

B.COM Semester II English II (Spoken English)

100 Marks -75 Lectures

- 1. To listen to, understand and convey information;**
- 2. To listen to and respond appropriately to the contributions of others;**
- 3. To understand, order and present facts, ideas and opinions;**
- 4. To articulate experience and express what is thought, felt and imagined;**
- 5. To communicate clearly and fluently;**
- 6. To use grammatically correct language;**
- 7. To use register appropriate to audience and context.**

Learning Outcomes

By the end of the term the student should be able to:

- 1. Describe a visual or an object**
- 2. Explain and give cause and effect**
- 3. Narrate an experience with descriptive detail**
- 4. Provide relevant information**
- 5. Use alternatives to slang**
- 6. Take an active part in group discussion**
- 7. Elicit and show respect for the views of others**
- 8. Disagree, argue and use persuasive speech in appropriate language**

Equipment

Essential

- 1) An LCD projector in every classroom**
- 2) A Laptop with Internet Facility**
- 3) Wi-fi Broadband. Colleges which do not have this must provide a Dongle at least to the teacher**

Optional

- 4) A large screen SMART TV**
- 5) HD Video Camera (with Hard Disk)**
- 6) Home Theatre**
- 7) The library or AV room has to be updated by purchase of books with CD-Roms and on - line training facilities some of which are listed at the end of this syllabus.**
- 8) A language laboratory, if possible, so that students can use the interactive software and CD-Roms to practice on their own and access online training.**
- 9) Voice Recorders (Cenix costs around Rs 2500 and can record for over 4 hrs...file size small...record speeches/conversation for self evaluation...)**
- 10) External Hard Disks (for massive data storage)**
- 11) A Smart Board**

Course Content

5 lectures of 45 minutes each week = 3 hrs 45 minutes.

55-60 lectures in the term

Topics to be covered

- Pronunciation and Enunciation :(Vowels and Consonants and their types)
Diction, intonation, phrasing, pausing, emphasis, stress, inflection.
- Grammar, vocabulary and alternatives to slang
- Conversation skills: eg. interviews, chat show 'host-guest' situation
- Presentation skills
- Discussion skills: leading and participating.
- Active listening skills
- Asking and answering questions
- Requests and explanations
- Persuasion and Negotiation
- Expressing opinions
- Giving and getting advice
- Cross - cultural communication

There are also skills of

Summary

Chairing

Sustained explanation

- Keeping to task

Methods

Topics to be taught using interactive teaching and the workshop method.

It is a good idea to ask students to make a list of the different purposes for talk. Some of these purposes are to:

explain	describe	narrate
explore	analyse	imagine
discuss	argue	persuade

We synthesize in discussion and argument, evaluate in exploring and persuasion and create in narration and imagining.

A note on listening

The whole point of speaking and listening is that it should be interactive. Person A speaks, Person B listens, understands, considers and answers: 'This is so, isn't it....' - 'Yes, but....'. Perhaps we should call these skills 'Listening - Thinking - Speaking'. This is the process by which things get done, by which people think through a problem and find a solution.

Some listening is passive. It looks as if it is to some purpose, but the listener may be thinking, 'If I look as if I am attentive, then perhaps nobody will challenge me to speak.' It's better than looking dreamily round the room or talking to oneself, but it does not prove anything about the quality of listening. That can only be done if the listener makes a response, such as:

- summing up previous contributions and moving the discussion on;
- answering points from a speaker;
- supporting speakers who have lost the drift of their arguments;
- revisiting what has already been said, but in other words;
- acting as note-taker and clarifying what has been written;
- asking questions after a talk/ video clip/movie/documentary and engaging in a discussion.

Hence if there is no listening, there is no speaking. A student giving a talk must engage in conversation with his listeners at the end. (except perhaps at the end of term exams.) However, questions alone may not reveal a high level of listening.

The list given above includes some challenging listening and speaking skills. It follows that reading aloud may not be counted as a speaking and listening activity, although the talk that might precede a reading is valid. It also follows that reading from a script or speaking from memory is not speaking and listening either.

Starting from the beginning: Do my students need practice in speaking and listening? They have enough to talk already!

Maybe so, but there is a difference between informal talk and sustained task completion. Try using some of these exercises just to be sure of the levels you are dealing with in a class. You are looking for clarity, confidence, a minimum of preparation and talking strictly without notes.

