaching module in a computer network environment framework. Information technology has opened up many avenues for development of modern teaching but it requires co-operation and adaptation. In the computer network teaching environment teachers have to change the teaching concepts and follow the student centered teaching philosophy. They need to help the students in their transition to a network of classroom activities and enhance their independent learning abilities. Some issues are students being passive recipients in network multimedia classroom, students' unwillingness to take lead role in their own learning, lack of clarity on individual needs, poor decisions etc. Teacher's information literacy also comes on the way. Teachers should have guidance and monitoring abilities. Teachers should have good computer skills to present their courses well. They have suggested strengthening of information literacy of teachers. Research shows that multimedia experience can trigger students learning interests, improve their listening ability and oral proficiency and study efficiency. Multimedia based education appear to be better than traditional education in many counts and seems inferior on grasping key teaching points, though the differences are not much sharp.

2.2 Studies Conducted in India

2.2.1 Confidence and Apprehension

Jyoti and Swamy (2016) in their study on engineering students in Andhra Pradesh found that students from rural areas and vernacular medium face difficulties in equipping themselves with English language skills. High oral English communication skills are required to face the high competition for jobs in the multinational companies. It is clear that teachers don't measure the speaking skill ability of engineering students. Research shows that students positively wanted to improve their Oral English Communication Skills. Students from vernacular medium shied away

from discussion in the class because of lack of confidence, and they were not comfortable with their ability of oral English communication. Researchers suggested that students should mingle with English medium students to improve their oral English communication. Teachers should encourage students to speak in English even if they make mistakes. Students called for activity based teaching and student centered teaching methodology for improving oral English communication skills.

Rayon and Shetty (2008) study was conducted by on a sample of 120 students from Chennai to assess the communication apprehension of engineering students found that 37.5% had high communication apprehension in the area of group discussion; 55.8% had high level of communication apprehension in the area of meeting; 50% had high level of communication apprehension in the area of inter personal communication and 65.83% had high level of communication apprehension in the area of public speaking. They suggest that by reducing the apprehension in the four areas of group discussion, meetings, inter personal and public speakingone can improve the English communication.

2.2.2 Proficiency in English, Vocabulary

Taking stock of the language communication of higher secondary students in Tamil Nadu, **Karting (2013)** points out that even though they fare well in their Higher Secondary Exams they fail to do well in college as their proficiency in English is very low. He attributes this to the low priority given to the written and oral English communication in school education. This disability comes in the way of understanding and learning in the college where English is the medium of education. This even comes in the way of attending campus recruitment. He points out a variety of reasons why English is not given priority in school and home. Hence he is of the opinion that self-interest of students to learn English play a vital role and they should realize the importance of English as it is a language which affect their success in their future career. He has suggested a number of ways to improve the situation and to promote communicative ability in English. He reiterates that the ability to speak English can bring the recruiters to them and help them in securing their future. Success depends on the student's willingness to put effort to learn the language and their ability to express themselves in English.

In the current scenario, English has become a language of survival at the national and international corporate set up, and plays a vital role in the successful journey of young

contenders. Oral English communication ability is one of the important educational investments to meet the demands of global market. Ability to speak fluently enhances the confidence to achieve desired goals and improves personality. Better oral English communication ability increases social mobility among employees. Hence, sustained efforts and innovative learning activities must be adopted in the English classroom to enable students with the skills and strategies required to compete with their peers in the job market.

2.2.3 Motivation and Attitudes

Babu and Rao (2012) argue that students are afraid of communicating in English. Lack of motivation, big class rooms, large number of students and lack of trained teachers affect in the way of improved English skills in their article explores. Teachers are called to generate the environment for learning and encourage the students to use English compulsorily in oral communication. Many techniques are suggested to alleviate the reluctance of students to use English in oral communication: to extend equal support to all students in the class room, to attend individual student's requirements, correct the errors, diminish the level of task difficulty, call for task within student's knowledge, use of technology in the classrooms, give many communicative tasks, enhance student's self-confidence, use mother tongue when it is required and necessary, and make the learners speak English outside the class room too. Teachers are advised to use many techniques simultaneously to improve the effectiveness of the program.

Vyas and Patel (2012) in their search for the impact of area on the undergraduate learners' attitudes towards the English language conducted a survey on a sample of 604 respondents from 16 Arts colleges of the rural and urban areas and affiliated to the Gujarat University found that the learners from both urban and rural areas possess similar attitudes towards the English Language and there is no significant difference between the groups of respondents from urban and rural areas in terms of their attitudes towards the English Language.

Nair and Iyyappan (2008) attitude plays an important part in learning. Narayanan, in their study on factors affecting English learning among 408 engineering and technology students in Chennai with various Indian languages as mother tongue found that male students have less motivation to learn English language than females and have high language anxiety than female students. Female students have less negative

attitude toward learning English language than male students. Therefore need to educate students about the usefulness of English in their future career.

According to **Reena and Bonjour (2011)** Tamil medium students found it difficult to understand the lectures as all lectures are delivered in English. They should be enabled to have the basic ability in English to deal with lectures in English. Engineers work in teams and they need to be able to communicate their thoughts, ideas and plans to many other specialists in many different fields. Hence, communication skills are crucial for engineering students to ensure a secure placement and a comfortable life. Teachers of English have an obligation to help and support Tamil medium students in overcoming their fears about communicating and to assist students in developing more positive perceptions of communication activities and should conduct multiple classroom activities for developing communication skills like presentations, group discussions, role-play and activities listening, speaking, reading and writing (**LSRW**) activities. With deliberate exercises these students can be empowered to achieve good skills in using English. Communication is an art which every professional has to adopt in order to transact his day to day work efficiently.

The need to feel the importance of Spoken English varies among students. Lopsided priorities come in the way of improving communication.

Meenakshi (2005) in her attempt to find out learner's attitude and its impact on language learning conducted a study on 350 students pursuing professional courses of B.Tech, B.B.A and B.C.A in different English medium universities in Uttar Pradesh, India. 94% of B.B.A students put communication skills on priority and preferred to study communication strategies in business. 72% of students give priority to spoken English as they need to carry out their business assignments with different people. 90% of students prefer communication skills. In B.Tech, 78% of students gave preference to their engineering subject. All of them wanted an informal class with formal real life activities such as mock interviews and seminars as they needed good English to appear and qualify in an interview. Though 98% of students wanted to excel in English, they were not willing to write an exam and 30% of students wanted English to be taught in all four years of engineering.

2.2.4 Environment

Margaret (2011) tried to investigate the effects of Learner-Based Teaching on oral skills of ESL learners in a heterogeneous language proficiency group of 40 students of

an aided school in Chennai. Well scheduled and rigorous practice in oral communicative task to this experimental group for five months with wide range of language exposure activities and oral skill-focused tasks to maintain their interests and sustain their involvement and effort found that involving learners themselves in identifying the type of tasks, creation of the needed environment, arranging for group dynamics, designing activities and collection of materials would enhance their involvement and interest even in challenging tasks such as achieving oral skills in English.

Abhijit and Shashidhar (2012) argue that due to economic liberalization opportunities are plenty for trained people in industries. But the students are not industry ready because of their limited English communication skills and English comprehension ability. They argue that the environment around the student is a stumbling block to acquire language proficiency in the rural areas. Heavy influence of mother tongue, passive lecture or translation method of learning without interaction comes in their way of achieving proficiency. The rural students do not have the provision for language laboratory and they are not aware of collaborative learning or peer teaching. What they have is lecture method and rote memory method of learning. Abhijit and Shashidhar in their study '**Insights and Innovations in Teaching ESL for Rural Students**' found that the methods which used in teaching English should be flexible and the teachers should adapt the methods to suit the ever changing needs of students. Need of the hour is to inculcate the ability among students to express lucidly to have efficient oral communication. Interactive method of teaching English was introduced in their intervention study on Engineering students and pre and post-test analysis show the efficacy of the interactive method of teaching to improve communication skills.

Shukla (2004) tried to find out about the English communication problems faced by Hindi Medium Students in Technical Institutions of Indore city and found that economic and social status, family background of the students, lack of proper guidance, lack of exposure to formal environments, lack of educational facilities, and lack of confidence as some of the reasons for their inability to communicate well in English cause for their problems in English communication.

Chandrakanthi and Ananthasayanam (2003) in their study on Socio-Pedagogical Factors affecting Language Skills among Engineering College Students found that socio-economic status, family environment and personality traits of the students

significantly affected the language skills of the students. Apart from this pedagogical factors like study habits, locust control, learning approaches, learning styles and learners' effectiveness significantly influenced the language skills of the students.

2.2.5 Listening, Comprehension and Speaking

Listening and reading improves the oral communication ability. **Bright (2010)** in her study on 751 teacher training students on the influence of listening, reading comprehension on the oral English communication found that there is significant correlation between listening comprehension and speaking skill and there is significant correlation between reading comprehension and speaking skill.

Mehta and Mehta (2003) are of the opinion that professional engineers certainly need effective and impressive communication skills. As a result, there is a great need to frame course materials to enhance listening, speaking, reading and writing (LSRW) skills of engineering graduates. Integration of LSRW skills within subject modules should be incorporated throughout the Engineering program to provide sufficient opportunities for the professional engineers. Communication skills programs in engineering colleges should be revamped to suit the needs of the time.

Nandhini (2005) in her study on Computer Assisted Language Learning (**CALL**) for Vernacular Medium Students of Engineering Colleges found that lack of good English crucially undermines the student's ability to communicate with teachers and peers. More than 50% of non-English medium students opines that their cognitive process has been affected by the language factor English language ability comes in their way of understanding the subjects. Characteristics of teachers like the speed of speaking and varying pronunciation comes in their way of understanding and resultant poor performance. She found that computer assisted language learning can help students to acquire communication skills at their own pace.

2.2.6 Syllabus

Indira (2003) in her research on improving communication skills for engineering students in Andhra Pradesh suggested that English course book which consider specific difficulties in speaking and functional use of English language should be introduced for all four years of Engineering, a course in communication skills and writing skills relating to the context of engineering profession, use of real life situations to enable effective learning, a small module in oral skill to improve

presentation techniques among students and teachers should make the students understand the essential characteristics of communication such as the process, the variable, barriers and the essential features that make communication effective and so on.

Srilalitha (2003) in her study at constructing a frame work for English for Science and Technology Course, with special reference to first year engineering students of Andhra Pradesh found that syllabus and materials do not encourage the development of oral communication skills. It is argued that all the four language skills in English are very important for the software engineer to function effectively in their profession and they need more fluency and accuracy to do better in their jobs. A specialized course for engineers is indeed helpful for those who do not possess adequate communication skills in English. Recommended the teacher to use communicative type of teaching material, organize separate spoken English tutorials with limited number of students; adopt suitable methodologies to meet the needs of the individual learners, and design tasks and situations which simulate actual practice for group work in the classroom.

Although English was considered as a major foreign language in India since independence, a change in the status of English from that of a foreign language to a global language made Indians to realize the benefits of having more competence in English than ever before. The policy and society conferred great value on the learning of English and command over English was framed as a new identity for educated India. Number of commissions and study groups post-independence stressed the need for regeneration of the English language. Constitutionally English was recognized as the Associate National Official Language and as inter-regional link language. Educationally, it was an essential module of formal education and a preferred medium of learning. Socially, it was a mark of education, culture and prestige.

Hamid (2001) in his study on Arab Students Studying at Osmania University, Hyderabad found that there is a need for intensive English for Academic Purposes course for Arab students prior to joining main stream course. The need for a specialized course has become apparent from the fact that the present level of proficiency of the Arab learner does not suffice to fulfill their academic needs. Role-plays, debates and discussions, work in pairs under the teacher's supervision, jig-saw principle activity and information exchange and pre-comprehension activities are recommended to improve their English. It is suggested that communicative

methodology should focus on information gap activities to develop fluency in speaking and writing.

2.2.7 Conclusion

English is an international language and is used in every corner of the world as a medium to interact with people from different cultural, ethnic, and social backgrounds. English is one of the most popular foreign languages in an incredibly diverse and multicultural country like India. English is one of the compulsory foreign languages to be taught and is also a medium of instruction at many places. Yet, many learners are unable to speak well in the English language. Speaking is one of the most complex language skills to be learnt. Due to the limited linguistic resources, both native and non-native speakers of any language struggle at times to communicate and to put their meaning across.

Oral Communication skills have been the focus of an increasing number of foreign language studies. Literature review shows that there is no study on mother tongue method of teaching to improve the Oral English communication skills of the University students in India. The researcher's own experience with oral English communication and his strong belief in the value of teaching oral English Communication has motivated the choice of topic for this thesis.

CHAPTER-III

RESEARCH METHODOLOGY

3.0 Introduction

This chapter deals with the method used for the Study, Study area, Sampling Design Participants, and Procedures used for gathering data, development of structured interview schedule, cognitive pre-testing and pilot testing, conducting structured in-depth-interviews (**pre-test and post-test**), structure and implementation of the intervention program, and analytical procedure.

3.1 Objectives of the Study

Three Specific Objectives have been framed for this Study.

1. To identify the oral English communication problems faced by F.Y.B.Com students.
2. To understand the impact of intervention strategy on improving oral English communication skills of F.Y. B.Com students.
3. To suggest ways to improve oral English communication skills of F.Y.B.Com students.

3.2 Study Area, Sampling Design and Participants

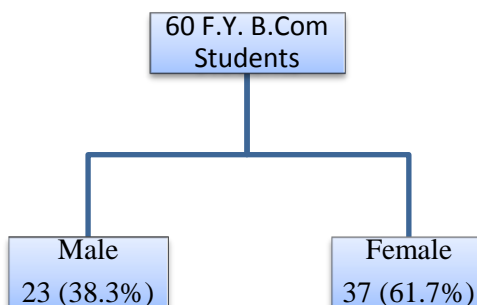
The study deals with the Problems in Oral English Communication Faced by F.Y. B.Com Students of Solapur University and the Possible Solutions. Out of the total number of colleges affiliated to Solapur University, four colleges were selected as a sample for the study.

The Following Selection Criteria were used for Selecting These Colleges:

1. All the educational institutions should be senior colleges within the jurisdiction of Solapur and must be affiliated to Solapur University.
2. The medium of instruction in the educational institution must be Marathi.
3. The colleges must be offering B.Com course.

The respondents of the study were adolescents from senior colleges of Solapur. These were First Year B.Com students in the age group of 17-20 years.

Figure: 3.1
Total Sample
Distribution of Sample



3.3 Research Methodology

Qualitative research method was used for data collection. In-depth-interview technique was used for collecting data on problems in oral English communication faced by F.Y.B.Com students. Structured interview schedule was used for interviewing the students and finding their problems in oral English communication. The researcher has made use of individual action research to improve the oral English communication ability of the selected respondents who are part of the study. The action research is aimed at making a positive change. Recording the in-depth-interviews as pre-test and post-test of the intervention strategy clearly explain their problems and also the improvement they made with the intervention of teaching English communication for 3 months.

The researcher has also interviewed expert English language teachers: 17 native English speakers from **UK, USA**, Canada and Australia, Africa and 15 non-native speakers from all over India. Their suggestions were included in the intervention strategy employed by the researcher on the selected respondents. The responses of the subjects have been assessed and appropriate numerical values have been assigned to the responses.

3.3.1 Procedure

To start with the data collection process approval was required from the selected colleges for students to participate in the study. For this letters describing the study was given to the college administrators and their consent was taken. Active consent was also obtained from all students. Confidentiality was guaranteed to all participant

students of the research. Data collected from respondents through in-depth-interviews conducted face-to-face by the researcher. Interview schedule was used in the in-depth-interview and the whole interview was recorded using web-camera. Interview was conducted in the college, class setting by the researcher himself. The in-depth-interview took approximately 8-15 minutes for each student.

Prior to in-depth-interview, the researcher explained to students about the purposes of the project briefly, to better understand the problems faced by first year B.Com students they face in oral English communication.

In-depth-interview was conducted as pre-test and post-test of the study. After the pre-test, intervention strategy was implemented. Three months Oral English Communication Training Program was conducted for all the 60 respondents. Post-test was conducted to find the effect of the intervention strategy and to analyze the progress achieved by the respondents.

3.3.2 Instructions

The instructions were read aloud to the students who were required to face the in-depth-interview. It was emphasized to respondents that they should express their thoughts freely. Confidentiality of information and honesty of responses were emphasized in the set of standardized instructions.

3.4 Tools and Techniques of Data Collection

3.4.1 In-depth-Interview

The in-depth interview was selected as best qualitative measure to assess respondent's perception of Problems in Oral English Communication Faced by First Year B.Com Students of Solapur University and the Possible Solutions. Primary data was collected through in-depth-interviews with F.Y.B.Com students. Interviews were set-up with respondents. The purpose of the interview, reasons for selecting the participants, why the researcher is involved in the interview was clearly explained to the participants. Confidentiality of the information was guaranteed and they were also informed of the use of web-camera to record the interview. Written consent was taken from all the participants. The key benefit of in-depth-interviews is that they offer much more detailed information than what is available through surveys or other data collection methods. In-depth-interviews also provide a more relaxed atmosphere to collect

information as people may feel more comfortable having a dialogue with someone than filling out a survey.

3.4.2 Development of Interview Schedule

The assessment of Problems in Oral English Communication Faced by First Year B.Com Students of Solapur University and the Possible Solutions necessitated the development of an interview schedule that effectively measures problems faced by First Year B.Com students in Oral English communication.

In-depth-interview schedule was developed by using information from “**Oral Tests Handbook**” of Directorate for Quality and Standards in Education, Floriana, Malta, and “Oral Test Question Banks” and “Oral Proficiency Profile” from Cambridge University Press. In-depth-interview schedule evaluates the participant’s oral English communication skills. Oral communication skills of the participants and their interaction with the researcher is coded according to analytical scales of University of Cambridge which are used for English Speaking Test Assessment for English Speakers of other Languages (**ESOL**) which measures task achievement through vocabulary and grammar, discourse management, pronunciation stress/intonation, and fluency interaction.

3.4.3 Cognitive Pre-Testing and Pilot-Test

Cognitive pre-testing of interview schedule was done with a view to improve the quality of the items of the interview schedule. As part of cognitive pre-test the interview schedule was given for expert review and cognitive pre-testing. During the cognitive pre-testing, interviewees were asked to "think aloud" while they are formulating their response to each question on the survey. Probing questions were solicited for each item to determine what specific words within the question and response set mean to the respondents. For some questions, the respondents were also asked to explain in their own words what they were thinking about while they answered the questions. The information obtained from the cognitive pre-tests was used to make minor item changes to reduce problems due to different subjective interpretations of an item's meaning or intent. Where major differences in understanding are indicated, changes were made to the instrument.

The resulting interview schedule was pilot tested with a smaller sample of 30 students to determine the ability of students to complete the instrument. Students for pilot test were selected to represent the range of variation expected in Solapur. Items needed

modification was then identified and necessary changes were made. Minor corrections were made to the interview schedule with the help of feedback received from pilot testing. These include revised language and wording of the items, where appropriate by shaping the instrument suitable for application in Solapur. The pilot test thus helped in identifying and deleting items that were inappropriate and in making meaningful substitutions.

3.4.4 Conducting In-Depth-Interview on Participants

The interview schedule, revised after pilot testing, was administered through in-depth-interview in four colleges after the class periods and it took approximately 8-15 minutes to complete each interview. Four colleges were sampled; permission from each college was sought. When consent was obtained, students were randomly selected from First Year B.Com class for conducting in-depth-interview. Every effort was made to ensure that all subjects were comfortable, and to assure them that their responses are confidential. All care was taken to create an atmosphere of trust and develop rapport with respondents which was expected to enhance the validity of data.

The interview schedule comprised several sections, which may be grouped as follows: questions like tell your name, spell your name, introduce yourself etc., are asked to make them comfortable first. Then questions are asked to learn more about their background, their abilities, problems, family, friends, hobbies etc., sing a song, tell a joke and narrate a story were asked to clearly understand their ability to express the intended meaning.

Data collected through the pre-test was analyzed to find out the problems faced by the students. Researcher has interviewed a host of foreign Native English Speakers to learn more about ways to help to improve the oral English communication abilities of the students. Their input and expert opinions are taken into account and considered while formulating the intervention program for the students.

3.4.5 Intervention Strategies

Oral English Communication Training Program

The Oral English Communication Training Program was conducted for the 60 respondents after the pre-test for 3 months duration. The course was covered in 100 hours.

Aim of the oral English Communication Training Program:

The prime aim of the Oral English Communication program is to assist learners to speak English fluently with considerable amount of comprehension. It is assumed that the first year students have a basic level of proficiency in the target language. Therefore the speaking program tries to consolidate and extend the speaking strategies that they have already acquired.

The Main Aims are as Follows.

1. To foster the respondents speaking strategies that can help them to speak English fluently.
2. To prepare the respondents in the target language beyond the classroom where they can use English as a tool to communicate and acquire language.
3. To enable the respondents to become competent, confident to communicate in English.
4. To provide an opportunities for respondents to learn to speak English appropriately in-day-today life.
5. To enable the respondents speak English contextually.
6. To enable the respondents to understand the scientific methodology of English speaking.
7. To enable the respondents to understand the natural way of language acquisition and language learning.
8. To make aware the respondents to understand the process of language acquisition and language learning.
9. To remove inhibition and anxiety and motivate to build confidence in speaking English.
10. To enable the respondents to make appropriate use of their body language while speaking English.

3.5 The Training Program

After analyzing the pre-test results, the respondents were given feedback regarding their performance in the pre-test. The pre-test results confirmed that the respondents had poor vocabulary. The pre-test results were discussed with the respondents in a group, detailing the errors and possible efforts that would help in improvising, understanding and using the language correctly while speaking. It was also

emphasized that more efforts and time would be required from each respondent to get the desired results.

A special training for three months was organised to help the students to gain a better command over speaking skills. Every week 9 hours were spent in conducting this training which comprised of six sessions of one and a half hours each. Ten lexical sets were covered in 40 sessions of 90 minutes. These texts are taken from various sources in order to suit the learner's needs, interests and above all their proficiency level in English. Moreover, they are, to some extent, challenging to the learners. All the texts represent topics connected with daily life and are of local interest. In more practical terms, the material in these programme are arranged in such a way that tasks follow a logical sequence and progress from easy to difficult. Approximately 350-400 words and phrases and idioms are taught to the students for active use in this study. After teaching one lexical set, a revision session was conducted to help the students to remember and recall the new words.

The respondents were introduced to various aspects of speaking skills. They were taught spoken aspects using the Mother Tongue Method of Language Learning (MTMLL). Various techniques and skills were employed in order to make teaching more interesting and effective. The respondents were encouraged to make maximum use of dictionaries and language activator to learn new words. The respondents are introduced to phonics and also to the processes of word formation in order to make them more confident in the use of new words. Every respondent actively participated in this training program. Learners were divided into pairs and small groups. Group work promotes co-operative learning. This enables a teacher to move among groups to ask questions and clarify confusion and that learners may have about the text. Working in groups reduces the learners stress, inhibition, anxiety and embarrassment. It is possible to help students with poor English speaking ability by putting them together with those who are comparatively better in speaking English. Good students can help weak ones to understand the text in a better way due to the fact that learners do not feel embarrassed to ask their peers simple questions.

Group members were changed as the pairs/groups move from one activity to another in order to make all learners in the classroom to know each other. This technique creates confidence in learners. According to **O'Neil et al (1995)** pair and group work promote communication in the classroom and they allow for oral practice by all rather than a few pupils. Pair and group work are very useful techniques in classes due to the

fact both give learners an opportunity to the target language and participate actively in the activities and tasks in a classroom. According to **Baker and West (2003, p.131)**, pair or group work is very important because it gives students lots of practice in using a language, allow the quieter students to speak to a partner, instead of speaking in front of the whole class and teaches students to help each other with their learning.

