

DECLARATION



We the following students studying B.A,B.COM I&II YEAR Students at Govt Degree College ,Shadnagar during the academic year 2021-22 here by declared that is our original project work On " SPOKEN ENGLISH" submitted under the guidance of **G.BHANU PRAKASH** .

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Have successfully completed their project work on Spoken English.


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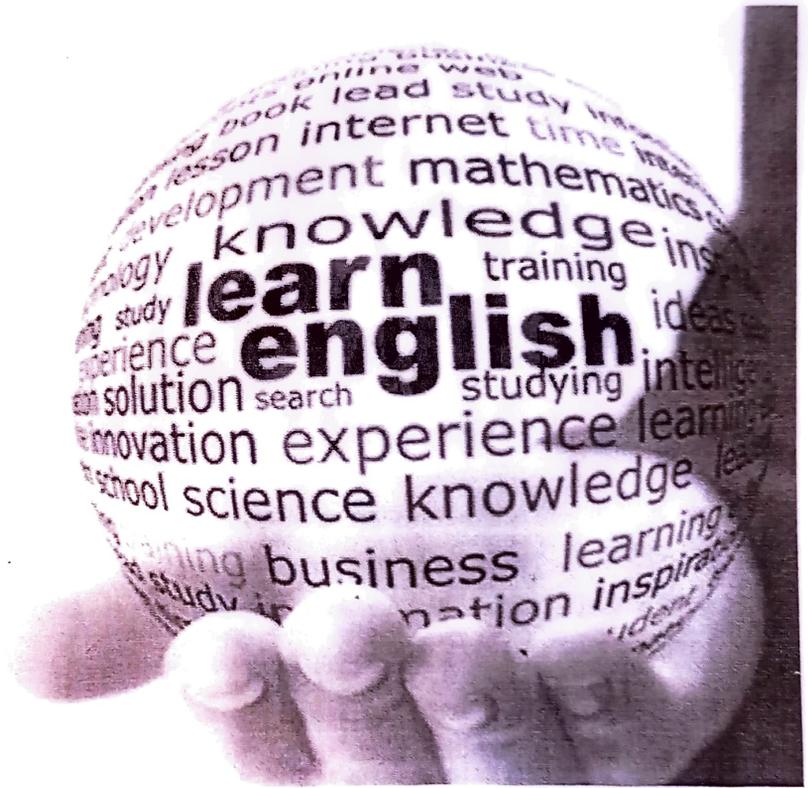
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CHAPTER 1

- TITLE

SPOKEN ENGLISH

The title "Spoken English" is referred to an oral language is a language produced with vocal tract, as opposed to a sign language, which is produced with the hands and face. This is also referred the term "Spoken Language" is sometimes used to mean only vocal languages, especially by linguists.



INTRODUCTION

Indian people consider English as a second language. It is studied as a compulsory second language. It is not the medium of instruction for a majority of the students. It is an instrument, a means for acquiring knowledge. The aim of teaching English in India is to help students to acquire practical command on English. In other words, it means that students should be able to comprehend, speak, read and write in English.

CHAPTER 2

STATEMENT OF THE PROBLEM

HYPOTHESIS

STATEMENT OF THE PROBLEM HYPOTHESIS

Being able to make ourselves confident, and directing the self-confidence that we have to speak in English is a hard effort. To be able to have this confidence, individuals need to make sure that they are proficient in the language.

Lack of proficiency in English is seen as a major contributor towards the student teacher's oral contribution in the classroom and during English teaching and learning session. In light of this situation, many factors have been identified as the cause of such issue to occur among the student teachers. Thus, these contributing factors will be further investigated in this research in order to come up with means for effective change.

The first problem that results in silence of the sample group during classroom interaction and instruction is due to the fact that the student teacher's level of English proficiency, compared to their senior teachers and lecturers, are relatively different.

The sample group has differences among them in terms of English proficiency. This means that their level of competency, especially in oral English, differs from one another.

Therefore, with this problem, they become more afraid of making mistakes if they speak, thus resort to being silent and avoid any oral communication in the classroom with the senior teacher or lecturer.

Actually, the students understand the English text but they have no skill to speak English fluently. The students who can speak English well will have self confidence to face and even interact with English native speaker.

Since English is a foreign language in our country, most of the students especially senior high school students are not familiar with it. Use English more frequent only inside the class and less frequent outside the class.

Whereas, students have limited time to learn English in class, and they still do not have enough encouragement to practice English outside the class in order to get familiar with English. This case brings a problem that makes senior high school students have difficulties to communicate in English. This article will analyze the causes that make the students difficult to communicate in English and suggests some solutions to overcome the difficulties.

CHAPTER 3

AIMS AND OBJECTIVES

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Aims:-

To enable the learner-

- To communicate effectively and appropriately in real life situation.
- To use English effectively for study purpose across the curriculum.
- To develop and integrate the use of the four language skills that is reading, listening, speaking and writing.
- To develop interest in and appreciation of literature.
- To revise and reinforce structure already learnt.
- to develop an interest in the appreciation of literature .teachers may kindly keep the following in mind to develop this competencies.

Creativity self monitoring:-

Students should be encouraged to think on their own and form their ideas and using their knowledge and imagination then being text or teacher dependent.