1. Give directions from college to.....wherever.
 2. Telephone someone to say that you cannot make an appointment and ask for another date.
 3. Go to a shop and explain that an article they repaired still doesn't work.
 4. Explain a particular function on a computer to a novice.
 5. Entertain a visitor to the college for five minutes until the principal is free.
 6. Explain to you teacher/Principal why you did something extremely silly, and apologise.
 7. Give a two - minute talk to the class and answer questions.
 8. Bring an article into school and persuade someone to buy it.
- (Check these activities 1 to 8 against the list of objectives and learning outcomes to see what sorts of practice they give. What levels of ability might each activity demonstrate? Remember that any one activity may be applied to several skills and may touch on others).

The secret of speaking and listening, or listening - thinking - and speaking, is to do plenty of it.

If you teach informally you would have better control of the situation when no one is at the back or the front and there is no opportunity to hide behind the furniture. If students understand that talk is an essential part of English, they will probably settle down to the activity more easily.

Often group work could be incorporated by dividing the class into groups of about 5-7 so that nobody is discouraged from speaking.

Effective speaking and listening in small groups - teacher circulates, gives occasional prompts but doesn't normally join in. Body language must indicate respect and interest and students then become confident in our presence.

Occasional use of Indianisms are fine as long as they are not very frequent and do not hamper good communication, and are in fact, only used to enhance effective communication. If asked the student is expected to know the alternate phrase in formal/standard English.

Eg. ".....and the tu - tu mei - mei has already begun". - Barkha Dutt on NDTV. i.e ".....and the blame game has already begun".

Process Talk - Process talk is a timed and disciplined period of discussion, monitored by the teacher. Through process talk students learn about topics and their linguistic skills are challenged as they do not speak from notes. The actual aim of process talk is that it is a stepping stone to writing and therefore cannot be assessed. However, it is an invaluable tool for practice in spoken English. Though much of the talk may be halting or disjointed, some students will make their best contributions under these conditions. The bigger the class more may opt out, but the active, sustained participation of a few may be a good way to introduce the Spoken English course at the beginning of the term. The teacher should sum up what has happened at the end of the class. E.g. The topic is 'Elephants'. A video is shown first - National Geographic. (A video contains a vast amount of information and it is unlikely that students remember the same bits.) Then a search engine presented three interesting and informative sites on the internet:

- a) www.pbs.org/wnet/nature/elephants - it was accessible, easy to navigate and provided a number of resources. These included: 'life of the elephant', 'tale of the trunk' and 'poaching problems'. There was a long list of links and a bibliography.
- b) Another good site was www.elephants.com - an article on how elephants began, with a link to global news and an up-to-date series of news links.
- c) www.nczooetrack.org/diary/loomis-diary/index.html was less immediately useful, but offered a worthwhile and entertaining series of diary entries.

Debates and Group Discussions

You may wish to have students respond to worldwide or local matters that are controversial. In the first session, they could amass arguments for and against and decide where they stand individually. This could lead to a mini debate which could be presented to the class by one of the groups. The issues could be those currently being discussed in the newspapers or magazines. Local issues are often good to use since they may provoke more argument and are often easier to understand. If they touch on moral issues, the argument will be better.

Here are three workshop examples that have worked. The first two are set in Bombay, the last one in Goa.

- * A young girl was refused an essential kidney operation because she had taken drugs. The story was in the newspapers. Participants read the article to discover the reasons for the decision and discuss the practical and moral issues.
- * A student was expelled from school because of a long and unruly hairstyle which was against the school rules. His influential parents were very angry and spoke to the press. Participants discussed the actions of the school and whether they were necessary. (In recent times we have read of so many cases of children being meted

out physical punishment at the hands of teachers in other states. Students would have definite opinions about this and will be eager to talk on the subject.)

- * There was a shocking case of senseless bad driving which killed a popular young man. Participants discussed their reactions and the problems of young drivers who have recently passed their tests.

Examples of Group talk

Media 1 Students analyse and evaluate the reporting of an incident or issue in more than one newspaper.(e.g.Navhind & Herald; Times Of India & The Indian Express or The Hindu) they examine the factual reporting, the extent to which the news is made dramatic, sad or happy, the differences in language, the headlines, the amount of detail given, and so on

End result : analytical / critical

Media 2 Students plan and design a sales campaign for an item such as crocodile meat, a currently unfashionable garment, or a new type of mobile phone. They decide on how it is to be marketed, the consumers to be targeted, the message by which it will be sold, the content of commercials and the design of the newspaper and magazine ads. There is an oral report to the class with a layout of visuals or audio-visual plan as they wish. There is an oral presentation to the class.

End result : informative / persuasive

Problem solving Students decide on a group of people, for example, the blind or the arthritic, whom they could help by designing some object that would make some daily jobs easier. Students could actually ask the blind or the arthritic. Institutions that care for such people are often happy to talk to students who care. Egs: gardening tools for the blind and easy to use door handles for the arthritic. Students could discuss, formulate a proposal, design and present their ideas.