As far as learning, acquiring, teaching the target language is concerned, both the techniques can help in handling a large class with different proficiency levels and can motivate and encourage learners to use the target language. They require careful planning in order to engage all learners in the activities and prompt them to work with each other. Learners can express their own thoughts, ideas and attitudes which will lead to the development of learners' communicative competence. In both the techniques learners can practice the target language independently without the teacher's constant correction or help. They also enhance learners' confidence and foster various skills.

After the special training, a post-test was conducted to check the students' improvement. The pattern of the post-test was the same as that of the pre-test. All the questions aim at testing the respondent's knowledge of the various aspects of spoken skills.

3.5.1 Syllabus of the Oral English Communication Training Program

1. Meditation, Silent Prayer
2. Greetings: Meeting and Parting Formal/ Informal
3. Polite Expressions, Manners, Etiquettes
4. Forms of Small Speeches, Order, Exclamation
5. How to Ask Time and Tell Time?
6. Use of Day, Week, Month, Year
7. Importance of L.S.R.W Language Skills
8. Nursery Rhymes
9. Use of Personal Pronouns
10. Use of Parts of Speech
11. How to Introduce Yourself?
12. Daily Activities
13. How to Overcome Fear, Anxiety, and Hesitation
14. How to Open English File in the Brain

15. Relaxation, Breathing, Yawning, Stretching, Swallowing, Tonal Actions
16. Use of Do Forms, Have Forms, and Be Forms and Their Negatives
17. Use of Tenses, Types of Verbs, Modal Auxiliaries
18. Use of Prepositions
19. How to Ask Questions, W/h, Yes/No Questions
20. Introduction to English Phonetics
21. Speech Mechanism and Speech Organs
22. Difference between Sounds and Letters
23. Difference between Vowels, Consonants, and Diphthongs
24. Syllable, Accent, Stress, Pitch, Intonation
25. Role of Brain and Mind in Speech Production
26. Visual Memory, Auditory Memory, Motor Memory and Their Coordination
27. Conscious Mind, Sub-conscious Mind
28. Short-Term Memory and Long-Term Memory
29. Mouth Muscles Training,
30. Tables and Tongue-Twisters
31. Vocabulary Building, Parts of Body, Family, Fruits, Vegetables, Spices, Food, Birds, Animals Etc.
32. Word Formation
33. How to Narrate a Story, Sing a Song?
34. How to a Tell Joke?
35. Describing Process
36. Confidence Building Session, Role Play, Tasks In Pair, Groups
37. Presentation Skills
38. Conversation on Different Topics
39. Proverbs and Good Thoughts
40. Smart Keys to Speaking English Fluently
41. Speak English in Chunks
42. English Speaking Basics-I
43. English Speaking Basics-II
44. English Speaking Basics-III
45. Practical Session

3.6 Analytic Procedures

3.6.1 Item Wise Analysis

Data collected through pre-test for each question was analysed to find the problems faced by them. Data collected through pre-test and post-test for each question was analysed to find the difference in their ability after undergoing the intervention program. Apart from, these results were analysed using **Speaking Test Assessment Scale**.

3.6.2 Speaking Test Assessment Scale

To analyse the speaking ability of the respondents, in-depth-interview was assessed under five criteria's namely **Grammar and Vocabulary, Discourse Management, Pronunciation, Interactive Communication, and the Task Achievement Scale**. These criteria's focus in a positive manner on what respondents can do rather than cannot. Respondents are assessed according to their actual performance and not according to what the researcher feel respondent may be capable of producing. The respondent's performance in all parts of the in-depth-interview is taken into account in deciding the final mark for each of the criteria.

Grammar and Vocabulary measure the accuracy, range and appropriateness of language and respondent's ability to show a good degree of productive control of simple grammatical forms and use a range of appropriate vocabulary when talking about familiar topics.

Discourse Management measure the extent, relevance, coherence and cohesion of the respondent's individual contribution. Extent denotes the stretch of language used by the respondent should be appropriate to the task, e.g. long stretches of language (as in the long turn) or short responses (as in the discussion). Relevance indicates what the respondent says should be relevant to the task. Coherence and cohesion designates the respondent's contributions should be organised in such a way as to make it easy for the listener to follow the progression of ideas, e.g. by using cohesive devices, sequences semantically related words and other reference markers.

Pronunciation measures the intelligibility of the candidate's speech. First language interference is expected and not penalised if it does not have a negative effect on communication. At undergraduate level, respondents are expected to be mostly

intelligible and have some control of phonological features, i.e. intonation, stress and individual sounds, at both utterance and word levels. Intonation refers to the way the voice rises and falls to convey the speaker's mood, support meaning or indicate new information. Stress refers to the emphasis placed on a syllable or words. Stress can be used to distinguish between words or convey meaning. An individual sound refers to the pronunciation of vowels, diphthongs and consonants.

Interactive Communication refers to the respondents' ability to use language to achieve meaningful communication through initiating, responding, and keeping the interaction going. At undergraduate level, respondents are expected to initiate and respond appropriately, and to keep the interaction going with very little prompting and support. Initiating refers to introducing a new idea or developing the current topic. Responding refers to reacting verbally to what another person has said. Exchanging information refers to interaction which typically involves two turns in the form of an initiation and a response. Developing the interaction refers to saying more than the minimum in response to the written or visual stimulus, or to something the other person has said. Prompting and support: respondents who ask the researcher for clarification should not be penalised. However, if the interaction breaks down and the researcher has to prompt and support the respondent, this should be regarded as weak interactive ability on the part of the respondent and marked accordingly.

Task Achievement scale refers to the respondent's overall effectiveness in dealing with the tasks in all the four criteria's of **Speaking Test Assessment**. The task achievement scale focuses on the respondent's ability to handle communication on familiar topics and to construct longer utterances. The task achievement mark is an independent impression mark which reflects the assessment of the respondent's performance from the researcher's perspective. The researcher is required to give one global mark for each respondent, reflecting performance across all parts of the test.

3.6.3 Data Analysis of Pre-Test and Post-Test

Data collected through pre-test and post-test was analyzed using **Excel and SPSS-21**. Recorded in-depth-interviews of the pre-tests and post-tests of 60 respondents was analyzed to find the problems faced by them and to mark the improvement brought about by the intervention strategy of 3 months **English Speaking Training Program**. Researcher has assessed the responses of the respondents' interview at pre-test and post-test and assigned numerical value for them. Statistical analysis of the numerical

values has been useful in evaluating the impact of the intervention and to measure the progress made by the respondents in the study.

3.7 Conclusion

Attempt is made to understand the problems in oral English communication faced by F.Y.B.Com students of Solapur University in an effort to help students to improve their oral English communication skills and abilities to face the world with global skills required for finding a job and living a better life.

CHAPTER-IV

ANALYSIS AND DISCUSSION

4.0 Introduction

Study clearly showed that F.Y.B.Com students of Solapur University faced problems in oral English communication. Taking the situation into account, researcher introduced an intervention program for three months and post-test analysis showed that the intervention strategy was effective and improved the situation of the students. Results clearly showed improvement in oral English communication.

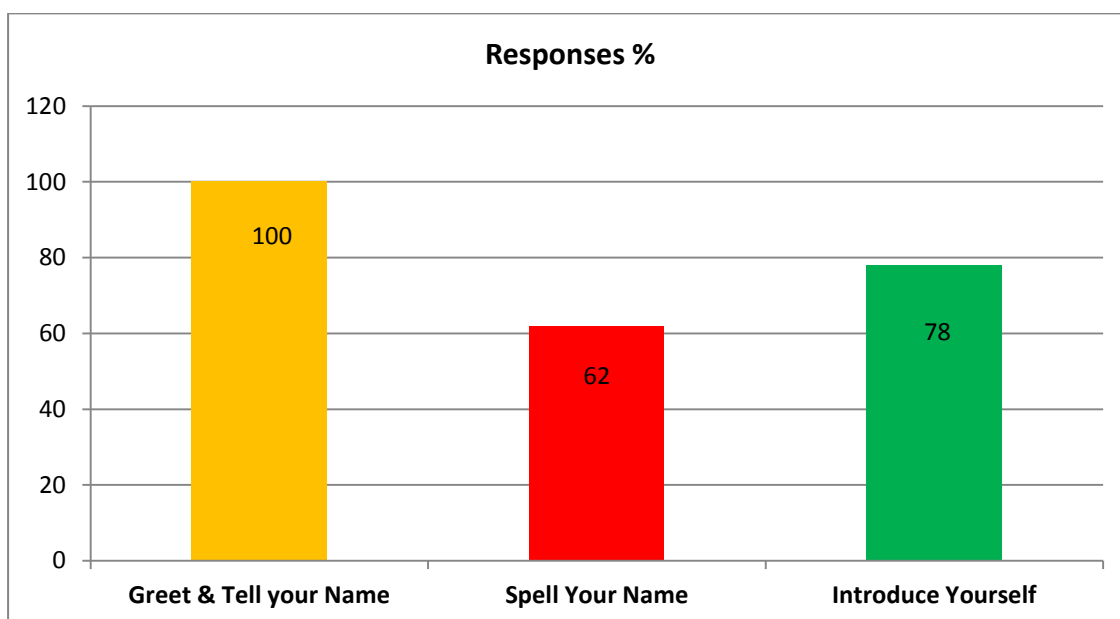
Sixty students were given an opportunity to face web-camera for recording their responses to the questionnaire prepared by the researcher in the form of pre-test as a part of the research study. The main objective of conducting the pre-test and recording the responses to the questionnaire was to judge the students ability of oral English communication. The responses in the pre-test were not satisfactory because they were not adequately exposed to basic skills and knowledge of oral English communication. After the pre-test, three months rigorous training was conducted as part of intervention program to students with lot of practice in oral English communication. During this period various pair and group exercises based on day-to-day life were given to them. At the end of the training programme, a post-test was conducted under the web-camera again. There was considerable improvement in their oral English communication. The in-depth-interview included 29 open-ended and close-ended questions.

4.1 Table 1: Response Scores of Questions in the Pre-Test

Question No	No of sample Responded	% of sample responded	Standard deviation
1	60	100	0.00
2	37	62	0.49
3	47	78	0.42
4	51	85	0.36
5	33	55	0.50
6	32	53	0.50
7	20	33	0.48
8	22	37	0.49
9	42	70	0.46
10	15	25	0.44
11	19	32	0.47
12	32	53	0.50
13	42	70	0.46

14	44	73	0.45
15	35	58	0.50
16	57	95	0.22
17	41	68	0.47
18	57	95	0.22
19	24	40	0.49
20	55	92	0.28
21	60	100	0.00
22	55	92	0.28
23	60	100	0.00
24	59	98	0.13
25	59	98	0.13
26	04	07	0.25
27	07	12	0.32
28	04	07	0.25
29	53	89	0.35

4:2 Graph No.1 Analysis of Pre-Test Questions 1, 2 & 3



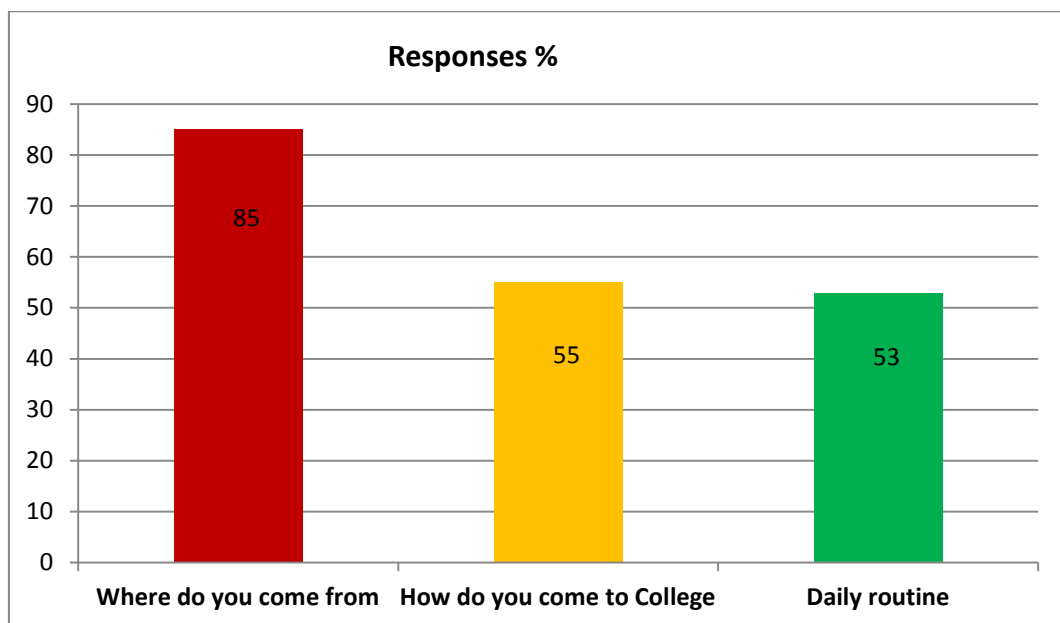
In the first task on to greet each other and tell the name, respondents did say ‘**Good Morning**’ to the researcher in the pre-test but they did not have the proper body language of confidence. They were expected to greet the researcher ‘**Good Morning**’ with smile, proper eye contact, and show of confidence. Second part of the question was to tell their name. Everyone answered this question well.

Respondents were asked to spell their name and the purpose was to start on something which is easy for them to build confidence for the rest of the test. Analysis

shows that in the pre-test only 62 per cent of respondents spelled their names correctly.

The question to introduce them had two-fold objectives. First is to know more about the respondents to have better understanding, better communication and to develop a good relationship. Second objective is to he or she should be able to introduce themselves well to others. In the pre-test, 78 per cent of respondents introduced themselves but not satisfactorily.

4.3 Graph No.2 Analysis of Pre-Test Questions 4, 5 & 6

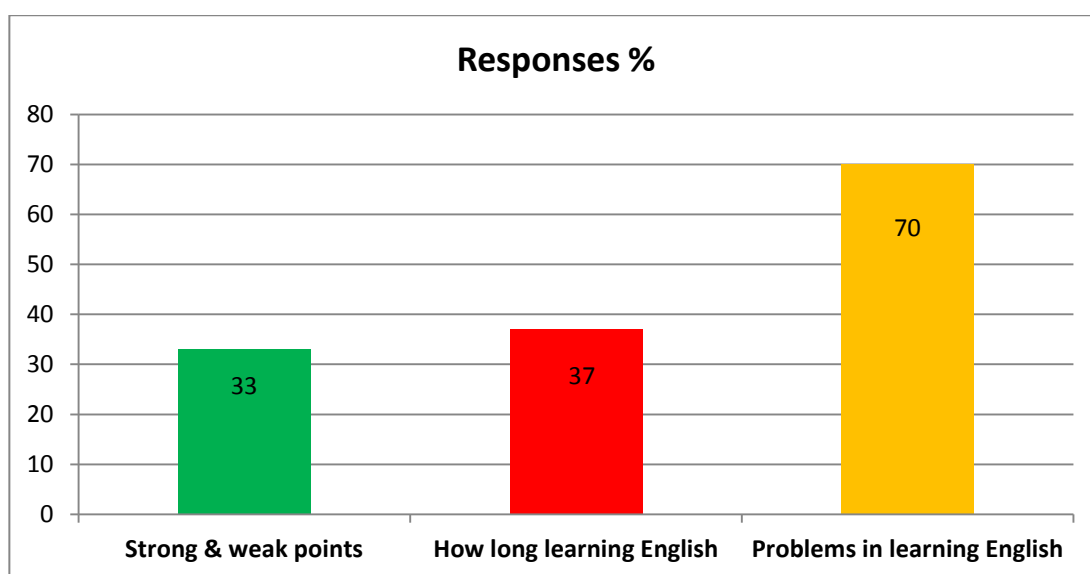


In the question on where do you come from, the respondents were expected to tell about their native place. The purpose of this question was to know the geographical background of the respondent and whether he or she is from rural or urban background. In the pre-test 85 per cent of the respondents answered this question, but not all were able to express their native place well.

Respondents were asked the question how do you come to college?, and the main objective of asking this question was to know the mode of transport he or she takes and whether they are capable of conveying it correctly. In the pre-test 55 per cent responded to this question but the result show the respondent's inability to express properly.

In the question on 'Daily Activities', respondents were expected to tell about their daily activities from morning till the end of the day. The main aim of this question was to assess respondents' ability to narrate or describe their daily routine activities in a proper and logical way. In the pre-test, 53 per cent of the respondents responded to this question but were unable to express their daily routine logically and meaningfully. Only 53 percent of the respondents could answer this question but not satisfactorily.

4.4 Graph N0.3 Analysis of Pre-Test Questions 7, 8 & 9



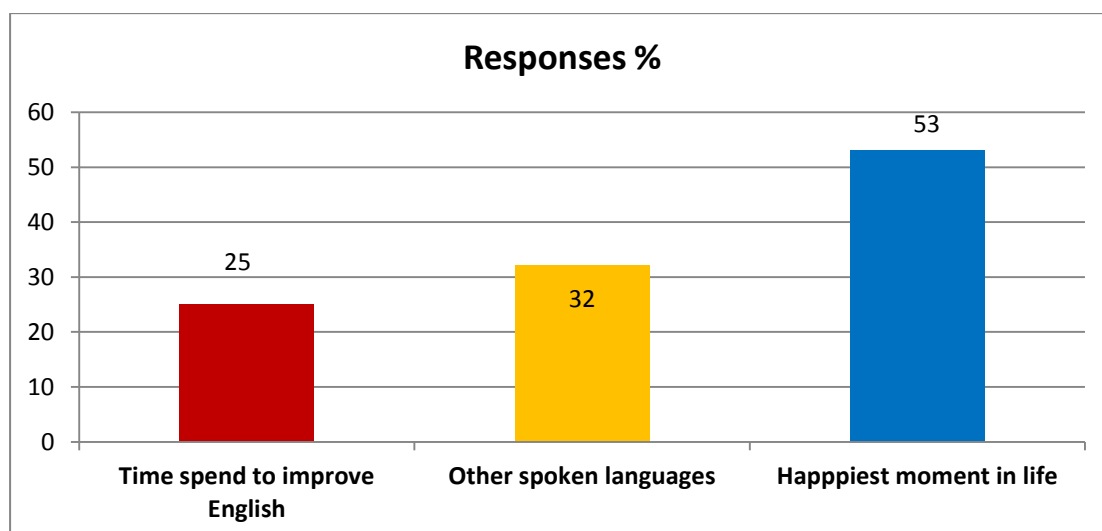
On expressing strong and weak points, 33 per cent of the respondents answered in the pre-test but not satisfactorily express their strong and weak aspects of their life. This shows their weakness in the target language and the need to improve language capability.

The question how long he or she has been learning English was intended to assess their history of English learning and also their association with the target language learning. In the pre-test 37 per cent of the respondents answered this question but the respondents were lacking confidence.

In the question on problems faced in oral communication, respondents were expected to answer the real problems they face in oral English communication. The aim was to assess the day-to-day problems they face in relation to four integrated skills such as listening, speaking, reading and writing) of target language. In the pre-test, 70 percent

of the respondents responded to this question but unable to express their real problems in learning English quite clearly.

4.5 Graph No.4 Analysis of Pre-Test Questions 10, 11 & 12

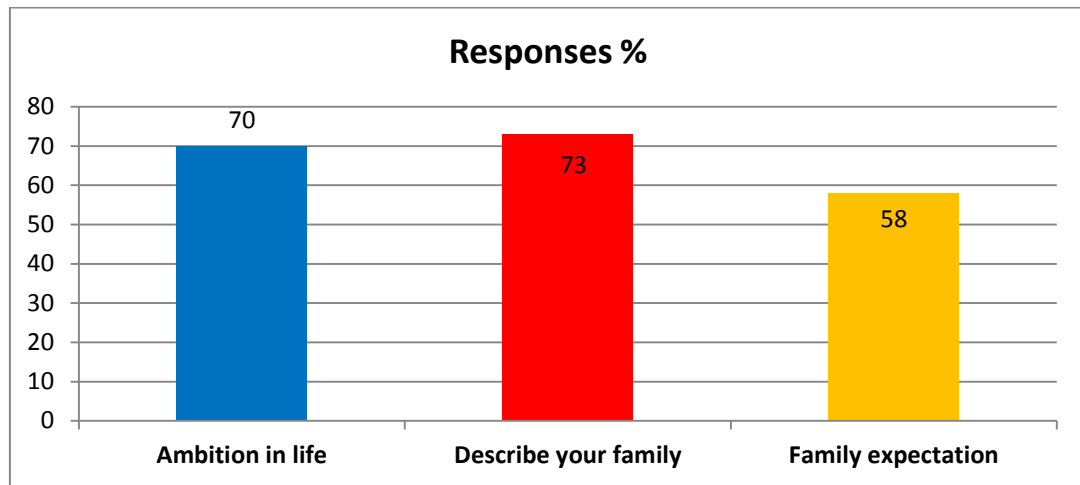


Respondents were asked about how much time they spend on improving English. They were expected to answer the amount of time they daily spend for improving their oral English communication and to assess whether they put regular effort to improve the target language. In the pre-test 25 per cent of respondents were able to answer this question and result showed that respondents were not spending enough time intentionally for improving their English.

In the question on other spoken languages, the respondents were expected to tell which other languages they speak apart from English. This question was intended to learn which other languages the respondents use for every day communication. In the pre-test, 32 percent respondents could answer this question.

The question to express their happiest moment in life was intended to assess their ability to share and communicate their happy moments with others easily and fluently. In the pre-test, 53 per cent of the respondents could express their thoughts properly.

4.6 Graph No.5 Analysis of Pre-Test Questions 13, 14 & 15

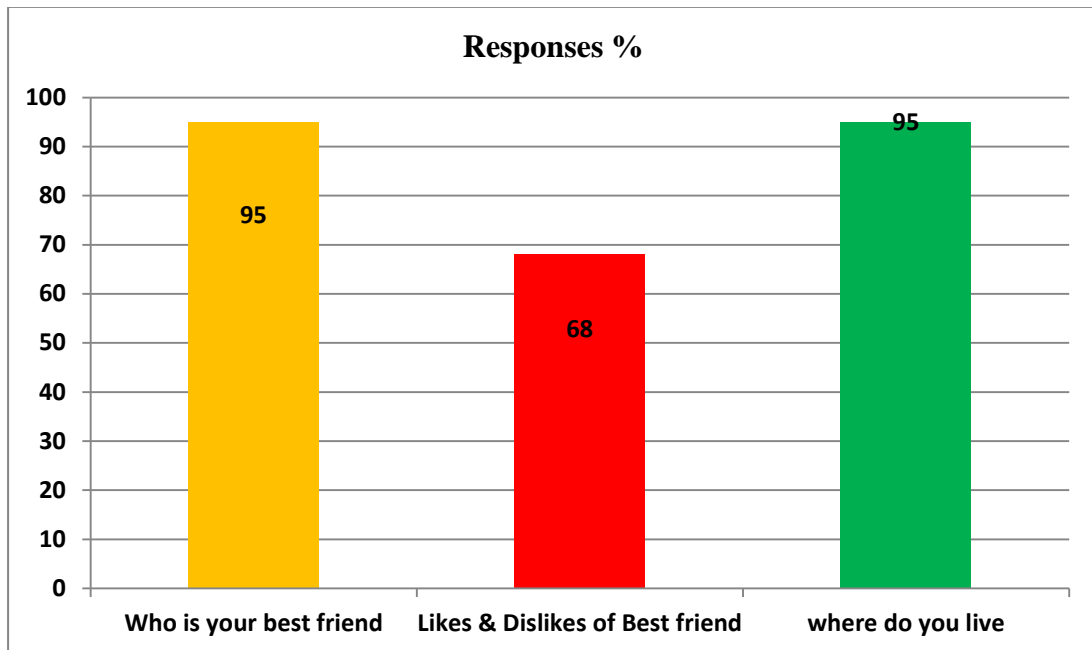


The objective of the question to express their ambition in life was to assess their ability to express his or her future dreams and share their views with peers and friends. In the pre-test 70 percent of the respondents responded to this question. They were not confident and were unable to express their ambition in life very well.