OBJECTIVES:-

- Read silently at varying speed depending on the purpose of reading.
- Identify the main point of a text.
- Understand relations between different parts of text through lexical and grammar devices.
- Go through the dictionary to obtain information on the meaning and use of items.
- Analyze, interpret and evaluate the ideas in the text.
- Transform information from verbal to diagrammatic form.
- Express and respond to personal feelings and opinions.
- Participate in spontaneous spoken discourse in familiar social situations.
- Express ideas in clear and grammatically correct English using appropriate punctuations.
- Compare and contrast ideas and arrive at conclusion.

CHAPTER 4

REVIEW OF LITERATURE

REVIEW OF LITERATURE

Several studies on "speaking skills" has revealed that, speaking is the most difficult skill to develop, students usually have lack of vocabulary, shyness and fear of being humiliated;

Besides, the authors explained that students show evidence about the importance of implementing games in classroom for improving the speaking skills. in Rama, Ying, Lee and Lueilueis 2007 study the participants expressed the games allow more than a half of students to improve communication in a language there were involved an experimental group and controlled group, in the 1st group 21% of the students were unable to speak better.

And secondly 11% of students enjoyed more games activities finally speaking skills through group work activities saying that the project were preferred in as much as students showed participation in speaking group activities highlighting motivation ,interest and they team work as well as improvement in individual speaking activities .

Colombia (2006) conducted an action research project on understanding and actions taken to improve speaking skills through games in a public school called "Federico Garcia Lorca" in Colombia. The participants in this study were 20 girls and 20 boys from 14 -18 years old. The researchers implemented activities focus on oral games for promoting the development of students speaking skills. The researchers analyzed the data by using charts which included the % of student's answers about the most difficult skill for them. How often they speak in English during the class and the factors that interface t the time to speak, such as, shyness, lack of vocabulary, fear of humiliation, among others.

CHAPTER 5

FINDINGS

FINDINGS

- According to the findings English, the majority of the people did not speak during the English class.
- The majority of students are considering that speaking is the most complicated ability to work out; also, they sometimes speak in English.
- Oral participation in the study involved relevant factors, such as : vocabulary, timidity and fear of being embarrassed. 58% of students expressed that they preferred games to be implemented in the English class for which researchers noticed that students tried to improve their oral participation when they were using games; in addition, from student's perspectives.
- Rama, Ying, lee & Louie Lei conducted an action research study on the hypothesis of using "Language Games" to improve speech skills during English classes in a primary school and succeeded.
- First generation English speaking students are facing problems in speaking. They are not finding people in their circumstances to converse in English to continue their zeal.
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CHAPTER 6
CONCLUSIONS AND SUGGESTIONS

CONCLUSION

- English language is globally recognized language which is used at almost every place. It can guarantee in securing a job and helps us to survive anywhere on the Globe. English language can develop the personality in an individual and improves their soft skills. It can help to boost the confidence. If one is fluent in English he can be considered as king.
- What we have observed in this project is that the English language is and always has been a diverse entity. English is an international language and official too. Every individual should have the knowledge of English language further. During this project we came to know that people feel difficulty while speaking and phobia about English. There are number of English speaking Centre's in every city and they claim to train individuals to speak in English in 90 or 180 days. But, practically this is not possible unless they practice speaking.

SUGGESTIONS

Methods for Improving Your Spoken English

1. Think in English

The solution is to think in English. This can be done anywhere, anytime. Try to use English when you're thinking about your day, or when you're trying to decide what food to order. Even try to use an English to English dictionary to look up words. That way you never have to use your native language and translate words. You'll notice that when you think in English, it's easier for you to speak in English.

2. Talk to yourself.

Whenever you're at home (or alone somewhere else) you can practice your English with your favorite person: yourself.

3. Use a mirror.

Whenever you can, take a few minutes out of your day to stand in front of the mirror and speak. Choose a topic, set a timer for 2 or 3 minutes and just talk.

4. Focus on fluency, not grammar.

When you speak in English, how often do you stop?

The more you stop, the less confident you sound and the less comfortable you become. Try the mirror exercise above, but challenge yourself to speak without stopping or stammering (taking pauses between your words) the entire time.

5. Try some tongue twisters.

Tongue twisters are series of words that are difficult to say quickly. One example is: "The thirty-three thieves thought that they thrilled the throne throughout Thursday." Try saying this a few times! It's not easy.

6. Pay attention to stressed sounds.

English uses *stresses* in words and sentences. That means you'll need to stress, or emphasize, certain words and syllables (sounds) to give words and sentences different meanings. This won't only help you speak well, it might even reduce misunderstandings. Sometimes the placing the stress on the wrong syllable completely changes the word. Learn to hear the difference!

7. Learn phrases, not words.

An even better idea is to learn phrases not just words. You might be using correct grammar and vocabulary, but it's still not how a native speaker would say it.

For example, you can say "how do you feel today?" but a native speaker might say "how're you doing?" or "what's up?" instead. Phrases and expressions can be helpful for sounding more natural when you speak.

8. Tell a story from your language in English.

Here's a fun way to test how well your spoken English has developed: choose a story that you know really well and tell it in English. Remember to think in English as you're telling your story. Focus on speaking fluently instead of correctly. Say every sentence out loud to yourself.