End result : Informative / explanatory

Brainstorming This can be used to apply the mind to any problem. The rule is that no suggestion however silly is to be rejected.

Role Plays Students are given five minutes to look at a card explaining a role - play situation and think about what they are going to say. The situations are imaginary but perfectly normal and natural situations. Students play their own age and are not expected to act. They are not expected to deal with unrealistic problems! Although it is a role play the student does not necessarily have to pretend to be someone else though the teacher probably will. For instance, the teacher might play the role of a parent and the student's task could be to try to persuade mom/dad to sanction a large sum of money so that he/she could go on a holiday with friends.

Solo work A valid part of a varied programme of speaking and listening. Careers today may depend on the ability to stand up to train a group of new workers, to give a presentation in front of managers, or to persuade customers to buy gimmicky machines. Sometimes there are prestigious public - speaking or debating competitions entered by perhaps a few of your students. Use the opportunity to train in front of the whole class. Ask the class for feedback. Some students speak with

interest and enthusiasm about their work/experiences/hobbies/holidays and perhaps the English department is the best place for debriefing. It is also a good exercise to get students to reteach a lesson they have recently had in another subject, or a new lesson in History or Psychology or.....any subject. It gives the others an opportunity to ask questions. Beware: the rest of the class may sometimes know the lesson better than their 'teachers'. You can substitute the word 'presentation' for talk. Students can learn to use the overhead projector or computerised presentation techniques. Presentations can be given in pairs.

Problems during group work:

- The time problem is helped if you accept that most speaking and listening is not solo work but is done in pairs and small groups.
- Noise - 'By all means do speaking and listening, but I don't want to hear a sound!'
- Not everyone is involved.
- Some groups not working well - pecking order.
- Some groups - briefest of answers.
- Unkindness to others whose comments they regard as silly.

Solutions

- **THERE WILL ALWAYS BE NOISE.**
- Tactfully ensure that the loudest and busiest are not always in charge. Talk to the most active about a possible role in encouraging and bringing out the shy members of the group.
- Keep topics open - never closed. Put someone who is adept at opening a discussion into a group to help others.
- Ensure that it is understood that everyone should be respected for what they say. You can argue but not so the original speaker feels a fool. **BE TOUGH ON THIS.**

Material the teacher carries into the class room should be gleaned from :

- Newspapers
- Documentaries (either shown to the class or seen at home and discussed)
- Video clippings (eg: Language in use , Cambridge ELT 4 VCD's)
- Events - news or cultural (eg: Carnival, Shigmo, festivals, election campaigns, sports, current affairs
- NDTV/ BBC - issues discussed on ' Hard Talk', 'We The People', 'The Big Fight'.....
- Films and cinema

Testing and Evaluation

The whole course will be evaluated on the basis of 2 ISAs of 10 marks each

Role play: 10 marks

Group Discussions/ Debate: 10 marks

SEE Model

I) An Individual Oral Presentation.....40 marks

- candidates will be examined on the following criteria
 - content - 10 marks
 - fluency - 10 marks
 - vocabulary - 10 marks
 - structure - 10 marks
- within each criteria, point descriptors will be clearly agreed upon.
- setting up and use of all aids, if any should be strictly within the time allotted.

II) Pair-Based Activity.....20 marks

Candidates will be examined on the following criteria:

- Listening skills – 5 marks
- Clarity of expression – 5 marks
- Responses to partner – 5 marks
- Language – 5 marks

III) Group Activity..... 20 marks

Candidates will be examined on the following criteria:

- Leadership qualities – 5 marks
- Clarity of expression – 5 marks
- Suggesting new ideas – 5 marks
- Listening skills– 5 marks

Grade Descriptions for Group Activity

Mark Band 1 17-20 marks	Can argue ideas and opinions in persuasive detail without dominating the rest of the group; adept at acting as group leader; usefully refers back to previous points; always looking to suggest new approaches and to move forward; listens sympathetically and considers the views of others fully.
Mark Band 2 13-16 marks	Can argue ideas and opinions soundly but may at times overshadow other members of the group; is capable of leading the group but with only partial assurance; refers back to previous points soundly but not entirely successfully; recognises the need to suggest new approaches but implements this only partially; listens with a degree of sympathy for others views but has a tendency to interrupt at times.
Mark Band 3 9-12 marks	Frequent but generally brief contributions are made; generally accepts a position of group member rather than facilitator/leader; makes occasional reference to previous points; may help to support new approaches but rarely initiates them; listens carefully and responds briefly but appropriately to others.
Mark Band 4 5-8 marks	Brief and infrequent contributions are made; plays a limited part in the group; cannot utilise previous points; follows the general drift of the discussion but struggles to support new approaches; listens inconsistently and may even drift away from the discussion.
Mark Band 5 1-4 marks	Makes only one or two contributions or may offer mostly inappropriate contributions; plays no real role in group membership; is largely ignorant of previous points; does not offer support for new approaches; may appear to listen but shows little evidence of listening.
Mark Band 6 0 marks	Fails to meet the above criteria.