The task to describe their family aimed at assessing the respondents' ability to describe the family and also to know the family background of the respondent. In the pre-test, 73 percent of the respondents responded to this question but not very satisfactorily.

The question to reveal the family expectations from the respondent was intended to assess their ability to explain the parents' expectation about respondents' studies including learning English language, job, life etc. In the pre-test 58 per cent of the respondents responded to this question.

4.7 Graph No.6 Analysis of Pre-Test Questions 16, 17 & 18

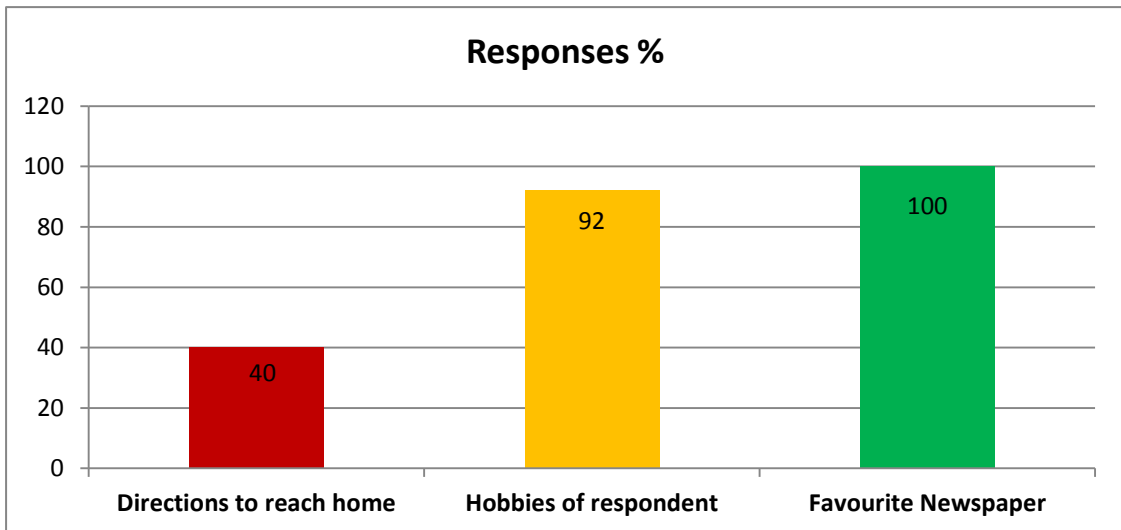


On the question who is their best friend 95 per cent of the respondents answered correctly in the pre-test.

What you like and dislike in your best friend was asked to assess their ability to convey what they find in their best friend and also to know more about the participation and nature of his or her best friend in improving the English Communication. In the pre-test 68 percent of the respondents responded to this question but they were not very confident in the way they explained.

In the question respondents were asked to tell where do they live and their residential address? This question was asked to understand the social background of the respondent and whether he/she would be able to communicate their address well with others. In the pre-test 95 per cent of respondents responded to this question but not properly.

4.8 Graph No.7 Analysis of Pre-Test Questions 19, 20 & 21

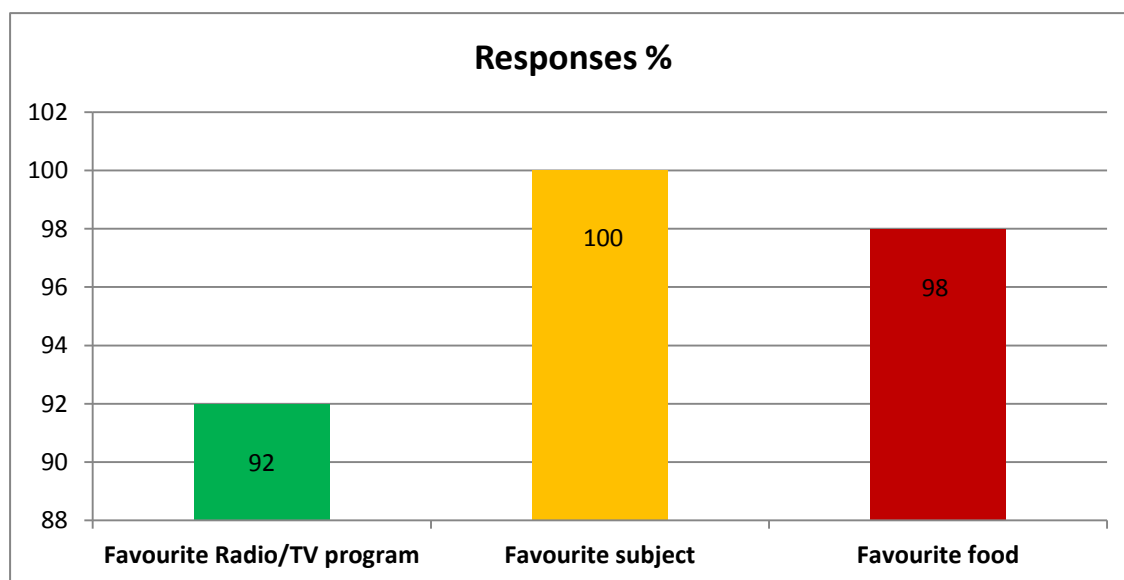


How to reach their home was asked to assess respondents' ability to direct others to reach his/her home. In the pre-test more than half of the respondents were unable to give proper directions to reach their home. Only 40 per cent of the respondents attempted this question.

Respondents were asked about their hobbies and interests to understand their ability to express their hobbies and interests and what do they do in leisure time activities and whether they make use of their leisure time for improving the target language. In the pre-test 92 per cent of the respondents answered this question but not everyone was able to express well.

The question on favourite newspaper/book they read was asked to assess which are the newspapers/books the respondents read to improve their ability of oral English communication. In the pre-test majority of (100%) the respondents mentioned only Marathi newspapers and few said they read English newspapers.

4.9 Graph No.8 Analysis of Pre-Test Questions 22, 23 & 24

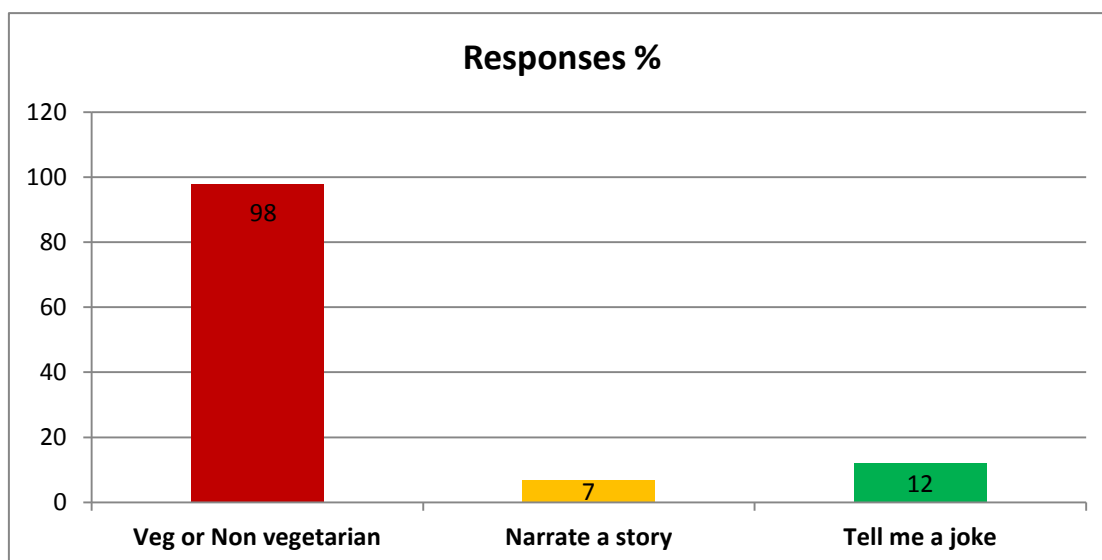


Respondents were asked to tell which is their favourite Radio/TV program to assess which radio program respondents listen and which TV program he or she watch to improve their oral English communication. In the pre-test 92 percent of the total 60 respondents responded to this question and majority of the respondents answered that they watch Marathi serials but very few said they watch English serials.

The question on favorite subject was asked to assess the subject the respondents like and would like to improve. This is to check whether the respondents really want to learn target language English. In the pre-test 100 per cent of respondents answered this question and most of the respondents said other subjects and not English as their favorite subject.

Respondents were asked to tell about their favourite food. This question aims to assess the food habit of the respondent and to check whether they can communicate that well in English. In the pre-test 98 per cent of the total 60 respondents responded to this question.

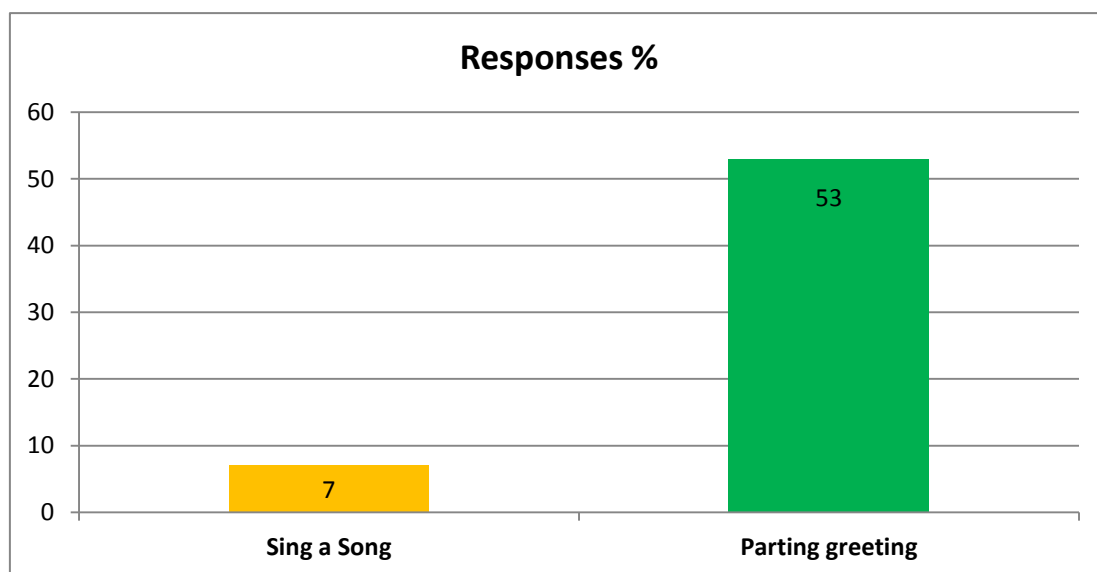
4.10 Graph No.9 Analysis of Pre-Test Questions 25, 26, & 27



The question on whether vegetarian or non-vegetarian was asked to check whether the student is able to communicate his preference for vegetarian and non-vegetarian food well to others. In the pre-test 98 per cent of respondents responded to this question. Respondents were asked to narrate a story which he or she likes. This question was asked to assess and judge their ability of narration. Whenever events happen in and around him or her. In the pre-test most of the respondents were unable to narrate a simple story in English. Only 04 of the total 60 respondents responded to this question and 7 percent of the total respondents could narrate a story.

Respondents were asked to tell a joke that he or she likes and this question was asked to assess their ability and skills telling jokes to others. In the pre-test most of the respondents were unable to tell any kind of jokes. Only 07 of the 60 respondents responded to this question and 12 percent of the total respondents could tell a joke.

4.11 Graph No.10 Analysis of Pre-Test Questions 28 & 29



Respondents were asked to sing a song he or she likes was intended to know whether the respondent has the ability to sing in the target language. In the pre-test most of the respondents were unable to sing a song in English not even nursery rhymes. Only 04 of the total 60 respondents could respond to this question and 7 per cent of the respondents could sing a song.

In the end researcher thanked the students with the expression '**Ok, Thank You. That's the end of the test**'. Respondents were expected to respond to the greeting of the researcher at the end of the test. This question is intended to know whether the respondent has the ability to respond well in the parting greeting situations. In the pre-test 53 per cent of respondents responded to this question.

4.12 Shortcomings Observed in the Students from the Pre-Test Recording.

On Analysing the Pre-Test Recording, the Following Shortcomings are observed in the Students.

1. Learners face inhibitions at very basic level and that prevented them from participating in speaking English in day-to-day life.
2. Respondents do not have appropriate family environment for learning oral English communication.
3. Students try literal translation from mother tongue to target language which leads to errors.
4. Most of the students lack the knowledge of word formation.

5. Most of the students are not aware of the context in which the words are likely to occur.
6. They fail to realise that some words are used in formal contexts and some words are used in informal contexts.
7. The majority of the students do not use the appropriate words because they are doubtful about pronunciation of that word while speaking and do not know the spelling while writing.
8. They accent on the wrong syllable of the word. Words accented in ordinary speech are not accented in connected speech but the students are not aware of that. As a result the students are shy to speak in class and in public.
9. Students show very limited linguistic competence in English and are unable to carry out tasks.
10. A poor vocabulary may contribute to problems with comprehension.
11. Students are very poor in using proper words in proper sentences.
12. Due to lack of vocabulary students are unable to convey the intended meaning. Students have an opinion, but unable to express what exactly they mean.
13. They suffer from lack of confidence as a result they develop anxiety instantly.
14. It has been observed that they are the poor listeners of English.

4.13 Possible Reasons for the above Short Comings

Vernacular medium students know the importance of oral English communication, but English is just a required course for them and is provided for limited time of classroom guidance (four hours a week). The students are desperately in need of improving their speaking competence. The present University education system gives more importance to reading and writing ignoring listening and speaking English. They seldom voluntarily present or share their ideas in class. Students are worried about what other students and teachers might think or say of their mistakes and that put them in a state of anxiety. Students are limited by vocabulary and insufficient input of western cultural background information. Traditional English teaching in India requires the students to memorize more individual words, phrases or collocations, not the contexts in which they appear, which results in the problem that the students do not know how to express their ideas appropriately with the words they know. And limited cultural background information blocks communication with people from different cultural backgrounds.

4.14 Intervention Program

After studying the problems faced by the students, an intervention program was designed to help the students to overcome the barriers and difficulties in speaking English fluently. Program is explained below. Throughout the training programme Mother Tongue Method of Language Learning is adopted to train the students. That is the simple and easy natural way of approach to acquire and learn target language in better way. The focus was given on listening and speaking. Respondents were divided in pairs and groups.

1. Meditation, Silent Prayer

Meditation and silent prayer enables one to connect with god and the process helps to calm the mind and thoughts and boost inner potentials. It gives the strength to meet the challenges of life and fill the heart with hope for the better. In this task all students have to listen carefully the motivational speech by the researcher and also they have to undergo the practical training of meditation in the class. Researcher has given them scientific training of how to do meditation. Students are asked to repeat after him. The researcher used to rehearse with the students until he gets satisfactory result from the class. They have to practice in the class. After the class they have to practice at home to get better result.

2. Formal/ Informal Greetings

Greeting people is customary and a warm, genuine and sincere greeting generates positive feeling and makes people comfortable. In this task all students have to listen carefully the greeting first and pay attention to pronunciation of the researcher in the class. Students are asked to repeat after him. The researcher used to rehearse with the students until he gets satisfactory result from the class. Secondly students have to take note of the lecture from the projector screen. They have to practice in the class with his/her partner. After the class they have to practice at home by standing in front of the full length mirror. Next day they have to stand in front of the class and greet everyone in the practical session. Greetings put students at ease and make them feel comfortable and enable them to perform well in oral English communication.

Examples:

Meeting Greetings	Parting Greetings
Formal	Informal
Good morning.....	See you,
Good afternoon....	See you again
Good evening.....	Bye! Bye! Bye!
Hello!,	Good night

3. Polite Expressions: Etiquettes and Manners

Politeness is the characteristics of a civilized person. It is the practical application of good manners and etiquette. Politeness makes all the concerned parties relaxed and comfortable with one another and helps to develop cordial relations. In this task all students have to listen carefully the polite expressions first and pay attention to pronunciation of the researcher in the class. Students are asked to repeat after him. The researcher used to rehearse with the students until he gets satisfactory result from the class. Secondly students have to take note of the lecture from the projector screen. They have to practice in the class with his/her partner. After the class they have to practice at home by standing in front of the full length mirror. Next day they have to stand in front of the class and have to tell the partner in practical session. Everyone likes to have polite and humble person around them.

For Example:**Polite expressions**

Please	Thanks	Welcome
With great pleasure	Allow me	After you
Sorry	Excuse me	Pardon
It's all right	I beg your pardon	No mention

4. Forms of Small Speeches: Order, Exclamation

We spend most of our days in verbal or non-verbal communication with others. Using small speeches instead of full sentence is a regular practice in English communication. In this task all students have to listen carefully the small speeches first and pay attention to pronunciation of the researcher in the class. Students are asked to repeat after him. The researcher used to rehearse with the students until

he/she gets satisfactory result from the class. Secondly students have to take note of the lecture from the projector screen. They have to practice in the class with his/her partner. After the class they have to practice at home by standing in front of the full length mirror. Next day they have to stand in front of the class and have to tell the partner in the practical session. Ability to use small speeches helps to communicate well with others.

For example:

All right	O.K.	Enough	Very well	Never mind
Stop	Welcome	Good bye	Anything else	Nothing more
Speak	Come here	Listen	Look here	Be ready
Be careful	Go away	Go at once	Take this	Be silent
Oh!	Beautiful!	Certainly!	Thank God!	Excellent!
Really!	Wonderful!	My goodness!	What a pity!	What a shame!
What nonsense!	Oh God!	What a surprise!	What an idea!	What a tragedy!

5. Asking Time and Telling Time

Time is an important factor in life. It is a necessary skill to ask or tell the time. We need to keep track of time and do our duty in time to have a successful life. In this task all students have to listen carefully the expressions used for asking and telling time first and pay attention to pronunciation of the researcher in the class. Students are asked to repeat after him. The researcher used to rehearse with the students until he gets satisfactory result from the class. Secondly students have to take note of the lecture from the projector screen. They have to practice in the class with his/her partner. After the class they have to practice at home by standing in front of the full length mirror. Next day they have to stand in front of the class and have to ask and tell the partner in the practical session. Knowing time and efficient management of time helps one to get ahead in life.

For Example:

What time is it?	It' ten O'clock.
What time is it?	It's quarter past ten
What time is it?	It's quarter to ten

What time is it?	It's half past ten
What time is it?	It's ten minutes to ten
What time is it?	It's twenty minutes past ten

6. Use of Day, Week, Month, Year

Knowing the periods of time and learning to use a day, seven days of the week, month, year, decade etc. are important in everyday communication. In this task all students have to listen carefully the expressions used for how to use day, week, month and year first and pay attention to pronunciation of the researcher in the class. Students are asked to repeat after him. The researcher used to rehearse with the students until he gets satisfactory result from the class. Secondly students have to take note of the lecture from the projector screen. They have to practice in the class with his/her partner. After the class they have to practice at home by standing in front of the full length mirror. Next day they have to stand in front of the class and have to ask and tell the partner in the practical session conveying the correct information is of utmost importance in our daily life.

For example:

What day/ date is today?	Today is Monday, Today is 31 st December
What day was yesterday?	Yesterday was Sunday
What day will be day after?	The day after will be Tuesday.
When do you have your exam?	Next week I will have my exams
When is your birthday?	My birth day is on next Saturday.
When are you going to marry?	I am going to marry next year
When is your final exam?	My final exam will be in the month of April
When shall we meet again?	We will meet in the evening

7. Importance of Listening, Speaking, Reading and Writing (LSRW) Language Skills

Listening, speaking, reading and writing are the four major skills of language learning, but in reality reading and writing skills are given more importance over the other two skills. Communication and success are closely related to each other and proficiency in English language is considered most important asset to succeed in one's career. Students are exposed to speeches of different cultures and this help the

student to have a clear accent and correct pronunciation. In this task all students have to listen carefully the expressions used for how to use all four integrated skills and make them aware of how these skills are important to learn language and pay attention to pronunciation of the researcher in the class. Students are asked to repeat after him. The researcher used to rehearse with the students until he gets satisfactory result from the class. Secondly students have to take note of the lecture from the projector screen. They have to practice in the class with his/her partner. After the class they have to practice at home by standing in front of the full length mirror. Next day they have to stand in front of the class and have to ask and tell the partner in the practical session. Listening (45% } and Speaking (30% } are primary skills useful for oral communication. Reading (16% } and Writing (09% } are secondary skills useful for written communication Achieving proficiency in all four areas are important for success.

8. Nursery Rhymes

Nursery rhymes are important medium for learning language. It is easy to learn and repeat. It introduces the students to phonic skills, and enables them to practice pitch, volume as well as language rhythm. It also improves the vocabulary.

In this task all students have to listen carefully the rhythm of the nursery rhyme first and pay attention to pronunciation of the researcher in the class. Students are asked to repeat after him. The researcher used to rehearse with the students until he gets satisfactory result from the class.

Secondly students have to take note of the lecture from the projector screen. They have to practice in the class with his/her partner. After the class they have to practice at home by standing in front of the full length mirror. Next day they have to stand in front of the class and have to ask and tell the partner in the practical session

For example:

1. Fire in the Mountain, Run Run Run.....
2. Chubby Cheeks Dimple Chin.....
3. Ba Ba Black Sheep Have You Any Wool.....
4. TwinkleTwinkle Little Star.....
5. Jack And Jill Went Up The Hill.....
6. JohnyJohny Yes Pappa.....
7. Rain Rain Come Again.....

8. Teddy Bear Teddy Bear....
9. A.B.C.D.E.F.G.....
10. Row Row, Row Your Boat.....

9. Use of Personal Pronouns

We use the personal pronouns in our everyday communication. Knowing first person (I and we), second person (you) and third person (he, she and they) pronoun is very essential for proper and correct communication. In this task all students have to listen carefully the way personal pronouns used in oral communication first and pay attention to pronunciation of the researcher in the class. Students are asked to repeat after him. The researcher used to rehearse with the students until he gets satisfactory result from the class. Secondly students have to take note of the lecture from the projector screen. They have to practice in the class with his/her partner. After the class they have to practice at home by standing in front of the full length mirror. Next day they have to stand in front of the class and have to ask and tell the partner in the practical session.

For example:

Person	Singular	Plural
First person	I am young	We are young
Second person	You are young	You are young
Third person	He is young	They are young
	She is young	They are young
	It is young	They are young

10. Use of Parts of Speech

Words are divided into different kinds or classes, called Parts of Speech, according to their use; that is, according to the work they do in a sentence. They are nine in number

I. A noun is a word used as the name of a person, place, or thing; as

1. **Shri Krishnadevaraya** was a great King.
2. The **Jasmine** smells nice.
3. The **star** shines bright.
4. Her **courage** won her honour.