Grade Descriptions for Pair-based Activity (20 marks)

For this task, marks for each category (Speaking, Listening) should be arrived at.

Speaking – 15 marks	Listening- 5 marks		
Mark Band I 13- 15 marks	Extends the subject matter and elicits responses from the listener; speaks on equal terms with the listener. Employs a wide range of language devices accurately and sometimes eloquently	Mark Band I 4.5- 5 marks	Responds fully to questions and develops prompts; deals confidently and sometimes enthusiastically with alterations in the direction of the conversation.
Mark Band II 10- 12 marks	Subject matter is organised and expressed competently; attempts to speak on equal terms with the listener but with a varying degree of success. Employs a good range of language devices soundly	Mark Band II 3.5 -4 marks	Responds appropriately and in some detail to questions and prompts; deals appropriately with most of the alterations in the directions of the conversation
Mark Band III 7- 9 marks	Deals with the subject matter adequately; the listener is generally but not always prominent. Language devices are used safely.	Mark Band III 2.5 - 3 marks	Responds to questions adequately but deals less effectively with prompts; alterations in the direction of the conversation are occasionally dealt with
Mark Band IV 4 - 6 marks	There is evidence of some sequencing of ideas relating to the subject matter but only inconsistently so; accepts that the listener is in full control of the conversation. Limited employment of language devices with some	Mark Band IV 1.5 - 2 marks	Provides limited response to the questions and struggles with developing prompts; tends to maintain the direction of the conversation.
Mark Band V 1 - 3 marks	Simple facts and ideas are expressed with generally unsuccessful attempts at organisation; is barely capable of engaging in a two-way conversation. Not able to employ language devices or devices	Mark Band V 1 mark	Responds simply or is unable to respond to questions or prompts; cannot recognise alterations in the direction of the conversation.
Mark Band VI 0 marks	Fails to meet the above criteria.	Mark Band VI 0 marks	Fails to meet the above criteria.

Individual Activity – 40 marks

Mark	Content & Structure [out of 20]	Vocabulary [out of 10]	Fluency [out of 10]
15 - 19 & 9-10	The student demonstrates ability to use a variety of structures accurately and consistently. There may be errors when sophistication is attempted, but the examiner is convinced that the student is confidently in control of the structures used. Full & well organised content.	The student shows enough command of vocabulary to respond with some precision. Shades of meaning are achieved and some sophisticated information/ ideas are communicated. There will be only the occasional misuse of vocabulary.	The student shows sustained ability to maintain a conversation and to contribute at some length. The student can respond to change in direction of the conversation and perhaps initiate new topics. Pronunciation and intonation are appropriate, with only the occasional slip.
16 - 18 & 7 - 8	There may be mostly simple structures, but some more complex sentences will be attempted successfully. There will be some errors but these will not impede communication. Sound use of content.	The student has a sufficient range of vocabulary to convey information and ideas but there is lack of precision. Vocabulary is not wide or varied.	The student responds relevantly to questions and at a length which makes frequent prompting unnecessary. Stress and intonation patterns are generally accurate. Little effort is required by the listener.
13 – 15 & 5-6	The student will be uneasy and error-prone when venturing beyond simple structures. However, simple accuracy will often be achieved and communication will be maintained. Adequate use of content.	Vocabulary conveys simple ideas and information clearly but lacks precision. There is some searching for words and hesitation when going beyond simplicity.	The student makes a real attempt to respond to questions. S/he may need frequent prompting and will tend to offer one sentence at a time, but keeps conversation going. Some noticeable inaccuracy of stress and intonation, but unlikely to impede communication.
10 – 12 & 3-4	Responses will usually be single words or very simple sentences -with errors. Error will tend to blur but not obscure communication. Content is thin or inconsistently used.	Vocabulary will sometimes be inadequate to convey even simple ideas and there will be frequent pauses.	Responses tend to be brief and widely spaced. The candidate has to be encouraged to go beyond the single word response. Stress and intonation inaccuracy causes some communication difficulty, but candidate can usually be understood by a sympathetic listener.
5 – 9 & 1-2	Single word responses will be the norm and attempts at structured sentences will rarely achieve communication.	Enough English words are known to convey occasional snippets of information, but conversation will be	Responses are so brief and imprecise that little is communicated. Use of single words is the norm, and there will be long gaps. Stress and