II. An adjective is a word used to add something to the meaning of a noun; as

1. She is a **brave** girl.

2. There are **twenty** children in the class.

III. A pronoun is a word used instead of a noun; as

1. Raj is absent, because **he** is ill.

2. The toys are where you left **them**.

IV. A verb is a word used to express an action or state; as

1. The boy **wrote** a letter to his cousin.

2. Calcutta **is** a big city.

V. An adverb is a word used to add something to the meaning of a verb, an adjective, or another adverb.

1. She solved the sum **quickly**.

2. This painting is **very beautiful**.

3. He pronounced the word **quite correctly**.

VI. A preposition is a word used with a noun or a pronoun to show how the person or thing denoted by the noun or pronoun stands in relation to something else; as

1. There is a cow **in** the farm.

2. The girl is fond **of** dancing.

3. The handsome boy sat **under** a tree.

VII. A conjunction is a word used to join words or sentences; as

1. Jimmy **and** Johny are cousins.

2. Three **and** three make six.

3. He ran fast, but missed the train.

VIII. An interjection is a word which expresses some sudden feeling; as

1. **Hurrah!** We have won the match

2. **Alas!** She is dead

IX. The words a, an, and the, are called articles. They come before nouns.

1. **A** girl, **an** orange, **the** book

In this task all students have to listen carefully the way parts of speech are used in oral communication first and pay attention to pronunciation of the researcher in the class. Students are asked to repeat after him. The researcher used to rehearse with the students until he gets satisfactory result from the class. Secondly students have to take note of the lecture from the projector screen. They have to practice in the class with his/her partner. After the class they have to practice at home by standing in front of

the full length mirror. Next day they have to stand in front of the class and have to ask and tell the partner in the practical session.

11. How to Introduce Yourself or Self Introduction

Introducing self or introducing each other is a very important skill in oral English communication to know each other. Self-introduction should be brief, clear, interesting and well delivered. Introduce yourself is a common question in any job interviews. Hence it is essential that one should be able to communicate very effectively and introduce himself/herself well.

Example:

I am Madhuri, or my name is Madhuri.

I am from Solapur.

I am born and brought up in Solapur.

I am 18 years old.

We are 5 members in the family.

My father is an Auto driver/Farmer/Teacher/Milk man.

My mother is a housewife.

I have a brother who is doing engineering.

I have a brother and a sister.

My brother is in 8th class at Shivaji Night High school.

My elder brother is working in a Pvt, Ltd company and younger brother is studying in SSC.

In this task all students have to listen carefully the way one should introduce one-self in oral communication first they have to pay attention to pronunciation of the researcher in the class. Students are asked to repeat after him. The researcher used to rehearse with the students until he gets satisfactory result from the class. Secondly students have to take note of the lecture from the projector screen. They have to practice in the class with his/her partner. After the class they have to practice at home by standing in front of the full length mirror. Next day they have to stand in front of the class and have to introduce oneself in the practical session. The way one introduces self has a lasting impression.

12. Daily Activities

How to express daily activities in life is an important skill in English communication. Different types of English constructions are used in describing the day and duties we do. The daily activity expressions will help us to express about the activities we carry out from morning to till evening and how do we involve in the different activities of our life.

For example:

What time do you get up?	I get up at about six in the morning
What time is breakfast at your house?	Breakfast is always at quarter to seven
What time do you come to college?	I come to college at half past seven
What do you generally do at the weekend?	We generally enjoy sports and visit friends
What time do you go the library?	I go to the library at eleven O'clock
Do you watch television very often?	Well, sometimes watch in the afternoon
Did you watch television last night?	Yes, I did, I saw several good programs
Do you listen to radio?	In fact, I listen practically every night
What are you going to do tonight?	I haven't decided yet
What time do you go to bed?	I go to bed at 10 O'clock

In this task all students have to listen carefully how to express the daily activities in oral communication. They have to pay attention to pronunciation of the researcher in the class. Students are asked to repeat after him. The researcher used to rehearse with the students until he gets satisfactory result from the class. Secondly students have to take note of the lecture from the projector screen. They have to practice in the class with his/her partner. After the class they have to practice at home by standing in front of the full length mirror. Next day they have to stand in front of the class and have to express in practical session. Communication flows freely between people if one can express the daily activities in a seamless fashion.

13. How to Overcome Fear, Anxiety, and Hesitation?

Success of learning English depends on overcoming fear, anxiety and hesitation. To overcome fear, students should be made comfortable and relaxed around the

threatening stimulus of learning English and this will reduce their anxiety. Because of the fear of failure, many people don't try to speak English. They need to understand that if we don't try we will never succeed and hence it is okay to fail initially and it is better to make them laugh at their failure so that they can get over their hesitation. Students in the practical session are encouraged to open-up and speak without hesitation or fear of failure and encouraged every single effort to improve their language. Once the students are provided with a non-judgemental atmosphere they open-up more and are willing to speak and learn the correct usage. Empathy and encouragement from other students and teacher make them more confident to overcome the hesitation and speak out with confidence.

14. How to Open English File in the Brain?

When a child learns mother tongue it is a quite natural process, and when English or any other foreign language is taught, the process remain artificial. The atmosphere of learning, listening or speaking is created for some time in case of a second language but it is not as natural as the case of mother tongue.

Acquiring language is natural process. And learning English language as subject is unnatural process. The way we open a file in the computer and try to save required information in it, similarly we have to open an account in the brain and we have to save required information, language inputs to speak English. Acquiring language process is like depositing money in the bank, as our bank balance increases one can withdraw more money from the account. The same principle is applicable in language learning process. It is prime important to open an English account in the brain to learn how to use the language in the day-to-day requirement. More exposure to English will improve the vocabulary deposits in the brain which helps in fluent communication.

15. Relaxation and Breathing Techniques

Breathing techniques and relaxation methods helps to cope with the stress and anxiety involved in learning English. Relaxation improves concentration and boosts confidence and makes learning a better experience. In this task all students have to learn and watch carefully breathing and relaxation techniques and understand how they play an important role in oral communication. And then they have to follow the instruction of the researcher in the class. Students are asked to repeat after him. The

researcher used to rehearse with the students until he gets satisfactory result from the class. Secondly, they have to practice in the class. After the class they have to practice at home by standing in front of the full length mirror to get more benefit to overcome the psychological barriers of oral English communication.

16. Use of Do Forms; Have Forms, To Be Forms and Their Negatives

Learning auxiliary forms are very important for every day communication. Once the students master the use of auxiliary forms, their confidence level increases and they will be able to communicate better. In this task all students have to listen carefully the way be, do and have forms are used in oral communication and pay attention to pronunciation of the researcher in the class. Students are asked to repeat after him. The researcher used to rehearse with the students until he gets satisfactory result from the class. Secondly students have to take note of the lecture from the projector screen. They have to practice in the class with his/her partner. After the class they have to practice at home by standing in front of the full length mirror. Next day they have to stand in front of the class and have to ask and tell the partner in the practical session.

For example:

Be forms	Positive	Negative
Are you a student of this college?	Yes, I am	No, I am not
Is this your book?	Yes, it is	No, it is not
Do forms	Positive	Negative
Do you speak English?	Yes, I do	No, I don't
Does he/she speak English?	Yes, he/she does	No, he/she does not
Did you get up early in the morning?	Yes, I did	No, I did not
Have forms	Positive	Negative
Have you had your lunch?	Yes, I have had	No, I haven't
Have you done your homework?	Yes, I have done	No, I haven't
Has she called you back?	Yes, she has called	No, she hasn't
Has she come today?	Yes, she has come	No, she hasn't

17. Use of Tenses, Types of Verbs, Modal Verbs

Learning the correct use of tenses is very essential. Types of verbs and modal auxiliaries play a great role in effective communication. Twelve basic tenses of English will help one to gain mastery over written and spoken communication and helps to speak with people clearly and effectively with ease.

In this task all students have to listen carefully the way basic tenses and modals are used in oral communication and pay attention to pronunciation of the researcher in the class. Students are asked to repeat after him. The researcher used to rehearse with the students until he gets satisfactory result from the class.

Secondly students have to take note of the lecture from the projector screen. They have to practice in the class with his/her partner. After the class they have to practice at home by standing in front of the full length mirror. Next day they have to stand in front of the class and have to ask question and tell answer to the partner in the practical session

For example:

Simple Present	Simple Past	Simple Future
I go home	I went home	I will go home
I do my home work	I did my home work	I will do my home work
She goes to library	She went to library	She will go to library
Continuous Present	Continuous Past	Continuous Future
I am going home	I was going home	I will be going home
I am doing my home work	I was doing my home work	I will be doing my homework
She is going to library	She was going to library	She will be going to library
Perfect Present	Perfect Past	Perfect Future
I have completed my homework	I had completed my homework	I will have completed my home work
She has finished her meal	She had finished her meal	She will have finished her meal
I have played cricket	I had played cricket	I will have played cricket

Modal Verbs: Shall, Should, Can, Could, May, Might, Ought to, Have to, Must

Shall I help you?	Should we complete this job?
May I come in Sir?	He might have come there
Can you speak English?	Could you close the door please?
I have to go now	We ought to love our parents
You must reach home by 7'O clock	I used to play guitar

18. Use of Prepositions

We commonly use prepositions to show a relationship in space, time or a logical relationship between two or more people, places or things. There are over 100 prepositions in English.

In this task all students have to listen carefully the way prepositions are used in oral communication first and pay attention to pronunciation of the researcher in the class. Students are asked to repeat after him. The researcher used to rehearse with the students until he gets satisfactory result from the class.

Secondly students have to take note of the lecture from the projector screen. They have to practice in the class with his/her partner. After the class they have to practice at home by standing in front of the full length mirror. Next day they have to stand in front of the class and have to ask and tell the partner in the practical session.

For example:

1. What are you looking **at**?
2. What are you looking **for**?
3. The road runs **over** hill and plain.
4. The book lies **on** the table.

19. How to Ask Questions, W/h, Yes/No Questions?

Asking questions is an excellent way to open communication and it also show that we are listening to the other person. If we want good answers we need to ask right questions. We should ask specific type of questions for the specific type of information we need. Basically there are two types of questions: w/h and yes/no questions.

In this task all students have to listen carefully the way w/h and yes/no questions are used in oral communication and pay attention to pronunciation of the researcher in the class. Students are asked to repeat after him. The researcher used to rehearse with the students until he gets satisfactory result from the class. Secondly students have to take note of the lecture from the projector screen. They have to practice in the class with his/her partner. After the class they have to practice at home by standing in front of the full length mirror. Next day they have to stand in front of the class and have to ask question and tell answer the partner in the practical session. Asking questions is an art like any other skill and it needs practice to ask the right questions to get the needed information.

For example:

What's your name?	How do you do?	Are you hungry?
What's your father?	How are you?	Are you going home?
What do you want?	How old are you?	Are you married?
Where do you live?	How is your health?	Is your father at home?
What do you do?	How is your mother?	Are you feeling good?
When is your birth day?	How about your study?	Am I right?
What time do you get up?	How far is the station from here?	Is the doctor in the hospital?

20. Introduction to English Phonetics

Learning phonetics is very important element to speak English in the correct manner. Basics of phonetics are taught to the students who are beginners to understand the basics of English sounds.

In this task all students have to listen carefully the way all English sounds are produced in oral communication first and pay attention to pronunciation of the researcher in the class. It is necessary to know each consonant and vowel sound and their usage in oral English communication. Students are asked to repeat after him. The researcher used to rehearse with the students until he gets satisfactory result from the class.

Secondly students have to take note of the lecture from the projector screen. They have to practice in the class with his/her partner. After the class they have to practice

at home by standing in front of the full length mirror. Next day they have to stand in front of the class and have to ask and tell the partner in the practical session.

21. Speech Mechanisms Introduction to Speech Organs

Speech process consists of three structures. Structure of respiration: the organs involved in respiration are the trachea, rib cage, thorax, abdomen, diaphragm, and lungs. Structure of resonance: the organs involved in this structure are the larynx, and the vocal cords/folds. The vocal cords are part of the larynx. The vocal cords are the organ responsible for producing sound. Structure of articulation: this includes the lips, teeth, tongue, alveolar ridge, soft/hard palate, and jaw. In short, the air flow from the lungs provides energy for speech production, which in turn allows for the vocal cords to convert this energy into an audible noise. The articulators, through altering the shape of the vocal tract, transform the noise into detectable speech sounds.

In this task all students have to listen and watch carefully the way the speech mechanism is used in oral communication first and pay attention to pronunciation of the researcher in the class. It is necessary to have the basic knowledge of speech mechanism. To have the practical aspects of speech mechanism in true sense is essential. Students are asked to repeat after him. How English sounds are produced? It becomes easier to speak English better after knowing the natural mechanism of English speaking. The researcher used to rehearse the sounds with the students until he gets satisfactory result from the class. Secondly students have to take note of the lecture from the projector screen. They have to practice in the class with his/her partner. After the class they have to practice at home by standing in front of the full length mirror. Next day they have to stand in front of the class and have to ask questions and tell answers the partner in the practical session.

22. Difference between Sounds and Letters

Phonics helps students to learn the systematic and predictable relationship between written letters and spoken sounds and help to recognise familiar words and easily decode new words. In this task all students have to listen carefully the way how English sounds differ to letters. Students should have the basic knowledge that letters are used for written communication and sounds are used for oral communication and pay attention to pronunciation of the researcher in the class. Students are asked to

repeat after him the way all English sounds are pronounced. The researcher used to rehearse with the students until he gets satisfactory result from the class. Secondly students have to take note of the lecture from the projector screen. They have to practice in the class with his/her partner. After the class they have to practice at home by standing in front of the full length mirror. Next day they have to stand in front of the class and have to ask question and tell answers to the partner in the practical session. Understanding the basics of phonics helps them to communicate better.

23. Difference between Vowels, Consonants, and Diphthongs

Basic understanding of vowels, consonants and diphthongs help students to have proper pronunciation while speaking with others. Students are able to understand that the most common phonetic pattern in any language is consonants and vowels.

For example:

ɪ READ	ɪ SIT	ʊ BOOK	u: TOO	ɪə HERE	eɪ DAY	John & Sarah Free Materials 1996	
e MEN	ə AMERICA	ɜ: WORD	ɔ: SORT	ʊə TOUR	ɔɪ BOY	əʊ GO	
æ CAT	ʌ BUT	ɑ: PART	ɒ NOT	eə WEAR	aɪ MY	aʊ HOW	
p PIG	b BED	t TIME	d DO	tʃ CHURCH	dʒ JUDGE	k KILO	g GO
f FIVE	v VERY	θ THINK	ð THE	s SIX	z ZOO	ʃ SHORT	ʒ CASUAL
m MILK	n NO	ŋ SING	h HELLO	l LIVE	r READ	w WINDOW	j YES

In this task all students have to listen and watch carefully the way consonants and vowels are pronounced by the researcher in the class. Students are asked to repeat after him. The researcher used to rehearse with the students until he gets satisfactory result from the class. Secondly students have to take note of the lecture from the projector screen. They have to practice in the class with his/her partner. After the class they have to practice at home by standing in front of the full length mirror. Next day they have to stand in front of the class and have to ask questions and tell answers to

the partner in the practical session. Understanding of vowels and consonants pronunciation help the students to communicate well in English with correct accent.

24. Syllable, Accent, Stress, Pitch, Intonation

English is a stress-timed and stress syllabled language. Knowing about syllable, accent, stress, pitch and intonation help one to have proper rhythm and flow of language while speaking in English.

In this task all students have to listen and watch carefully the basic pattern of intonation is used in oral communication first and pay attention to pronunciation of the examples the researcher gives in the class. Students are asked to repeat after him. The researcher used to rehearse with the students until he gets satisfactory result from the class. Secondly students have to take note of the lecture from the projector screen. They have to practice in the class with his/her partner. After the class they have to practice at home by standing in front of the full length mirror. Next day they have to stand in front of the class and have to ask questions and tell answers to the partner in the practical session.

25. Role of Brain in Speech Production

Language is brain stuff and the language organ is the mind. Language faculty is located in the left hemisphere of the brain it is known as language acquisition device (LAD). Research shows that when a new language is learned, left hemisphere of the brain shows changes and growth. Language can be learned through acquisition and learning and modern medicine shows that those who have a second language have less chance for having Alzheimer's damage to the left part of the brain can affect speech as seen in accidents or stroke. In this task all students have to listen carefully the role of brain in speech production and language acquisition. Secondly students have to take note of the lecture from the projector screen. They have to know the fact of natural way of language learning process eventually they have to adopt it.

26. Visual, Auditory and Motor Memory

The nature of the individual's mind determines the way in which learner arranges experiences in his own thinking. Visual, auditory and motor memory is present in every individual at varying degrees. Most common is the most balanced type of

memory in which the ability to retain by visual, auditory and motor images is combined. Lasting success in learning a language can be achieved only by habitual and effective use of all phases of memory, auditory, visual and motor. The left hemisphere of the brain contains parts of the parietal lobe, temporal lobe and the occipital lobe, which make up for language control center. The visual cortex is the part of the cerebral cortex that is responsible for processing visual information. The auditory cortex in the cerebral cortex processes auditory information and as part of the sensory system for hearing performs both basic and higher hearing functions. **Wernicke's area** is an area in the cerebral cortex related to speech and is involved in both spoken and written language. **Broca's area** is an area in the frontal lobe of the brain that is related to the production of speech.

In this task all students have to listen carefully the importance of different brain cortex and their involvement in processing information and language inputs. It is necessary to know and understand the basics of human brain functions and how language is processed in human brain. First we have to deposit language inputs in the brain then only we will be able to communicate in English. Interaction with others is the best way to add inputs to the brain.

27. Conscious Mind, Sub-conscious Mind

Conscious and sub-conscious mind are actively involved in language learning and acquisition process. How far the subconscious mind affects language acquisition is still under research but one thing is clear that output depends on the amount of input one has made. What is important is to follow the natural approach of acquisition process which is more effective in learning a second language just like the mother tongue acquisition/ learning process.

28. Short-Term Memory and Long-Term Memory

There are two types of memory: short term memory and long term memory. Short-term memory is the kind of memory our brain uses to store small pieces of information needed right away. Long-term memory is for things you don't need to remember this instant. Memory is formed within our brain. There are many ways we can improve the memory. First and foremost, focus on what one is learning. Then

repeat and rehearse as possible. Use all your senses while learning. From sensory memory inputs go into short term memory first and then into long term memory.

In this task all students have to listen carefully the significance of the short term and long term memory used in English oral communication. When language inputs are stored in short term memory they will not last long. So students have to repeat the language expressions often, more we use the language the better we can store in the long term memory. Once it is stored in long term memory it is easily available in the brain, and one can speak second language effectively.

29. Mouth Muscles Training

Whenever we learn a new language, we need to train our mouth muscles to speak that language. We will be able to pronounce well only after we teach our mouth to use the muscles in the correct form. Listening to the native speakers/English speakers and watching how they move their mouth muscles while pronouncing words and repeating after them can help us to train our mouth muscles to pronounce language well. Speaking well is the result of proper use of mouth muscles, lips, tongues and teeth. We need to learn proper intonation and rhythm in speaking English. Speak slowly until one learns proper pronunciation. Reading aloud for 15-20 minutes regularly will help to train the mouth muscles to improve our English speaking. Once the muscles are trained, speaking becomes easy.

In this task all students have to listen and watch carefully the importance of mouth muscle training used in oral English communication first and pay attention to pronunciation of the researcher in the class. And also they have to watch the video clipping of the native speakers on mouth muscle training. Students are asked to repeat after the native speaker. The researcher used to rehearse with the students until he gets satisfactory result from the class.

Secondly students have to take note of the important points. They have to practice in the class with his/her partner. After the class they have to practice at home. Researcher is advised them to stand in front of the full length mirror and practice so that students can observe their own muscle movements while speaking English. They can easily find out their own mistakes themselves. Once they overcome the simple and silly mistakes, they develop confidence on one hand and on the other they

improve their communicative competency. Next day they have to stand in front of the class and have to ask questions and answers with the partner in the practical session.

For example:

Mouth Muscle Exercises: Audio recording of correct pronunciation is given to the students for practice to strengthen their mouth muscles. Practice these vowel sounds, feel the complete muscular movements for each sound pronounce them more than you would in ordinary speech.

OOKT	OHKT	AWKT	AHKT	AYKT	EEKT
OOGD	OHGD	AWGD	AHGD	AYGD	EEGD
AWPT	AHPT	AYPT	EEPT	OOPT	OOPT
OObD	OHbD	AWbD	AHbD	AYbD	EEbD
OoMD	OHmD	AWmD	AHmD	AYmD	EEmD
OoLD	OHlD	AWlD	AHlD	AYlD	EELd
OoLT	OHlT	AWlT	AHlT	AYlT	EELT
OoLZ	OHlZ	AWlZ	AHlZ	AYlZ	EELZ

Practice these sounds, 5 times before proceed further.

30. Tables, Tongue-Twisters

Tables and tongue twisters help mouth muscles to practice and improve pronunciation. Repeating the same over and over again, mouth muscles get trained and also the person gets confidence. Saying aloud also helps the person to improve the accent and increase the fluency.

Tables:

2 ones are 2	3 ones are 3	4 ones are 4	5 ones are 5	10 ones are 10
2 twos are 4	3 twos are 6	4 twos are 8	5 twos are 10	10 twos are 20
2 threes are 6	3 threes are 9	4 threes are 12	5 threes are 15	10 threes are 30
2 fours are 8	3 fours are 12	4 fours are 16	5 fours are 20	10 fours are 40
2 fives are 10	3 fives are 15	4 fives are 20	5 fives are 25	10 fives are 50
2 sixes are 12	3 sixes are 18	4 sixes are 24	5 sixes are 30	10 sixes are 60
2 sevens are 14	3 sevens are 21	4 sevens are 28	5 sevens are 35	10 sevens are 70

2 eights are 16	3 eights are 24	4 eights are 32	5 eights are 40	10 eights are 80
2 nines are 18	3 nines are 27	4 nines are 36	5 nines are 45	10 nines are 90
2 tens are 20	3 tens are 30	4 tens are 40	5 tens are 50	10 tens are 100

Tongue Twisters:

Peter Piper Picked a Peck of Pickled Peppers.

She Sells Sea-Shells on the Sea-Shore.

The Shells She Sells are Sea-Shells.

Jolly Juggling Jesters Jauntily Juggled Jingling Jacks.

Rubber Baby-Buggy Bumpers.

Freshly-Fried Fat Flying Fish.

Upper Roller Lower Roller, Upper Roller Lower Roller.

In this task all students have to listen carefully the importance of tables and tongue twisters used in oral English communication first and pay attention to pronunciation of the researcher in the class. And also they have to watch the video clipping of the native speakers on tables and tongue twisters. Students are asked to repeat after the native speaker's pronunciation. The researcher used to rehearse with the students until he gets satisfactory result from the class.

Secondly students have to take note of them. They have to practice in the class with his/her partner. After the class they have to practice at home by standing in front of the full length mirror. Researcher has advised them to stand in front of the full length mirror at home and practice so that students can observe their own muscles movements while speaking English. They can easily find out their own mistakes themselves. Once they overcome the simple and silly mistakes, they develop confidence in one hand and on the other they improve their communicative competency. Next day they have to stand in front of the class during the practical session and have to tell.

31. Vocabulary Building: Parts of Body, Family, Fruits, Vegetables, Spices, Food, Birds, Animals Etc.

Good vocabulary helps to have effective speech and communication. Person will be able to communicate well and there will be proper flow of speech. Using correct words at the correct place improves the effectiveness of communication. Ability to communicate well increases the confidence and self-esteem of the person and thereby improves opportunities for job.