	However, some attempt at a response will be made at points during the interview. Content is mostly undeveloped and/ or very thin.	very limited and confused.	intonation patterns cause difficulty for even the most sympathetic listener. Repetition is necessary to achieve communication.
0 -5 & 0	Completely limited/no attempt at a response.	Completely limited/no attempt at a response.	No response/inaccuracy of stress and intonation prevents communication even after several repetitions.

In the world of work, a high percentage of communication is by talk, and people are known by the way they use talk to carry out their duties with efficiency, tact or persuasion.

Soon it will be normal to write by speaking into a machine which then prints what we say. It is a brave new world and it is through highly developed speaking skills that we shall be empowered to meet it

Examples of Questions for the ISA and SEE.

I Role Play - topics to be given 10 minutes before the commencement of the exam.

1) The Student's role: Your friend

Your role : Yourself

Your Task: You have very strong views about how animals should be treated, which are very different from your friend's. You are in a fast food café. You friend has walked in carrying a brand - new expensive snake - skin handbag/ leather coat and has ordered a double beef burger. You are wearing jute sandals and are carrying a cloth bag and have ordered a veg burger.

OR

2) The Student's Role: A new neighbour who has three very noisy and naughty children.

Your Role: The owner of a house in a quiet street.

Your Task: You are having very real problems with your neighbour. You cannot concentrate during the day on things you want to do and your neighbour's noisy children sleep very late at night keeping you awake. You are working in your garden and a ball came over the fence and hit you on the head. The children started yelling and screaming for you to throw the ball back. Instead you go over to see their parent to discuss the whole matter.

OR

3) Choose any one topic that you are passionate about:

- A book you have read recently
- A film or play you have seen recently that affected you a great deal
- A member of your family, singer, actor, scientist, historical figure who fascinates you
- Travel
- Football or cricket
- Fashion

- School
- College
- Mobile phones

**I Debate/ GD - Groups of 5 through lots for GD
Groups of six for debate.**

1) The Government of Goa should ban on all kinds of plastic bags.

OR

2) Fees charged for college education must be increased so that students of higher education can be provided better facilities, innovative courses and quality teachers.

Pair based activity

Allow students to choose their partners.

1) You in an interviewer - interviewee situation on a popular FM Radio Station. The guest speaker is an aerobics instructor and a keep-fit fanatic who is 62 years old. The interviewer agrees on the wisdom of an active life and a sensible diet but is himself/herself fond of junk food and likes nothing better than staying in bed as late as possible.

OR

2) Have a discussion on hobbies with a new boy/girl who has just joined your college , with whom you are try to make friends.

II - Individual talk/ Presentation

Topics to be displayed on the notice board well in advance of the exam.

Exam to be conducted before the commencement of the written papers. (similar to the manner in which science practicals are conducted.)

Topics (should be such that there is possibility of using audio visual aids/ mounted boards/slides/charts/ maps/graphs if the candidate wishes to do so.)

The image of Goa in advertising.

Festivals of India

Folk media of Goa

Indian Mythology

Flora and Fauna of Goa

Books for Study and Reference

ENGLISH VOCABULARY, PRONUNCIATION AND GRAMMAR

English Pronunciation in Use *Hancock*
(Book+ 4 Audio Cassettes Pack) 0- 521-54772-5

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Online Resource – The homepage of NATE (National Association Of Teaching English) while a national British association, has many resources which are in effect international.

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Authors : Seely, J & Kitshen, D ISBN: 0435103520

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Publisher: Heinemann, Harcourt Education Ltd, Halley Court, Jordan Hill, Oxford, OX2 8EJ, U.K. www.heinemann.co.uk

Speaking and listening by Jones, R -with accompanying cassette ISBN: 0719546699

Publisher : John Murray, Hodder Murray, 338 Euston Road, London, NW1 3BH UK.

www.johnmurray.co.uk

New Hodder English

This is a series of three books. Teachers can find a variety of accessible material to simulate speaking and listening activities as well as writing.

New Hodder English – by Hackman, S; Scott, P & Howe, A (edition 2001)

1. ISBN 034077536X

2. ISBN 0340775378

3. ISBN 0340775386

**Publisher Hodder & Stoughton Education, Hodder Deadline, 338 Euston Road,
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