In this task all students have to listen carefully the importance of vocabulary in oral English communication and how to develop them by adopting easy methods. Researcher has introduced different vocabulary to them which are required to be used in daily conversation. Students are asked to repeat after him the way they are pronounced. The researcher used to rehearse with the students until he gets satisfactory result from the class. Secondly students have to take note of the vocabulary items from the projector screen. They have to practice in the class with his/her partner. After the class they have to practice at home. Next day they have to stand in front of the class and have to present in the practical session.

For example:

Parts of body	Family members	Fruits	Vegetables	Spices	Food	Birds	Animals
Stomach	Father	Grapes	Carrot	Cinnamon	Curry	Parrot	Cow
Knees	Mother	Guava	Radish	Turmeric	Curd	Cuckoo	Buffalo
Thigh	Aunt	Mango	Chillies	Clove	Pickle	Hen	Horse
Ankle	Grand Mother	Apple	Beetroot	Mustard	Rice	Cock	Calf
Toes	Grand Father	Banana	Brinjal	Pepper	Milk	Pigeon	Camel
Neck	Uncle	Papaya	Tomato	Cardamom	Roti	Duck	Tiger
Foot	Sister	Lemon	Drumstick	Fenugreek	Dal	Peacock	Deer
Leg	Brother		Potato	Ginger	Ghee	Eagle	Lion
Arm	Cousin			Onion		Owl	Stag

32. Word Formation

Word formation is the process of creating new words and a word can be changed into a verb or an adjective. For example, danger can be transformed into the verb endanger or the adjective dangerous. English language has become very versatile and enriched by the word formation as well as borrowing from other language. In this task all students have to listen carefully how different forms of words are created for day-to-day use in various contexts of life and how they are used in oral communication and pay attention to pronunciation of the researcher in the class. Students are asked to repeat after him. The researcher used to rehearse with the students until he gets satisfactory result from the class. Secondly students have to take note of the lecture from the projector screen. They have to practice in the class with his/her partner. After the class they have to practice at home by standing in front of the full length mirror. Next day they have to stand in front of the class and have to use them in different sentences with the partner in the practical session.

For example:

Noun	Verb	Adjective	Adverb
Beauty	Beautified	Beautiful	Beautifully
Danger	Endanger	Dangerous	Dangerously
Bliss	Bliss	Blissful	Blissfully
Completion	Complete	Completing	Completely
Competition	Compete	Competitive	Competitive

33. How to Narrate a Story, Sing a Song?

Learning how to narrate a story or learning to sing a song are best ways to improve any language learning. Stories and songs get etched in the memory and it is the fun way of learning language.

Benefits of Story-telling for Kids:

1. Instils virtues in your child.
2. Makes them aware of their own culture and roots.
3. Enhances verbal proficiency.
4. Improves listening skills.
5. Encourages creativity and imagination power.
6. A great tool for sharpening memory.

7. Broadens horizon.
8. Makes academic learning easier.
9. Better communication.
10. Helps to face difficult situations.

For example:

1.	The Clever Crow	2	The Greedy Dog
3	The Fox and The Grapes	4	Two Silly Goats
5	The Hare and The Tortoise	6	The Cap Seller and The Monkeys
7	The Crow That Pretended	8	The Fox and The Crow
9	The Lion and The Mouse	10	Snow White and The Seven Dwarfs.

In this task all students have to listen carefully the skills of narrating stories. Story telling is one of the best techniques one can use/adopt in developing oral English communication. Singing songs in English enable the students to inculcate the sense of music in the learner's mind. Sense of rhyme and rhythm are the part of a language. Students have to pay attention to pronunciation and story-telling style of the researcher in the class. Students are asked to repeat after him. The researcher used to rehearse with the students until he gets satisfactory result from the class. Secondly students have to take note of the lecture from the projector screen. They have to practice in the class with his/her partner. After the class they have to practice at home by standing in front of the full length mirror. Next day they have to stand in front of the class and have to narrate a story or sing a song in the practical session.

34. How to Tell a Joke?

Laughter is a best medicine. Everyone likes to have a hearty laugh. Laughter makes the atmosphere pleasant. It dissolves stress, tension, anxiety, irritation, anger, grief, and depression. Research shows that laughter boosts immune system.

In this task all students have to listen carefully the skills and techniques of telling jokes in effective way. The art of telling jokes is the part of the language acquisition. Secondly students have to take note of the lecture from the projector screen. They have to practice in the class with his/her partner. After the class they have to practice at home by standing in front of the full length mirror. Next day they have to stand in

front of the class and have to present the jokes to partner as well to the class in the practical session.

35. Describing a Process

A process is a series of actions or steps taken in order to achieve a particular end. Processes can exchange information or synchronize their operation through several methods of inter process communication. Process a serious of mechanical or chemical operations in order to change or preserve it.

In this task all students have to listen carefully the skills and techniques of describing the process in effective way. The art of describing a process is the part of the language acquisition. By developing this skill students can enhance their speaking ability. They have to pay attention to pronunciation of the researcher in the developing these technique and can easily improve their oral English communication skills. It is very important to describe the processes in day-to-day life. Students are asked to repeat after him. The researcher used to rehearse with the students until he gets satisfactory result from students. Secondly students have to take note of the lecture from the projector screen. They have to practice in the class with his/her partner. After the class they have to practice at home by standing in front of the full length mirror. Next day they have to stand in front of the class and have to present the process to partner and others also in the practical session.

For example:

1. How to Wash the Clothes?

Take a bucket. Fill it with water till it becomes half full. Add a spoon full of detergent powder to the bucket and mix thoroughly. Soak the clothes well into this mixture. Leave it for half an hour. Afterwards take each cloth and put it on washing stone. Depending on the material and the amount of dirt on the clothes you can decide the method of washing. Normally one can rub and use the brush to clean the dirty areas. Rinse them in water. And repeat the action till all clothes are washed. Finally make sure to change water and rinse thoroughly many times till all the soaps and dirt are gone from the clothes. Finally wring the clothes and place them on the clothes line in the sun for drying. This is the process of washing clothes.

2. How to Wash the Utensils?

First of all, wash with water and remove all the food particles and oil attached to all the vessels and keep it aside. Remove all the food particles from the wash-basin and clean it well. Then put soap on to the scrubber. Use the scrubber to clean inside and outside of all the vessels and put the dishes with soap into the wash-basin. Put the water tap on and wash each vessel separately making sure that all the dirt is gone. Place the vessels upside down on a clean surface so that water will flow out. This is the process of washing utensils.

36. Confidence Building Session: Just a Minute, Role Play, Tasks in Pair & Groups

Various activities can be conducted to increase the confidence of the students. Just a minute program gives the students the freedom to choose the topic what they like. Task in pair give them more confidence as they have somebody to rely on. And role plays take them to a completely sphere.

Role Playing Enhances Learning in Several Important Ways

1. Students practice public speaking in a more relaxed format than that of a formal classroom presentation.
2. Role-playing classes employ active learning and should engage all of the students in each session.
3. Role-play allows students to prepare some of the information to present.
4. Role-playing can reinforce learning in an enjoyable and interesting manner without excessive time and effort on the part of the instructor.
5. Role-play can demonstrate that there are various solutions to a particular problem.

Advantages of Role Playing:

1. Students immediately apply content in a relevant, real world context.
2. Students take on a decision making persona that might let them diverge from the confines of their normal self-imposed limitations or boundaries.
3. Students can transcend and think beyond the confines of the classroom setting.

In this task all students have to follow the directions of the researcher. The researcher used to rehearse with the students until he gets satisfactory result from the class.

For example:

JAM: Just-a-minute exercise help the students especially for beginners to build confidence.

Role Play: Students have to play a particular role in the conversation.

Task in pair: Students have to practice and stand in front of the class in pair to perform their task.

Group task: Students have to practice their given task in group and finally they have to perform in front of the class.

Co-operative learning is working in pairs and groups for a common goal and caring about each other's learning. Co-operative learning means sharing, encouraging and accepting responsibility for one's own learning and facing a challenge using all their abilities in the group and learning together (**Rivers 1983 a: 77-8**).

37. Presentation Skills

Presentation skills cover many skills: your confidence, facial expressions, keeping eye contact with audience, how you stand, the body language, the way you speak, the right tone, content of the message etc. Presentation skills training enable a person to achieve more confidence. The confidence and the way one present message can capture the audience or make it boring. Clear speech with varying tones as needed, with pauses in between can catch the attention of the audience. Using multimedia to present the message will add to the effect of the speech. Presentation skills training can equip students with all the required training to be an effective English communicator.

For example:

Pitch: Voice level shows confidence and should be loud and clear, not so high or not so low.

Pace: Speech should be at moderate speed so that everyone can understand. Average Indians speak 200 words per minute but at international level people understand 100 words per minute makes listener comfortable.

Pause: Stops, within and between sentences. Allows thoughts to sink.

Voice Modulation: Variation in voice create an impression, allows stressing on importance of a sentence.

In this task all students have to listen carefully the techniques of oral presentations used in oral communication first and pay attention to pronunciation of the researcher in the class. Students are asked to repeat after him. The researcher used to rehearse with the students until he gets satisfactory result from the class. Secondly students have to take note of the lecture from the projector screen. They have to practice in the class with his/her partner. After the class they have to practice at home by standing in front of the full length mirror. Next day they have to stand in front of the class and have to present in the practical session.

38. Conversation on Different Topics

Conversation is a form of interactive, spontaneous communication between two or more people. Students are given a variety of topics to practice conversation in different settings. This preparation makes them ready to have proper conversation in various day-to-day situations. The development of conversational skills in a new language must be the focus of language learning.

Example for topics:

1. Talking to person at the ticket counter of railway station.
2. Talking to doctor in the hospital.
3. Talking to staff at the office.
4. Talking to people at bookshop.
5. Talking to people in library.
6. Talking to people at gym.
7. Talking to person at the wedding.
8. Talking to person at the restaurant.
9. Talking about holidays and picnics
10. Talking about food and celebrations.
11. Talking to people at the birthday party.

39. Proverbs and Good Thoughts

Proverbs are traditional sayings of a country and are gems of wisdom. They are short clever sentences with lot of practical knowledge to everybody. They are great truth with lots of experience and profound thinking. By using those in the best possible way will make you feel more confident and they will keep on shedding light to warn us against pit-falls and will show us the correct way. They motivate us to lead through the hard path of life.

For example:

1. Time and Tide Wait For None
2. If You Think You Can A.P.J Abdul Kalam
3. Slow and Steady Wins the Race
4. Rome Was Not Built In a Day
5. To Err Is Human, To Forgive Is Divine
6. Two Wrongs do not make a Right
7. Action Speaks Louder Than Words
8. Work While You Work and Play While You Play
9. Strike the Iron When It Is Hot
10. Arise, Awake, Stop Not Until Your Goal Is Reached
11. No Planning Will Cause Lots of Problems
12. Strong Determination and Will Power Will Lead You to Success
13. Try to Achieve Excellency in Everything
14. Purity, Patience, and Perseverance Are the Essentials to Success, and Above All, Love
15. Stand Up, Be Bold, Be Strong Take The Whole Responsibility On Your Own Shoulders, And Know That You Are The Creator of Your Own Destiny.

In this task all students have to listen carefully the way proverbs can be used in the conversation. Students are asked to repeat after him. The researcher used to rehearse with the students until he gets satisfactory result from the class. Secondly students have to take note of the lecture from the projector screen. They have to practice in the class with his/her partner. After the class they have to practice at home by standing in front of the full length mirror. Next day they have to stand in front of the class and have to use proverbs in conversation in the practical session.

40. Smart Keys to Speak English Fluently

1. Don't Worry Too Much About Making Mistakes
2. Don't Try To Avoid Fillers, Pauses and Repetition Words
3. Don't Speak Fast
4. Be a Confident Speaker
5. Be Aware of Chunks
6. Don't Follow Written English Style/ Don't Learn By Heart
7. Speak Spontaneously
8. Don't Worry About Starting Trouble
9. Hear/Listen English Everywhere
10. Develop Your Vocabulary
11. Make Substitutions
12. Read Aloud
13. Record Your Own Voice
14. Listen to English Music
15. Practice, Practice, Practice

In this task all students have to listen carefully how English language is spoken, used in oral communication first and pay attention to pronunciation of the researcher in the class. These smart keys would help the students to speak English effectively. They motivate the learners and build confidence in them. Students are asked to follow them daily and make use of them in daily practice. Secondly students have to take note of the lecture from the projector screen. They have to practice in the class with his/her partner. After the class they have to practice at home. Next day they have to stand in front of the class and have to ask and tell the partner in the practical session.

41. Speak English in Chunks

Our brain tends to store language in chunks, rather than individual words. Thus, when we speak or write, it is more efficient for us to remember and use phrases as chunks

rather than constructing them one word at a time, run their words together, taking two words and making them one. This increased efficiency promotes fluency.

While focusing on phrases rather than individual words, you can begin to build your store of language chunks. This can help you become more fluent because you will not need to think about each individual word in the sentence.

In this task all students have to listen carefully how English is used in oral communication first and pay attention to pronunciation of the researcher in the class. Students are asked to repeat after him. The researcher used to rehearse with the students until he gets satisfactory result from the class

Secondly students have to take note of the lecture from the projector screen. They have to practice in the class with his/her partner. After the class they have to practice at home. Next day they have to stand in front of the class and have to ask and tell the partner in the practical session.

42. English Speaking Basics: I

English Speaking Basics is for English speaking beginners who need help to understand the basics of speaking English. We will use very simple phrases and expressions to help you with your English speaking.

Basic usage of I'm

Variations of I'm in/ at/on

1	I'm good at	2	I'm+ (verb)
3	I'm getting	4	I'm trying + (verb)
5	I'm trying + (verb)	6	I'm + gonna + (verb+)
7	I have + (noun)	8	I have + (past participle)
9	I used to + (verb)	10	I got + (verb)
11	I want to + (verb)	12	I would like to + (verb)
13	I plan to + (verb)	14	I have decided to + (verb)
15	I was about to + (verb)	16	I didn't mean to + (verb)
17	I don't have time to + (verb)	18	I promise not to + (verb)
19	I'd rather + Verb)	20	I can't help + (verb-ing)
21	I feel like + (verb-ing)	22	I was busy + (verb-ing)

23	I was busy + (verb-ing)	24	I'm not used to + (verb)
25	I want you to + (verb)	26	I'm here to + (verb)
27	I'm looking forward to	28	I have something + (verb)

43. English Speaking Basics: II

English Speaking Basics is for English speaking beginners who need help to understand the basics of speaking English. We will use very simple phrases and expressions to help you with your English speaking.

1	I'm calling to + (verb)	2	I'm working on + (noun)
3	I'm sorry to + (verb)	4	I'm thinking of (verb-ing)
5	I'll help you + (verb)	6	I'm dying to + (verb)
7	It is my turn to + (verb)	8	It is hard for me to + (verb)
9	I'm having hard time to + (verb)	10	I think I should + (verb)
11	I have heard that+ (sub+verb)	12	It occurred to me that (sub+verb)
13	Let me + (verb)	14	Thank you for
15	Can I + (verb)	16	Can I get + (verb)
17	I'm not sure if (subject + verb)	18	Do you mind if I + (verb)
19	I don't know what to + (verb)	20	I should have + (verb)
21	I wish I could + (verb)	22	You should + (verb)
23	You're supposed to + (verb)	24	You would better + (verb)
25	You seem + (adjective)	26	Are you into + (noun)
27	Are you trying to + (verb)	28	Please + (verb)
29	Don't + (verb)	30	Do you like + verb

44. English Speaking Basics: III

English Speaking Basics is for English speaking beginners who need to help to understand the basics of speaking English. We will use very simple phrases and expressions to help you with your English speaking.

1	How often do you + (verb)	2	Do you want me to + (verb)
3	What do you think about (verb-ing)	4	Why don't we + (verb)
5	It is too bad that	6	You could have + (past participle)
7	If I were you, I would + (verb)	8	It's going to be + (adjective)

9	It looks like + (noun)	10	That's why + (subject+ verb)
11	It is time to + (verb)	12	The point is that + (subject + verb)
13	How was + (verb)	14	How about + (verb-ing)
15	What if + (subject + verb)	16	How much does it cost to + (verb)
17	How come + (subject + verb)	18	What are the chances of + (verb?)
19	There is something wrong with+ (noun)	20	Let's not + (verb)
21	Let's say that + (subject + verb)	22	There's no need to + (verb)
23	It takes + (time) to + (verb)	24	Please make sure that+ (sub+verb)
25	Here's to + (noun)	26	It is no use + (verb-ing)
27	There is no way + (subject+ verb)	28	It's very kind of you to + verb)
29	There is nothing+ (sub+can+verb)	30	Rumour has it that + (sub + verb)

45. Practical session

Practical training is of great importance for non-native English Speaking students, in order to familiarize with terminology and improve their English language skills.

Participation Adds Interest and Motivates Students:

1. Engages students and enhances their involvement in the activity.
2. Provides the students feedback.
3. Provides the teachers feedback.
4. Can be used to promote preparation.
5. Can be used to control what is happening in class.
6. Can be used to balance who's contributing in class and how much.
7. Encourages dialogue among and between students.
8. Can be used to develop important speaking skills.
9. Gives student the opportunity to practice using the language of the discipline.
10. Participation is the way to get them to do so and make aware of their body language.
11. Participation is a key ingredient in the learning process?
12. Removes inhibition and anxiety from the students.
13. Helps students to know each other's partners well.
14. Enables the students mind to learn language better.

In this task all students have to listen carefully the secret of language learning lies in its use, more one use the language, the better one can acquire it. It develops through practice, as well known saying goes ‘**Practice makes man perfect**’. When we practice more, more synaptic connections will take place in the brain that would help us to speak language in a better way. Students have to pay attention to pronunciation of the researcher in the class. Students are asked to repeat after him. The researcher used to rehearse with the students until he gets satisfactory result from the class.

Secondly students have to observe carefully how others speak English and they have to imitate the skills adopted by their partner and they should follow them. They have to practice in the class with his/her partner. After the class they have to practice at home. Next day they have to stand in front of the class and have to present the assigned activity in the practical session, individually, with partner and with group.

This intervention program was adopted for three months for all 60 students. In order to assess the impact of the program and to understand its effectiveness and also to check whether this program made any real impact on the participants, a post-test was conducted. The result of the post-test is given below.

4.15 Post-Test Analysis

Post-test was conducted after the completion of the intervention programs on the sample and result shows considerable improvement in the scores of the sample.

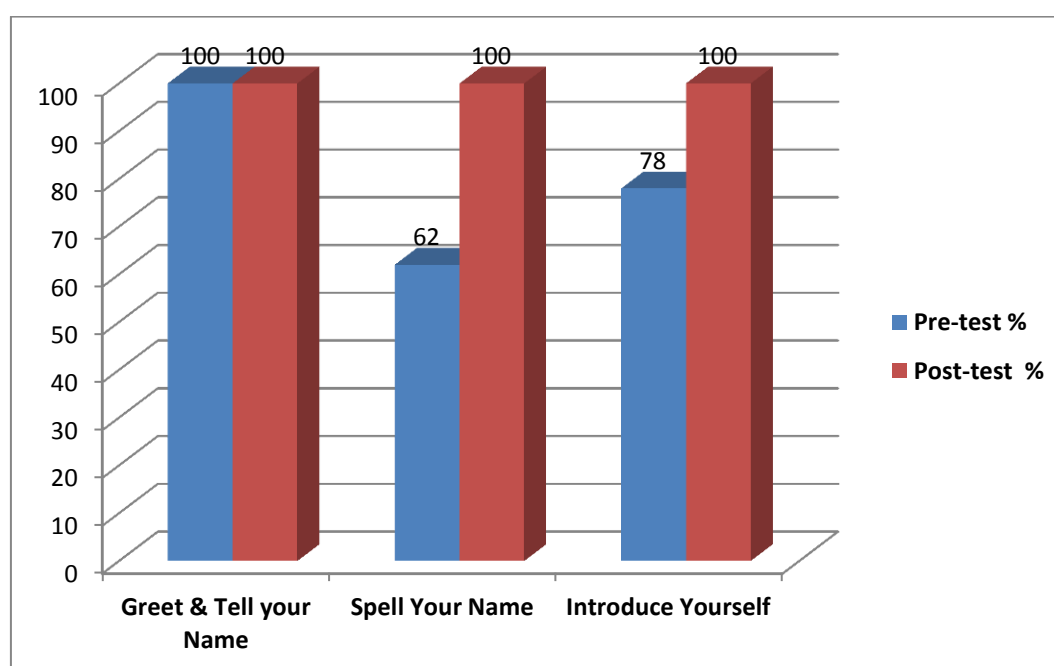
4.15.1 Table No.2 Response Scores of Questions in the Pre-Test & Post-Test

Sr. No	Name of the Question	Pre-Test %	Post-Test %
1	Greet & Tell Your Name	100	100
2	Spell Your Name	62	100
3	Introduce Yourself	78	100
4	Where Do You Come From	85	98
5	How Do You Come To College	55	97
6	Daily Routine	53	97
7	Strong & Weak Points	33	95
8	How Long Learning English	37	95
9	Problems In Learning English	70	97
10	Time Spend To Improve English	25	92
11	Other Spoken Languages	32	92
12	Happiest Moment In Life	53	92

13	Ambition In Life	70	98
14	Describe Your Family	73	98
15	Family Expectation	58	98
16	Who Is Your Best Friend	95	100
17	Likes & Dislikes of Best Friend	68	93
18	Where Do You Live	95	100
19	Directions To Reach Home	40	88
20	Hobbies of Respondent	92	100
21	Favorite Newspaper	100	100
22	Favorite Radio/TV Program	92	100
23	Favorite Subject	100	100
24	Favorite Food	98	100
25	Veg or Non Vegetarian	98	100
26	Narrate a Story	7	57
27	Tell Me a Joke	12	72
28	Sing a Song	7	85
29	Parting Greeting	53	100

In the pre-test three items received very low score: narrate a story (7), sing a song (7) and tell a joke (12). After the intervention these scores have increased considerably to 57, 72 and 85 respectively. Except for narrate a story and tell a joke, all other items received score of 85 or more

4.15.2 Graph No.11 Analysis of Pre-Test & Post-Test Questions 1, 2 & 3

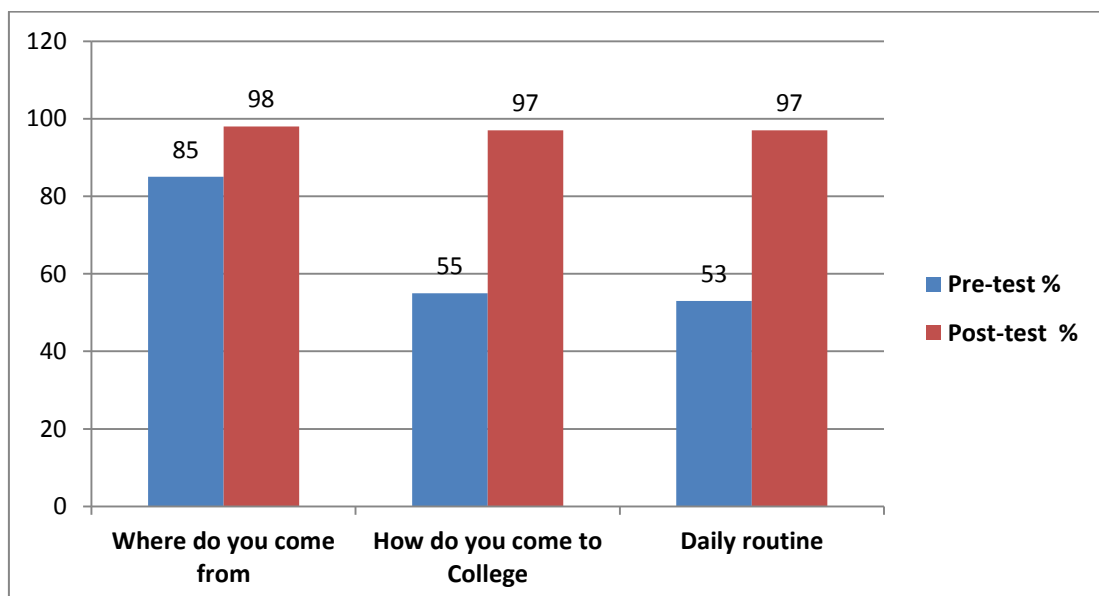


In the first task on greet each other and tell the name, respondents did say ‘**Good Morning**’ to the researcher in the pre-test but they did not have the body language of confidence. After the intervention the respondents in the post-test greeted the researcher ‘**Good morning**’ with smile, proper eye contact, and show of confidence. Second part of the question was to tell their name. Everyone answered this question well both in the pre-test and in the post-test. All the respondents showed remarkable improvement in their pronunciation and in the style of expressing quite effectively.

Respondents were asked to spell their name and the purpose was to start on something which is easy for them to build confidence for the rest of the test. Analysis shows that in the pre-test only 62 per cent of respondents spelled their names correctly but in the post-test all the respondents 100 per cent spelled their names correctly.

The question to introduce themselves had twofold objectives. First, to know more about the respondents to have better understanding, better communication and to develop a good relationship. Secondly he or she should be able to introduce themselves well to others. In the pre-test, 78 per cent of respondents introduced themselves but not satisfactorily where as in the post-test all the 60 (100%) respondents showed remarkable improvement and they were able to introduce themselves confidently in a proper way.

4.15.3 Graph No.12 Analysis of Pre-Test & Post-Test Questions 4, 5 & 6

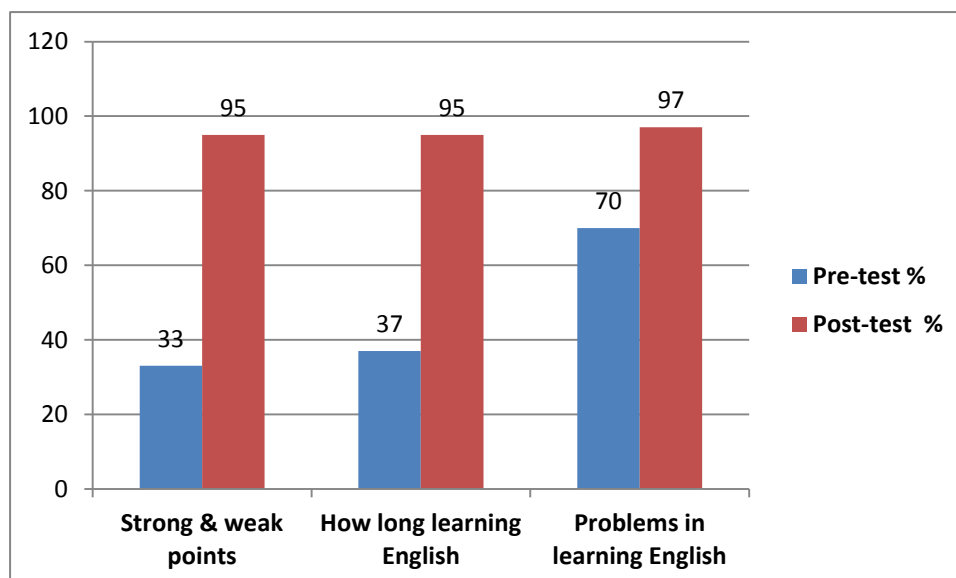


In the question on where do you come from, the respondents were expected to tell about their native place. The purpose of this question was to know the geographical background of the respondent and whether he or she is from rural or urban background. In the pre-test 85 per cent of the respondents answered this question, where as in the post-test respondents showed remarkable improvement and 98 per cent answered this question and they were able to express their native place well.

Respondents were asked the question how do you come to college and the main objective of asking this question was to know the mode of transport he or she takes and whether they are capable of conveying it correctly. In the pre-test 55 per cent responded to this question but the result show the respondents' inability to communicate properly with others about how they reach college in the morning? In the post-test almost 97 per cent of respondents were successful in communicating well with confidence and showed remarkable improvement.

In the question on daily activities, respondents were expected to tell about their daily activities from morning till the end of the day. The main aim of this question was to assess respondents' ability to narrate or describe their daily routine activities in a proper and logical way. In the pre-test, 53 per cent of the respondents responded to this question but were unable to express their daily routine logically and meaningfully. Only 53 per cent of the respondents could answer this question but not satisfactorily. Whereas, in the post-test 97 per cent of respondents answered satisfactorily and showed remarkable improvement and explained their daily routine activities in a proper way with confidence.

4.15.4 Graph No.13 Analysis of Pre-Test & Post-Test Questions 7, 8 & 9



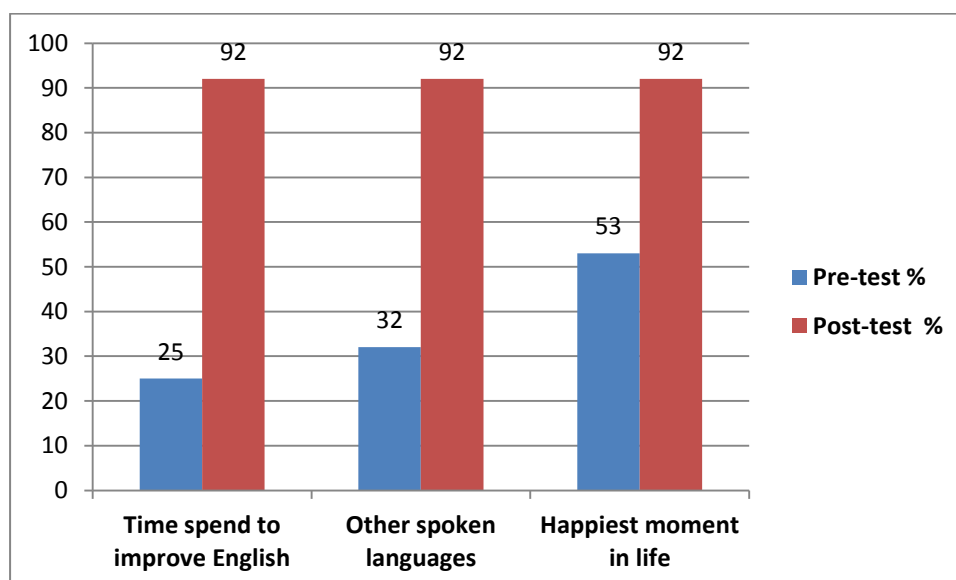
On expressing strong and weak points, 33 per cent of the respondents answered in the pre-test but not satisfactorily express their strong and weak aspects of their life.

This shows their weakness in the target language and the need to improve language capability. Where as in the post-test all the 95 percent respondents showed remarkable improvement and they were able to tell their strong and weak points properly.

The question how long he or she has been learning English was intended to assess their history of English learning and also their association with the target language learning. In the pre-test 37 per cent of the respondents answered this question where as in the post-test 95 per cent of the respondents were able to communicate properly with confidence.

In the question on problems faced in learning English, respondents were expected to answer the real problems they face in learning oral English communication. The aim was to assess the day-to-day problems they face in relation to four integrated skills listening, speaking, reading and writing of target language. In the pre-test, 70 percent of the respondents responded to this question but unable to express their real problems in learning English quite clearly. In the post-test there was remarkable improvement and 97 per cent of respondents were able to express their problems they face while learning English in a proper way with confidence.

4.15.5 Graph No. 14 Analysis of Pre-Test & Post-Test Questions 10, 11 & 12

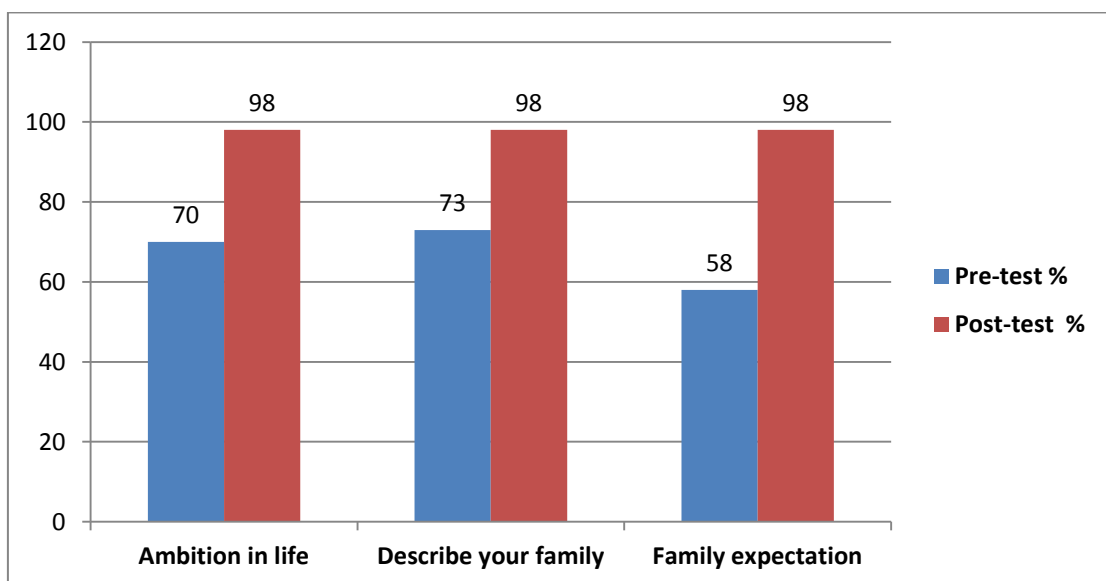


The question on time spend to improve English was asked to find out the amount of time they daily spend for improving their oral English communication and to assess whether they put regular effort to improve the target language. In the pre-test 25 per cent of respondents were able to answer this question and result showed that respondents were not spending enough time intentionally for improving their English. Where as in the post-test almost 92 per cent responded well and result showed that there is an increase in the amount of time spends to learn the target language in their life. They were able to communicate better.

In the question on other spoken languages, the respondents were expected to tell which other languages they speak apart from English. This question was intended to learn which other languages the respondent use for every day communication. In the pre-test, 32 percent were able to answer this question Where as in the post-test almost 92 per cent of the respondents could speak with confidence and express properly the other languages they speak for daily communication.

The question to express their happiest moment in life was intended to assess their ability to share and communicate their happy moments with others easily and fluently. In the pre-test, 53 per cent of the respondents could express their thoughts properly. Where as in the post-test almost 98 per cent of the respondents were able to express their happiest moment in life in a proper way and with confidence.

4.15.6 Graph No. 15 Analysis of Pre-Test & Post-Test Questions 13, 14 & 15

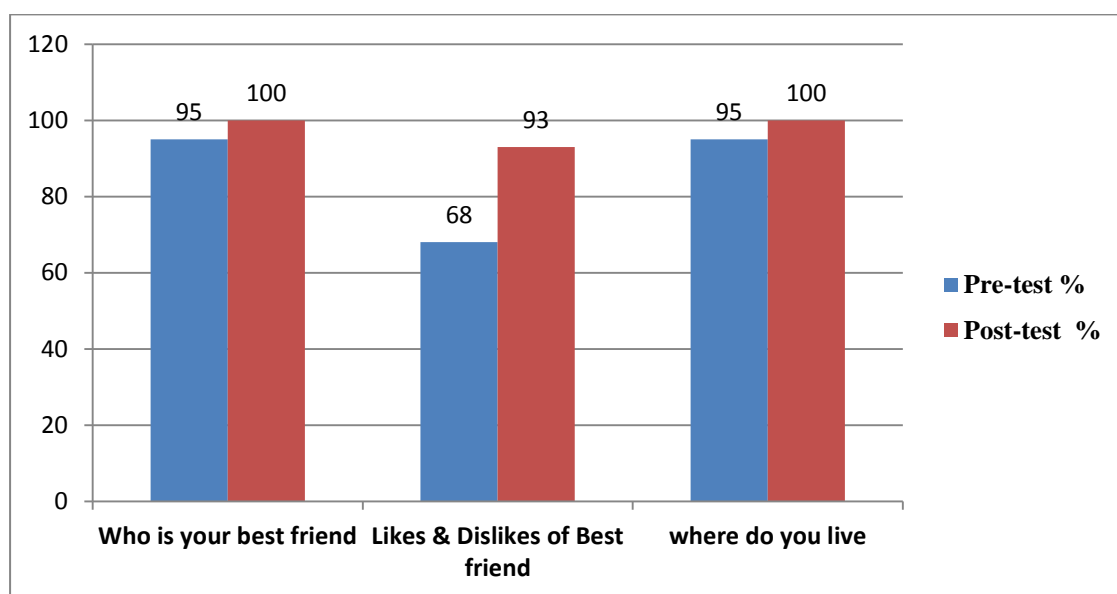


In the thirteenth question respondents were asked about their ambition in life and the objective was to assess their ability to express his or her future dreams and evaluate their ability to share their views with peers and friends. In the pre-test 70 percent of the respondents responded to this question. Where as in the post-test 98 percent of respondents showed remarkable improvement and they were quite confident and expressed their ambition in life very well.

The task to describe their family aimed at assessing the respondents' ability to describe the family and also to know the family background of the respondent. In the pre-test, 73 per cent of the respondents responded to this question but not very satisfactorily. Where as in the post-test 98 per cent of the respondents described their family in a proper way with confidence. There was remarkable improvement in the way they answered this question.

The question to reveal the family expectations from the respondent was intended to assess their ability to explain the parent's expectation about respondents' studies including learning English language, job, life etc. In the pre-test 58 per cent of the respondents responded to this question. Where as in the post-test 98 per cent of respondents expressed their family expectation in a better way with confidence. There was considerable improvement in the way they have answered the question too.

4.15.7 Graph No. 16 Analysis of Pre-Test & Post-Test Questions 16, 17 & 18

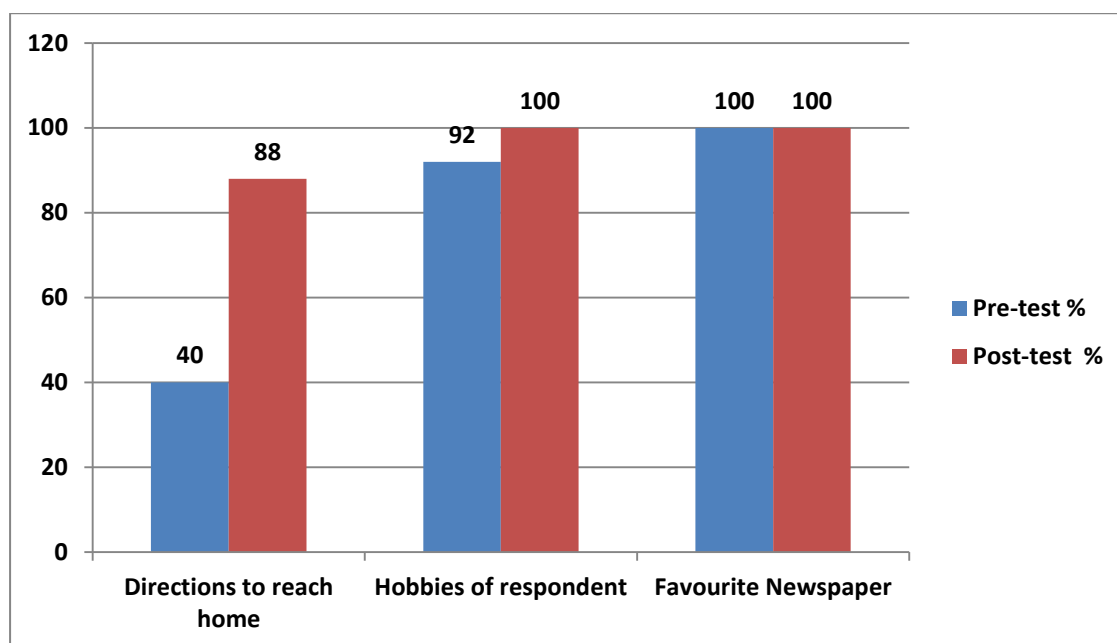


On the question who is their best friend 95 per cent of the respondents answered correctly in the pre-test. Where as in the post-test 100 per cent of the respondents were able to express about his/her best friend in a proper way with confidence.

What you like and dislike in your best friend was asked to assess their ability to convey what they find in their best friend and also to know more about the participation and nature of his or her best friend in improving the English communication. In the pre-test 68 percent of the respondents responded to this question but they were not very confident in the way they explained. Where as in the post-test 93 per cent of respondents were able to communicate the good qualities of their best friend and showed considerable improvement in the confidence and the way they explained it.

In the question respondents were asked to tell where do they live and their residential address? This question was asked to understand the social background of the respondent and whether he/she would be able to communicate their address well with others. In the pre-test 95 per cent of respondents responded to this question but not properly. In the post-test, 100 per cent of the respondents showed remarkable improvement and they were able to express their residential address properly with confidence.

4.15.8 Graph No.17 Analysis of Pre-Test & Post-Test Questions 19, 20 & 21

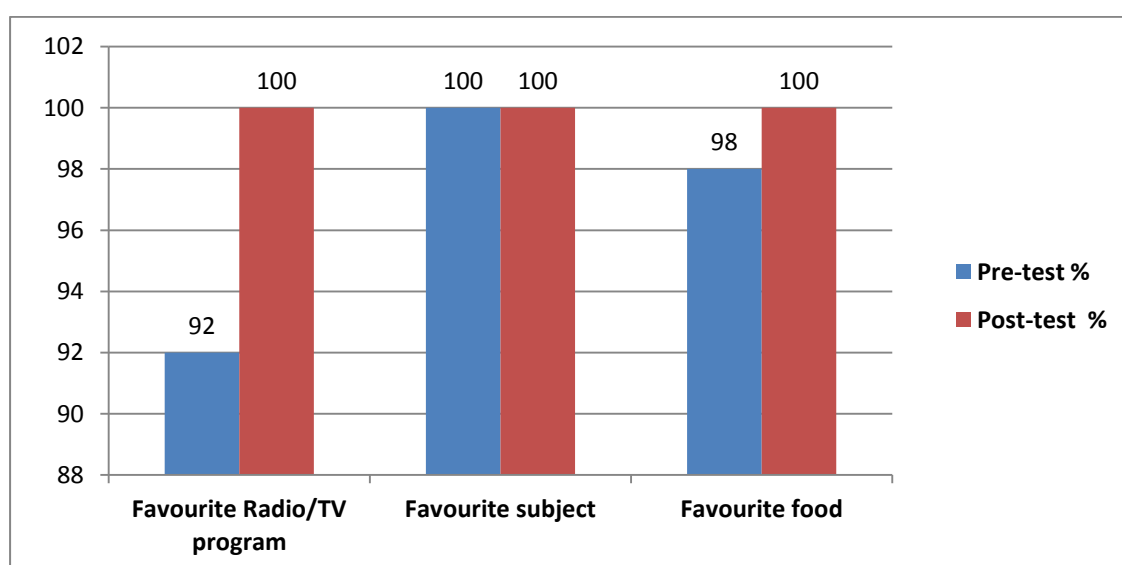


The question how to reach their home was asked to assess respondents' ability to direct others to reach his/her home. In the pre-test more than half of the respondents were unable to give proper directions to reach their home. Only 40 per cent of the respondents attempted this question. Where as in the post-test 88 per cent of the respondents showed remarkable improvement and were able to give proper directions to reach their home easily.

Respondents were asked about their hobbies and interests to understand their ability to express their hobbies and interests and what do they do as leisure time activities and whether they make use of their leisure time for improving the target language. In the pre-test 92 per cent of the respondents answered this question but not everyone was able to express well. Where as in the post-test 100 per cent of respondents showed remarkable improvement and they were able to express their hobbies and interests very well with confidence.

The question on favorite newspaper/book they read was asked to assess which are the newspapers/books the respondents read to improve their ability of oral English communication. In the pre-test majority of (98%) the respondents mentioned only Marathi newspapers and few said they read English newspapers. Where as in the post-test 100 per cent of respondents started daily reading English newspapers and books and they were able to express quite confidently.

4.15.9 Graph No.18 Analysis of Pre-Test & Post-Test Questions 22, 23 & 24

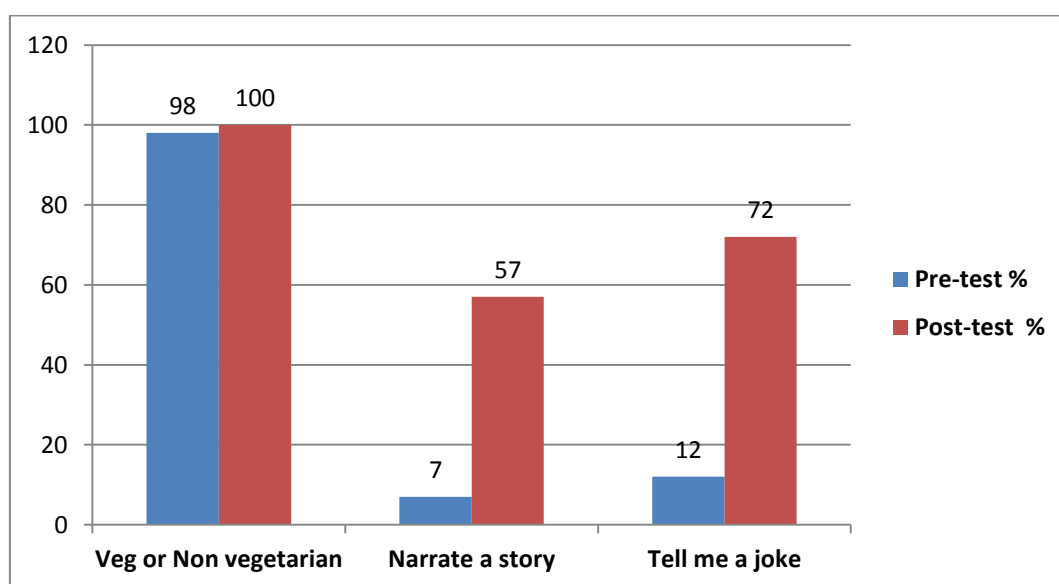


Respondents were asked to tell which favourite Radio/TV program they listen and watch. Which radio program respondents listen and which TV program he or she watch to improve their oral English communication. In the pre-test 92 percent of the total 60 respondents responded to this question and majority of the respondents answered that they watch Marathi serials but very few said they watch English serials. Where as in the post-test 100 per cent of respondents reported that they watch and listen more English programs and they were able to express the programme they listen and watch with confidence.

The question on favorite subject was asked to assess the subject the respondents like and would like to improve. This is to check whether the respondents really want to learn target language English. In the pre-test 100 per cent of respondents answered this question and most of the respondents said other subjects and not English as their favorite subject. Where as in the post-test all the more respondents reported English as their favorite subject and were able to communicate in a proper way with confidence.

Respondents were asked to tell about their favourite food. This question aims to assess the food habit of the respondent and to check whether they can communicate that well in English. In the pre-test 98 per cent of the total 60 respondents responded to this question. Where as in the post-test 100 percent of respondents were able to express it better with confidence.

4.15.10 Graph No. 19 Analysis of Pre-Test & Post-Test Questions 25, 26 & 27

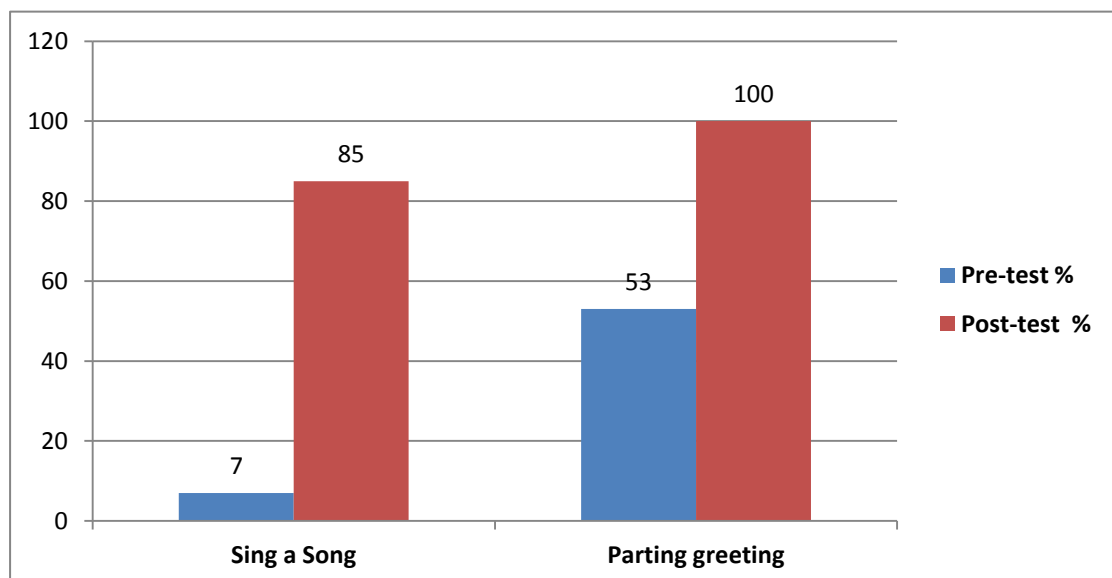


The question on whether vegetarian or non-vegetarian was asked to check whether the student is able to communicate his preference for vegetarian and non-vegetarian food well to others. In the pre-test 98 per cent of respondents responded to this question. Where as in the post-test all the 100 per cent of respondents were able to express in a proper way and showed remarkable improvement with confidence.

Respondents were asked to narrate a story which he or she likes. This question was asked to assess and judge their ability of narration whenever events happen in and around him or her. In the pre-test most of the respondents were unable to narrate a simple story in English. Only 04 of the total 60 respondents responded to this question and 7 percent of the total respondents could narrate a story. Where as in the post-test 57 per cent of respondents were able to narrate a story with proper style and there was considerable improvement in the way they spoke.

Respondents were asked to tell a joke that he or she likes and this question was asked to assess their ability and skills of telling jokes to others. In the pre-test most of the respondents were unable to tell any kind of simple jokes. Only 12 percent of the respondents responded to this question. Where as in the post-test 72 per cent of respondents were able to tell a joke in a proper way with confidence. There was considerable improvement noticed by the researcher.

4.15.11 Graph No. 20 Analysis of Pre-Test & Post-Test Questions 28 & 29



Respondents were asked to sing a song he or she likes was intended to know whether the respondent has the ability to sing in the target language. In the pre-test most of the respondents were unable to sing a song in English not even nursery rhymes. Only 04 of the total 60 respondents could respond to this question and 7 percent of the respondents could sing a song. Where as in the post-test 85 per cent of respondents were able to confidently sing a song with a proper rhyme and rhythm.

In the end respondents were expected to respond to the greeting of the researcher at the end of the test. This question is intended to know whether the respondent has the ability to respond well in the parting greeting situations. In the pre-test 53 per cent of respondents responded to this question. Whereas in the post-test 100 per cent of respondents responded to this question with confidence and have responded to researcher's greeting appropriately. Thus the respondents have shown remarkable improvement in their oral English communication.

4.16 Discussion

In the pre-test three items received very low score: they are narrating a story (7), sing a song (7) and tell a joke (12).After the intervention these scores have increased considerably to 57, 85 and 72 respectively. Except for narrate a story and tell a joke all other items received score of 85 or more.

Attempts to improve vocabulary, practice, attitude, confidence, cooperative education and a trusting atmosphere through the intervention helped to improve the oral English communication abilities of the participants.

To analyse the speaking ability of the respondents, in-depth-interview is further assessed under five criteria's of '**Speaking Test Assessment Scale**' namely **Grammar and Vocabulary, Discourse Management, Pronunciation, Interactive Communication, And Task Achievement Scale**. These criteria's focus in a positive manner on what respondents can do. Respondents are assessed according to their actual performance. The respondent's performance in all parts of the in-depth-interview is taken into account in deciding the final mark for each of the criteria. Bands mark varies between 1-5, with one being the least score and 5 being the highest score.

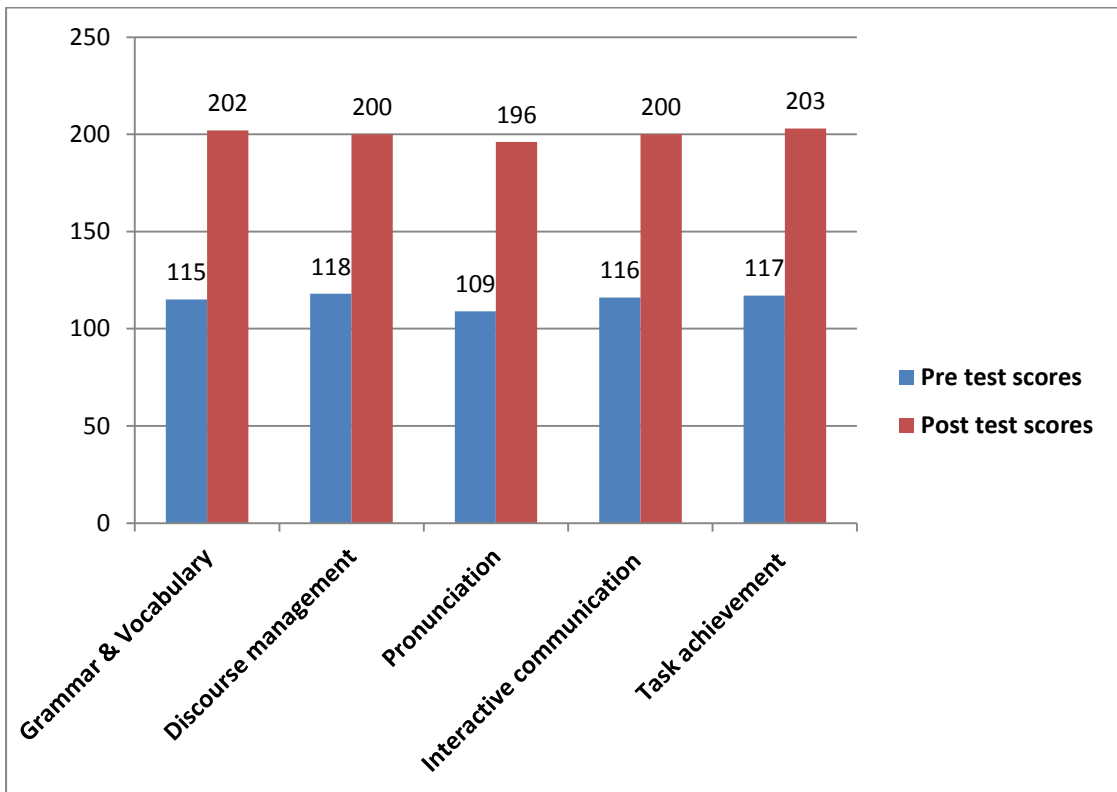
4.17 Table.3 Pre-Test and Post-Test Scores under Various Bands

Sr. No.	Pre-Test %					Post-Test %				
	Grammar & Vocabulary	Discourse management	Pronunciation	Interaction	Task achievement	Vocabulary & grammar	Discourse management	Pronunciation	Interaction	Task achievement
1	1.5	1.0	1.5	1.5	1.5	2.5	2.5	3.0	3.5	3.0
2	3.0	3.5	3.0	4.0	3.5	4.0	4.5	4.5	4.0	4.5
3	1.5	1.5	1.5	1.0	1.5	2.5	3.0	3.0	3.5	3.0
4	2.0	2.5	1.5	1.5	2.0	3.5	3.5	4.0	4.0	4.0
5	3.5	4.0	3.5	3.0	3.5	4.5	4.5	4.5	4.5	4.5
6	1.5	1.0	1.5	1.0	1.5	3.0	2.5	2.5	3.5	3.0
7	1.5	1.5	1.0	1.5	1.5	3.0	3.5	3.0	3.5	3.5
8	2.0	2.0	1.5	2.0	2.0	3.5	3.5	3.0	3.5	3.5
9	2.5	3.0	2.5	2.0	2.5	4.0	4.0	4.5	4.5	4.5
10	2.0	1.5	1.5	2.0	2.0	3.5	3.0	3.5	3.5	3.5
11	2.0	1.5	1.5	1.5	1.5	3.5	3.5	3.0	3.0	3.5
12	1.5	2.0	1.5	1.5	1.5	3.5	3.5	3.0	3.5	3.5
13	1.0	1.5	1.5	1.5	1.5	2.5	2.0	2.5	3.0	2.5
14	2.0	2.0	1.5	2.0	2.0	3.5	3.5	3.5	3.0	3.5
15	2.0	1.5	2.0	2.0	2.0	3.0	3.5	3.0	3.5	3.5
16	1.5	2.0	1.5	2.0	1.5	3.5	3.0	3.5	3.0	3.5
17	2.0	1.5	2.0	2.0	2.0	3.0	3.5	3.0	3.5	3.5
18	1.5	2.0	1.5	2.0	1.5	3.0	3.0	3.5	3.0	3.0
19	1.5	1.5	1.0	1.5	1.5	2.5	2.5	2.0	2.5	2.5
20	2.0	1.5	1.5	1.5	1.5	3.0	3.0	2.5	3.5	3.0
21	1.5	1.5	2.0	1.5	1.5	3.5	3.0	3.0	3.5	3.5
22	2.5	2.5	3.0	3.0	2.5	4.0	4.5	4.0	4.5	4.5
23	2.5	2.0	2.5	2.0	2.0	3.5	3.0	3.5	3.5	3.5
24	2.0	2.5	2.0	2.0	2.0	4.0	3.5	4.0	3.5	4.0
25	1.5	1.5	1.5	1.5	1.5	3.5	3.0	3.5	3.0	3.5
26	2.0	1.5	2.0	2.0	2.0	3.5	3.5	3.0	3.5	3.5
27	2.0	1.5	2.0	2.0	2.0	3.0	3.0	3.5	3.5	3.5
28	2.0	2.0	1.5	2.0	2.0	3.5	3.5	3.0	3.5	3.5
29	1.5	2.0	1.5	1.5	1.5	3.0	3.5	3.0	3.0	3.0
30	1.5	2.0	1.5	1.5	1.5	3.0	3.5	3.0	3.0	3.0
31	2.0	2.0	2.0	2.5	2.0	3.5	3.5	3.0	3.0	3.5
32	2.0	1.5	1.5	2.0	2.0	3.5	3.0	3.0	3.5	3.5
33	2.0	1.5	1.5	2.0	2.0	3.5	3.0	3.0	3.5	3.5

34	2.0	1.5	2.0	1.5	2.0	3.5	3.0	3.5	3.0	3.5
35	1.5	2.0	2.0	1.5	2.0	3.5	3.0	3.5	3.0	3.0
36	1.5	2.0	1.5	1.5	1.5	3.0	3.5	3.0	3.0	3.0
37	1.5	1.5	1.0	1.0	1.5	2.5	2.5	2.0	2.5	2.5
38	1.5	1.5	2.0	2.0	2.0	3.5	3.0	3.5	3.0	3.0
39	3.5	3.5	3.0	3.0	3.5	4.0	4.5	4.5	4.0	4.0
40	2.0	2.0	1.5	2.0	2.0	3.5	3.5	3.0	3.5	3.5
41	1.5	2.0	1.5	1.0	1.5	2.0	2.5	2.0	2.0	2.0
42	2.0	2.5	2.0	2.5	2.5	3.5	3.0	3.5	3.0	3.5
43	2.0	1.5	2.0	1.5	2.0	3.5	3.0	3.5	3.0	3.0
44	2.5	3.0	2.0	2.0	2.5	3.5	3.5	3.0	3.0	3.0
45	2.0	1.5	2.0	2.0	2.0	3.0	3.5	3.5	3.0	3.0
46	2.5	2.0	2.5	2.5	2.5	4.0	3.5	4.0	4.0	4.0
47	1.5	2.0	1.5	2.0	2.0	3.5	3.0	3.5	3.5	3.5
48	2.0	2.0	1.5	2.0	2.0	3.0	3.5	3.0	3.5	3.0
49	1.0	1.5	1.0	1.5	1.5	2.5	2.0	2.0	2.0	2.0
50	1.5	2.0	1.5	1.5	1.5	2.5	2.5	2.0	2.5	2.5
51	1.5	2.0	1.5	2.0	2.0	3.5	3.5	3.0	3.5	3.5
52	1.5	2.0	1.5	2.0	2.0	3.0	3.5	3.5	3.0	3.5
53	2.5	2.0	2.0	2.5	2.5	4.5	4.0	4.0	3.5	4.0
54	1.5	2.0	1.5	1.5	1.5	3.5	3.5	3.0	3.5	3.5
55	2.	2.0	1.5	2.0	2.0	3.5	3.5	3.0	3.0	3.0
56	1.5	1.5	2.0	1.5	1.5	3.0	3.5	3.5	3.0	3.0
57	3.5	3.5	3.5	4.0	3.5	4.5	5.0	4.5	4.5	4.5
58	2.0	2.5	2.5	3.0	2.5	4.5	4.0	4.5	4.0	4.0
59	2.0	1.5	2.0	2.0	2.0	3.5	3.5	3.0	3.0	3.5
60	2.0	2.0	1.5	2.0	2.0	4.0	3.5	3.5	3.0	3.5

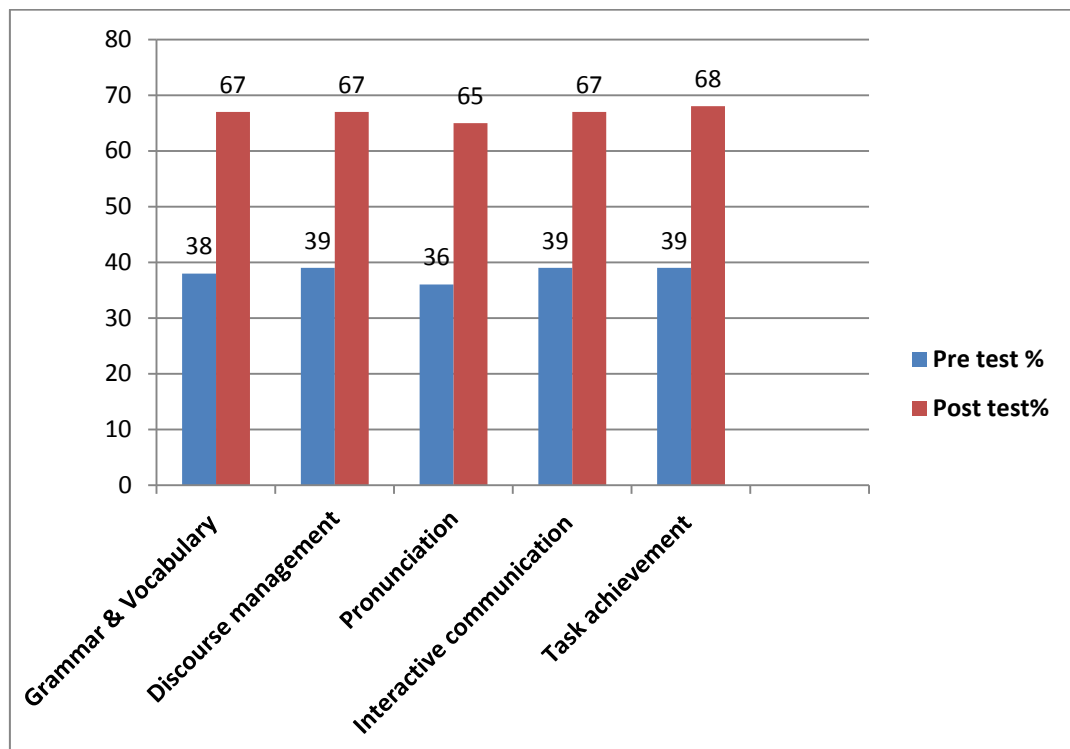
The table represents the actual pre-test and post-test scores received by each participant under five bands.

4.18 Graph No. 21 Speaking Test Assessment Scores



The above graph shows the total scores received by all the respondents in the pre-test and post-test under various bands.

4.18.1 Graph No.22 Speaking Test Assessment Scores in %



The above graph shows the percentage of scores received by all the respondents in the pre-test and post-test under various bands. Maximum score in each band is 300.

Out of 300 scores, the respondents received 115 (38%) scores in the pre-test and 202 (67%) in the post-test for **Grammar and Vocabulary** involves appropriacy of vocabulary, flexibility, grammatical control, grammatical forms and range are taken into consideration while allotting marks for grammar and vocabulary. **Lukitasari (2008) Abrar et al., (2018) and Zulkurnain and Kaur (2014)** reason that vocabulary and grammar closely related to the oral English communication ability, Hence an improvement in the vocabulary and grammar as a result of the short three month intervention strategy will definitely improve the communication ability of the participants.

Discourse Management received 118 (39%) scores in the pre-test and 200 (67%) scores in the post-test. Scores for discourse management depend on the use of cohesive devices, coherence and cohesion, discourse markers, extended discourse, relevance and repetition. **Wang et.al (2015)** is of the opinion that repetition reflects the lack of variety and flexibility in the language strategies. Hence an improving score for discourse management is an indication of the improvement in the oral English communication ability due to the short three month intervention strategy for the participants.

The respondents received 109 (36%) scores in the pre-test and 196 (65%) in the post-test for **pronunciation**. Individual sounds, intelligible speech, intonation of voices, phonological features, and stress given to word or syllable are taken into consideration while allotting marks for pronunciation. Speaking, listening and practice over the intervention program helped the students to improve their pronunciation. The importance of pronunciation in oral English communication is reiterated by **Jamshidnejad (2011), Alyan (2013) and Abrar et al., (2018)** argued that fear of pronunciation is a stumbling block in the way of oral English communication. **Cizer and Lungu (2014)** stressed the need to practice pronunciation to have proper oral communication. **Qian (2012)** says that as they listen more, they will be sure of pronunciation and they will be able to speak well. The improvements in the pronunciation showed in the post-test result indicate that their ability for oral English communication has improved over the intervention.

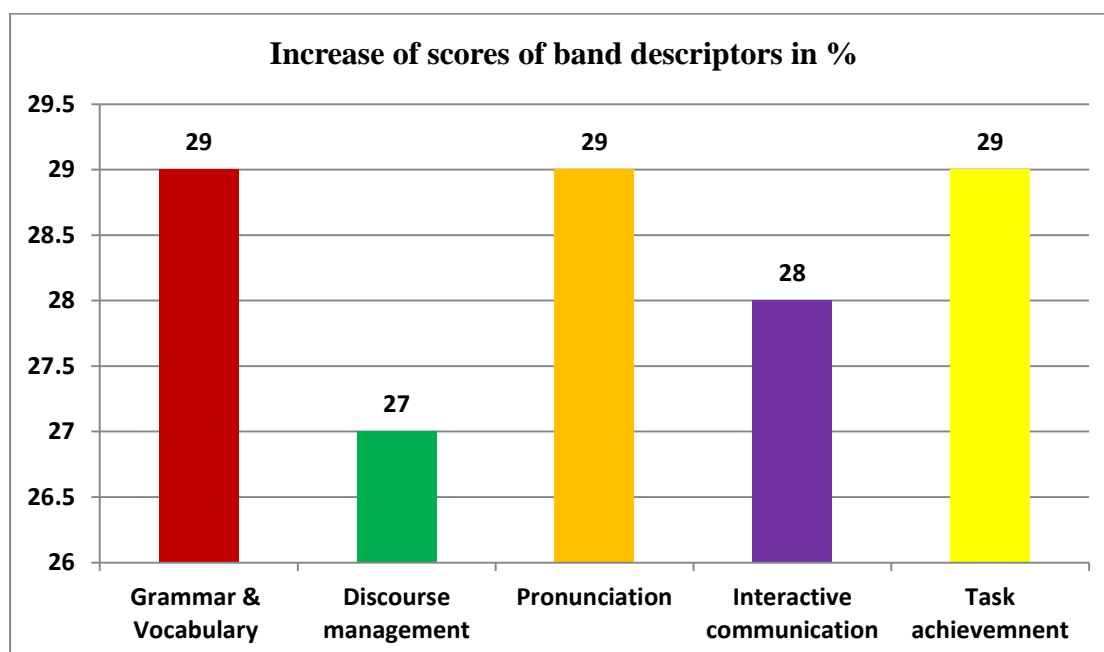
In **Interactive Communication** respondents received 116 (39%) scores in the pre-test and 200 (67%) in the post-test. Proactive communication, introducing new ideas in the topic, prompting to make respondent respond, simple exchange, supporting another with right word/phrase etc., are taken into account while allotting scores for interactive communication.

Task achievement is the ability of the respondent to get their message across to the audience even with possible inaccuracies in the structure and delivery of the message. The respondents received 117 (39%) scores in the pre-test and 203 (68%) in the post-test.

4.19 Conclusion

Pre-test clearly indicated the grave need of an intervention to improve the oral English communication ability of the students. Intervention was planned and implemented on 60 respondents with emphasis on Mother Tongue Method of Language Learning. Post-test result shows clear progress made in the short term through the intervention. Performance of the experimental group is clearly depicted in the following graph. This graph shows the percentage of improvement under each band.

4.20 Graph No.23 Increase of Scores of Band Descriptors in %



Grammar and Vocabulary has shown an improvement of 29 per cent after the intervention. Discourse management had a comparatively less improvement and had

only 27 per cent improvement because of intervention. Pronunciation clearly improved because of the everyday practice and it shown a good 29 per cent increase over the period. Interactive communication improved at 28 per cent which makes a major difference in their everyday performance. Task achievement too showed 29 per cent growth over the period. Their overall ability to communicate in English has improved due to the rigorous training given under the intervention program. This proves that Mother Tongue Method of Learning English is really effective and the intervention program is a success.

Mother Tongue Method of Language Teaching, co-operative learning, daily practice, strengthening of vocabulary etc., helped students to overcome their fear and inhibition and to perform well as seen in post-test video and result. A conscious effort to improve oral English communication is successful as seen in this short term intervention program. Commitment on the part of teachers and students will help the students to overcome their fear and improve their ability of oral English communication.

CHAPTER-V

CONCLUSION

5.0 Introduction

English is an international language and is used world over to interact with people of different languages. In a diverse and multicultural country like India, English works as a connecting and link language. Twenty two languages are included in the 8th Schedule of the Constitution of India. Leaders of independent India recognized the importance of English in the knowledge dissemination, commerce and international relations and recognized English as the language of the official purposes of the union under the article 343 of the Indian Constitution. English is one of the most popular foreign languages to be taught in India and is also a medium of instruction at many places. Yet, many learners are unable to speak fluently in the English. Speaking is one of the most complex language skills to be learnt.

5.1 Findings

The researcher's own experience with oral English communication as a student and as a teacher has motivated the choice of topic for this thesis. Hence this study was initiated to find out the problems faced by the F.Y.B.Com students of Solapur University. Survey was conducted through in-depth-interview with 60 participant students in the pre-test and post-test were video recorded with web-camera. The in-depth-interview included 29 open-ended and close-ended questions. This was done to judge the student's ability of oral English communication. The responses in the pre-test showed that students were not adequately exposed to basic skills and knowledge of oral English communication and their performance was not satisfactory after analyzing the problems faced by them, a decision was taken to conduct an intervention program to tide over their difficulties. Taking help from the literature review, an intervention program was designed and implemented on all 60 participants of the study. Three months rigorous training was given as part of intervention program to students with lot of practice in oral English communication. During this period various pair and group exercises based on day-to-day life was given to them. Researcher was motivated by the strong belief in the value of teaching oral English communication. At the end of the training programme, a post-test was conducted under the web-camera again. There was considerable improvement in their oral English communication. The findings of this study reveal that explicit teaching of oral English communication by adopting mother tongue method of language teaching

and learning enhanced English language learners' ability to communicate effectively. The results also showed that language learners found the teaching of oral English Communication useful for improving their conversation.

In the pre-test researcher found that 38% of participants were not able to spell their name correctly which is a very basic question. Though these students are of vernacular medium, they have studied English as additional language in the school and should know the spellings of their name. Even while greeting, researcher felt that they didn't have the confidence and the positive body language. For 8 out of 29 questions the participants had less than 50 pre-test scores.

The environment at home and school was not very conducive for improving the oral English communication. Importance on reading and writing at the cost of listening and speaking comes in the way of developing oral communication skills. Participants were not confident to talk as they were worried about their pronunciation and they lacked adequate vocabulary to convey the intended meaning. Their attempt to translate the meaning from mother tongue added to their problem.

Participants were aware of the importance of speaking English in the globalized era and wanting to upgrade their skills to improve their chances for education, securing job and in achieving excellence. As they underwent the intervention program, they were worried about being ridiculed by the teacher and fellow students while making mistakes. But the researcher was able to instill the confidence among the participants and corrections were made in loving manner and not harshly. Pairing up the students in practice also helped them to get out of peer correction. The openness and the faith, in each other and towards teacher made the participants more open to learning and practice. Regular practice is another secret for improving communication. In the class and off the class participants were prodded to have communications in English and regular practice increased their confidence. Topics of discussion were selected in such a way that everyone knew about them. Knowledge about the topic is integral while trying to communicate. Attempts were made to make learning a joyful affair.

Mother tongue method of teaching requires that we deposit vocabulary for long as adequate vocabulary is a precondition for fluent communication. The ability to think in English rather than translating from mother tongue to English helps to improve their self-confidence and attitude.

Discussions on relevant and general topics helped to create and maintain interests in the minds of participants and as they improved their ability to speak English, their

interests to learn English also increased. This positive attitude helped in turn in making learning comfortable.

Three months of intervention have had a big impact on the participants. Results showed that except for three questions, narrate a story, tell me a joke, and sing a song, all other questions had score of 85 or more percentage. Even in these questions narrate a story and tell me a joke, sing a song score had increased from 7 to 57, 12 to 72 and 5 to 85 which is impressive.

After the intervention all the participants were able to introduce themselves well and with confidence they were able to talk. They have improved their pronunciation too. Introducing oneself is an important step while meeting someone or in an interview. The fact that they are able to introduce themselves will give them confidence and they will be able to generate a good impact in the minds of listeners.

Ability to communicate well orally will help participants to go up the ladder in employment too. Good oral communication is must for any presentation and success depends on how well one can communicate thoroughly and influence and convince the other person.

Conscious attempts to improve vocabulary, practice, attitude, confidence, cooperative learning and trusting atmosphere through the intervention helped to improve the oral English communication abilities of the participants of the study.

Apart from identifying question wise performance and improvement, the respondent's in-depth-interview was further assessed under five criteria's of **Speaking Test Assessment Scale** namely **Grammar and Vocabulary, Discourse Management, Pronunciation, Interactive Communication, and the Task Achievement Scale**. Respondents are assessed according to their actual performance in all parts of the in-depth-interview for all the five criteria. Bands mark varies between 1 to 5, with 1 being the least score and 5 being the highest score.

1. Grammar and Vocabulary which is evaluated on the basis of appropriateness of vocabulary, flexibility, grammatical control, grammatical forms and range, has shown an improvement of 29 per cent after the intervention.

2. Discourse Management which is evaluated on the basis of the use of coherence and cohesion, discourse markers, extended discourse, relevance and repetition improved only 27 per cent due to the intervention.

3. Pronunciation is evaluated on the basis of individual sounds, intelligible speech, intonation of voices, phonological features, and stress given to word or syllable and

the respondents' pronunciation clearly improved because of the everyday practice and it has shown a good 29 per cent increase over the intervention period.

4. Interactive Communication takes into account proactive communication, introducing new ideas in the topic, prompting to make respondent respond, simple exchange, supporting another with right word/phrase etc., are improved at 28 per cent which makes a major difference in their everyday performance.

5. Task Achievement which is the ability of the respondent to get their message across the audience even with possible inaccuracies in the structure and delivery of the message too showed 29 per cent growth over the period.

Their overall ability to communicate in English has improved due to the rigorous training given under the intervention program. This proves that mother tongue method of learning English is really effective and the intervention program is a success.

The pre-test analysis clearly proved the first hypothesis that many vernacular medium students have difficulty in effective oral English communication. Degree of difficulty varies widely with some participants unable to even spell their names correctly.

The post-test analysis clearly showed increased vocabulary, improved overall speaking and positive approach to learning and proves the second hypothesis that mother tongue method of language learning can be used to overcome vernacular medium student's difficulty in effective oral English communication.

Three months intervention program clearly proved the third hypothesis that task-based activities can help students to increase the confidence and overcome difficulty in effective oral English communication as reflected in the post-test analysis.

Major aims of the study were achieved through the intervention program. Intervention and regular practice helped the respondents to develop speaking strategies to speak English fluently and speak appropriate English in day-to-day life. Intervention enabled the respondents to understand the scientific methodology of English speaking and speak English contextually. Intervention training program prepared the respondents to use the target language English beyond the classroom to communicate and acquire knowledge. Intervention empowered the respondents to understand the process and the natural way of language acquisition and language learning. Regular training, pair-up and group approach, the confidence and trust developed over the program removed the inhibition and anxiety and motivated the respondents to become competent and build confidence in speaking English. The importance given to context

in speaking in the training program helped respondents to develop appropriate use of their body language while speaking English.

5.2 Limitations of Current Research.

Study is conducted on a limited sample of 60 students from four colleges of Solapur University. Hence we cannot generalize all the findings of this study for rest of India. Intervention program was conducted for 3 months only and a longer duration would have given a clear and concise picture of the impact and effectiveness of the intervention program. Policies of the state governments towards English language education also vary in different states and this may be reflected in the pre-test results.

5.3 Suggestions for Future Research

Conducting the study on a large population with proper weightage for urban, rural and gender considerations and also in different part of the state can give a clear picture of the oral English communication ability of the students. Also conducting the intervention program for a longer duration may help students positively to improve their speaking ability. Conducting study on listening skill considering the all aspects, pronunciation stress, intonation, tone, etc., all will help students positively to improve their speaking ability.

5.4 Conclusion

Pre-test through in-depth-interview survey clearly indicated the grave need of an intervention to improve the oral English communication ability of the students. Realizing the importance of oral English communication in this globalized era, the researcher introduced a carefully prepared intervention program on the sample of 60 F.Y.B.Com students from Solapur University with emphasis on mother tongue method of language teaching and learning. Post-test result shows clear progress made in the short term through the intervention. Mother tongue method of teaching, pairing up, daily practice, strengthening of vocabulary etc., helped students to overcome their fear and inhibition and to perform well as seen in post-test video and result. A conscious and committed effort on the part of teacher and students to improve oral English communication is successful as seen in this short term intervention program. Commitment, love and support from the part of teachers will help the students to overcome their fears, inhibition, and anxiety to improve their ability and achieve success. This can help the students to be industry ready for better future.

Appendix: I

QUESTIONNAIRE FOR STUDENTS

ORAL PRE-TEST QUESTIONS

Dear Friend,

I'm working in the area of English Language teaching at the University of Sholapur. My broad trust area is on oral English communication skills, especially looking at the teaching in the context of students of commerce. As a part of this research project, I need information regarding **student's** view of the role of oral English communication skills. I request to respond to this questionnaire. I assure you that the information given by you will be kept in confidence and will be used for only academic purposes.

Thank you

Researcher

Mr. Mahadev Lakkappa Kori

- I. NAME: Name of the Student**
1. Good Morning, What's your name?
 2. How do you **spell** your name please?
- II. YOURSELF:**
3. Can you tell me something about **yourself** or **Introduce Yourself**?
 4. Where do you **come** from?
 5. How do you **come to College** in the morning?
 6. What is your **daily routine** like?
 7. What are your **strong points** and what is your **weakness**?
 8. **How long** have you been **learning English**?
 9. What **problems** do you face in learning English?
 10. How much **time do you spend** to improve your English daily?
 11. Tell me about **other languages** you speak, apart from English.
 12. What is the **happiest moment** in your life?
 13. What is your **ambition in life**?
- III. FAMILY:**
14. Tell me something about **your Family**?
 15. What does your **Family expect** from you?
- IV. FRIENDS:**
16. Who is your **best friend**?
 17. What do you **like** in him/her?
- V. YOUR HOME TOWN/ CITY:**
18. Where do you **live**? What is your **address**?
 19. Could you give **direction** to reach your **home from here**?
- VI. HOBBIES / INTERESTS:**
20. What are your **hobbies**?
 21. Which is your **favourite newspaper/ book**? Why?
 22. What is your **favourite Radio/TV** program?
 23. What's your **favourite subject**?
- VII. FOOD:**
24. What is your **favourite food**?
 25. Are you **vegetarian** or **non-vegetarian**?
- VIII. GENERAL:**
26. Could you **narrate a story** that you like?
 27. Can you **tell me a joke**?
 28. **Sing a song** that you like.
 29. **Thank you** that is the end of the test.

Research Scholar
Mr. M.L. Kori

Appendix-II

QUESTIONNAIRE FOR TEACHERS:

Dear Sir,

I'm working in the area of English Language Teaching at the University of Sholapur. My broad trust area is on oral English communication skills, especially looking at the teaching in the context of students of commerce. As a part of this research project, I need information regarding **teachers'** view of the role of oral English communication skills. I request you to respond to this questionnaire. I assure you that the information given by you will be kept in confidence and will be used for only academic purposes.

Thank you

Researcher

Mr. Mahadev Lakkappa Kori

1. Good Morning Sir
2. Could you introduce yourself ?
3. What problems have you noticed in English speaking among vernacular medium students?
4. What solutions do you suggest for learners to overcome English speaking problems?
5. How to develop confidence among beginners of English speaking?
6. What are the best ways to motivate learners to speak English?
7. What is the best way to develop fluency in English?
8. What kind of speaking activities one should practice in the classes?
9. What supportive learning resources teachers should use for developing speaking skills?
10. How do you deal with average learners for speaking English?
11. What methods would work well to support students to speak English?
12. Do you think one should have sense of music to speak a particular language?
13. Do you think mouth muscles require training to speak English fluently?
14. Is there any relation between brain and speech to speak a language?
15. What role does body language play to speak English fluently?
16. Do students meet their requirements to develop spoken competencies with present University curriculum?
17. Thank you very much Sir.

Research Scholar

Mr M.L. Kori

Appendix-III

Syllabus of Proposed English Speaking Programme:

Name of the Topics: Duration of the course: Three months/100 hours

1. Meditation, Silent Prayer
2. Greetings: Meeting and Parting Formal/ Informal
1. Polite Expressions, Manners, Etiquettes
2. Forms of Small Speeches, Order, Exclamation
3. How to Ask Time and Tell Time?
4. Use of Day, Week, Month, Year
5. Importance of L.S.R.W Language Skills
6. Nursery Rhymes
7. Use of Personal Pronouns
8. Use of Parts of Speech
9. How to Introduce Yourself
10. Daily Activities
11. How to Overcome Fear, Anxiety, and Hesitation
12. How to Open English File in The Brain
13. Relaxation, Breathing, Yawning, Stretching, Swallowing, Tonal Actions
14. Use of Do Forms, Have Forms, Be Forms and Their Negatives
15. Use of Tenses, Types of Verbs, Model Auxiliaries
16. Use of Prepositions
17. How to Ask Questions, W/h, Yes/No Questions
18. Introduction to English Phonetics
19. Speech Mechanism and Speech Organs
20. Difference Between Sounds and Letters
21. Difference Between Vowels, Consonants, and Diphthongs
22. Syllable, Accent, Stress, Pitch, Intonation
23. Role of Brain and Mind in Speech Production
26. Visual Memory, Auditory Memory, Motor Memory and Their Coordination
27. Conscious Mind, Subconscious Mind
28. Short Term Memory and Long Term Memory
29. Mouth Muscles Training,

30. Oral Tables, Tongue-Twisters
31. Vocabulary Building, Parts of Body, Family, Fruits, Vegetables, Spices, Food, Birds, Animals Etc.
32. Word Formation
33. How to Narrate a Story?
34. How to Tell Joke?
35. Describing Process
36. Confidence Building Session, Role Play, Tasks in Pair, Groups
37. Presentation Skills
38. Conversation on Different Topics
39. Proverbs and Good Thoughts
40. Smart Keys to Speaking English Fluently
41. Speak English in Chunks
42. English Speaking Basics-I
43. English Speaking Basics-II
44. English Speaking Basics-III
45. Practical Session

APPENDIX-IV

Response Scores of Questions in the Pre-Test

Question No	No of sample Responded	% of sample responded	Standard deviation
1	60	100	0.00
2	37	62	0.49
3	47	78	0.42
4	51	85	0.36
5	33	55	0.50
6	32	53	0.50
7	20	33	0.48
8	22	37	0.49
9	42	70	0.46
10	15	25	0.44
11	19	32	0.47
12	32	53	0.50
13	42	70	0.46
14	44	73	0.45
15	35	58	0.50
16	57	95	0.22
17	41	68	0.47
18	57	95	0.22
19	24	40	0.49
20	55	92	0.28
21	60	100	0.00
22	55	92	0.28
23	60	100	0.00
24	59	98	0.13
25	59	98	0.13
26	04	07	0.25
27	07	12	0.32
28	04	07	0.25
29	53	89	0.35

APPENDIX-V

Response Scores of Questions in the Pre-Test & Post-Test

Sr. No	Name of the Question	Pre-Test %	Post-Test %
1	Greet & Tell Your Name	100	100
2	Spell Your Name	62	100
3	Introduce Yourself	78	100
4	Where Do You Come From	85	98
5	How Do You Come To College	55	97
6	Daily Routine	53	97
7	Strong & Weak Points	33	95
8	How Long Learning English	37	95
9	Problems In Learning English	70	97
10	Time Spend To Improve English	25	92
11	Other Spoken Languages	32	92
12	Happiest Moment In Life	53	92
13	Ambition In Life	70	98
14	Describe Your Family	73	98
15	Family Expectation	58	98
16	Who Is Your Best Friend	95	100
17	Likes & Dislikes of Best Friend	68	93
18	Where Do You Live	95	100
19	Directions To Reach Home	40	88
20	Hobbies of Respondent	92	100
21	Favorite Newspaper	100	100
22	Favorite Radio/TV Program	92	100
23	Favorite Subject	100	100
24	Favorite Food	98	100
25	Veg or Non Vegetarian	98	100
26	Narrate a Story	7	57
27	Tell me a Joke	12	72
28	Sing a Song	7	85
29	Parting Greeting	53	100

APPENDIX-VI

Comparative Analysis of Respondents in Pre-Test and Post-Test

Res pon dent s No	Pre -Test Analysis						Post-Test Analysis					
	Vocabu lary and Gram mar (1)	Disco urse Mana gemen t (2)	Pronun cia tion Stress/I ntonatio n (3)	Fluen cy Inter actio n (4)	Task Achiev ement (5)	Total (6)	Vocabu lary And Gram mar (7)	Disco urse Mana gemen t (8)	Pronuncia tion Stress/Int onation (9)	Fluen cy Intera ction (10)	Task Achiev emen t (11)	Total (12)
01	1.5	1.0	1.5	1.5	1.5	7.0	2.5	2.5	3.0	3.5	3.5	15.0
02	3.0	3.5	3.0	4.0	4.0	17.5	4.0	4.5	4.5	4.0	4.5	21.5
03	1.5	1.5	1.5	1.0	1.5	7.0	2.5	3.0	3.0	3.5	3.0	15.0
04	2.0	2.5	1.5	1.5	4.5	7.5	3.5	3.5	4.0	4.0	4.0	19.0
05	3.5	4.0	3.5	3.0	4.5	18.5	4.5	4.5	4.5	4.5	5.0	23.0
06	1.5	1.0	1.5	1.0	1.5	6.5	3.0	2.5	2.5	3.5	3.5	15.0
07	1.5	1.5	1.0	1.5	1.5	7.0	3.0	3.5	3.0	3.5	3.5	16.5
08	2.0	2.0	1.5	2.0	2.5	10.0	3.5	3.5	3.0	3.5	3.5	17.0
09	2.5	3.0	2.5	2.0	2.5	12.5	4.0	4.0	4.5	4.5	4.5	21.5
10	2.0	1.5	1.5	2.0	2.5	10.0	3.5	3.0	3.5	3.5	3.5	17.0
11	2.0	1.5	1.5	1.5	2.0	8.5	3.5	3.5	3.0	3.0	3.5	16.5
12	1.5	2.0	1.5	1.5	2.0	8.5	3.5	3.5	3.0	3.5	3.5	17.0
13	1.0	1.5	1.5	1.5	1.5	7.0	2.5	2.0	2.5	3.0	3.0	13.0
14	2.0	2.0	1.5	2.0	2.5	10.0	3.5	3.5	3.5	3.0	3.5	17.0
15	2.0	1.5	2.0	2.0	2.0	9.5	3.0	3.5	3.0	3.5	3.5	16.5
16	1.5	2.0	1.5	2.0	2.0	9.0	3.5	3.0	3.5	3.0	3.5	16.5
17	2.0	1.5	2.0	2.0	2.0	9.5	3.0	3.5	3.0	3.5	3.5	16.5
18	1.5	2.0	1.5	2.0	2.0	9.0	3.0	3.0	3.5	3.0	3.5	16.0
19	1.5	1.5	1.0	1.5	1.5	7.0	2.5	2.5	2.0	2.5	2.5	12.0
20	2.0	1.5	1.5	1.5	2.0	8.5	3.0	3.0	2.5	3.5	3.5	15.5
21	1.5	1.5	2.0	1.5	2.0	8.5	3.5	3.0	3.0	3.5	3.5	16.5
22	2.5	2.5	3.0	3.0	3.5	14.5	4.0	4.5	4.0	4.5	4.5	21.5
23	2.5	2.0	2.5	2.0	2.5	11.5	3.5	3.0	3.5	3.5	3.5	17.0
24	2.0	2.5	2.0	2.0	2.5	11.0	4.0	3.5	4.0	3.5	4.5	19.5
25	1.5	1.5	1.5	1.5	2.0	8.0	3.5	3.0	3.5	3.0	3.5	16.5
26	2.0	1.5	2.0	2.0	2.0	9.5	3.5	3.5	3.0	3.5	3.5	17.0
27	2.0	1.5	2.0	2.0	2.0	9.5	3.0	3.0	3.5	3.5	3.5	17.5
28	2.0	2.0	1.5	2.0	2.0	9.5	3.5	3.5	3.0	3.5	3.5	17.0
29	1.5	2.0	1.5	1.5	1.5	8.0	3.0	3.5	3.0	3.0	3.5	15.0
30	1.5	2.0	1.5	1.5	1.5	8.0	3.0	3.5	3.0	3.0	3.5	16.0
31	2.0	2.0	2.0	2.5	2.5	11.0	3.5	3.5	3.0	3.0	3.5	16.5
32	2.0	1.5	1.5	2.0	2.0	9.0	3.5	3.0	3.0	3.5	3.5	17.5
33	2.0	1.5	1.5	2.0	2.0	9.0	3.5	3.0	3.0	3.5	3.5	16.5
34	2.0	1.5	2.0	1.5	2.0	9.0	3.5	3.0	3.5	3.0	3.5	16.5
35	1.5	2.0	2.0	1.5	2.0	9.0	3.5	3.0	3.5	3.0	3.5	16.5
36	1.5	2.0	1.5	1.5	2.0	8.5	3.0	3.5	3.0	3.0	3.5	15.0
37	1.5	1.5	1.0	1.0	2.0	7.0	2.5	2.5	2.0	2.5	2.5	12.0
38	1.5	1.5	2.0	2.0	2.0	9.0	3.5	3.0	3.5	3.0	3.5	16.5
39	3.5	3.5	3.0	3.0	3.5	16.5	4.0	4.5	4.5	4.0	5.0	22.0
40	2.0	2.0	1.5	2.0	2.0	9.5	3.5	3.5	3.0	3.5	3.5	17.0
41	1.5	2.0	1.5	1.0	2.0	8.0	2.0	2.5	2.0	2.0	4.5	13.0
42	2.0	2.5	2.0	2.5	3.5	12.5	3.5	3.0	3.5	3.0	4.5	17.5
43	2.0	1.5	2.0	1.5	2.0	9.0	3.5	3.0	3.5	3.0	3.5	17.5

44	2.5	3.0	2.0	2.0	4.0	13.5	3.5	3.5	3.0	3.0	4.5	17.5
45	2.0	1.5	2.0	2.0	2.0	9.5	3.0	3.5	3.5	3.0	3.5	16.5
46	2.5	2.0	2.5	2.5	2.0	11.5	4.0	3.5	4.0	4.0	3.5	19.0
47	1.5	2.0	1.5	2.0	2.5	9.5	3.5	3.0	3.5	3.5	3.5	17.0
48	2.0	2.0	1.5	2.0	2.0	9.5	3.0	3.5	3.0	3.5	3.5	16.5
49	1.0	1.5	1.0	1.5	2.0	7.0	2.5	2.0	2.0	2.0	2.0	10.5
50	1.5	2.0	1.5	1.5	2.5	9.0	2.5	2.5	2.0	2.5	2.5	12.0
51	1.5	2.0	1.5	2.0	2.0	9.0	3.5	3.5	3.0	3.5	3.5	17.0
52	1.5	2.0	1.5	2.0	2.0	9.0	3.0	3.5	3.5	3.0	3.5	16.5
53	2.5	2.0	2.0	2.5	3.5	12.5	4.5	4.0	4.0	3.5	4.5	20.5
54	1.5	2.0	1.5	1.5	2.0	8.5	3.5	3.5	3.0	3.5	3.5	17.0
55	2.0	2.0	1.5	2.0	2.0	9.5	3.5	3.5	3.0	3.0	3.5	17.0
56	1.5	1.5	2.0	1.5	2.0	8.5	3.0	3.5	3.5	3.0	3.5	17.5
57	3.5	3.5	3.5	4.0	4.0	18.5	4.5	5.0	4.5	4.5	5.0	23.5
58	2.0	2.5	2.5	3.0	3.0	13.0	4.5	4.0	4.5	4.0	4.5	21.5
59	2.0	1.5	2.0	2.0	2.0	9.5	3.5	3.5	3.0	3.0	3.5	17.5
60	2.0	2.0	1.5	2.0	2.0	9.5	4.0	3.5	3.5	3.0	3.5	17.5

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