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APPENDIX I

PRE-TEST

- 1) What is the occupation of your father?
- 2) What is your aim in life? (Maximum five sentences)
- 3) What do you like to do in your free time?
- 4) Which games do you like to play? Why?
- 5) Which season do you like the most? Why?
- 6) Tell me something about your favorite picnic spot.
- 7) Describe your school. (Maximum five sentences)
- 8) Tell about your friends.(Maximum five sentences)
- 9) Tell about your favorite movie. (Maximum five sentences)
- 10) Which subject does you like the most? Why?

APPENDIX II

POST-TEST

- 1) How do you make a tea?
- 2) How do you wash your hair?
- 3) Describe the game of cricket.
- 4) Describe the commentary of cricket?
- 5) Which is your favourite movie? Tell something about it.
- 6) Who is your favourite hero? Describe.
- 7) Describe the classroom.
- 8) Describe this picture.
- 9) You are going to meet Salman khan. Tell me that which questions do you like to ask him?
- 10) Tell me about your first day in school.

APPENDIX III

EVALUATION RUBRIC

Sr. No	Name	Correct Pronunciation (5)	Fluency (5)	Use of correct words (5)	Use of proper sentence structure (5)	Relevance (5)	Total marks (25)
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

Appendix IV

Feedback form for the standard IX student

Name of student :

Name of School :

Roll No :

Date :

Instruction: Please read the following statements carefully and select the appropriate option.

No.	Statements	Not at all	Rarely	Sometimes	Most of the time	Always
1	<i>The tasks given by the teacher during the session helped me to develop my confidence level.</i>					
2	<i>During the tasks I was able to understand the grammatical components of speaking English.</i>					
3	<i>The tasks on constructing meaningful sentences were helping me to frame sentences.</i>					
4	<i>I can now frame appropriate sentences in English.</i>					
5	<i>The sessions and guidance by the teacher helped me to improve my oral / speaking skill.</i>					
6	<i>All the tasks given by the teacher were developing my oral / speaking skill.</i>					
7	<i>The language spoken by the teacher was beyond my understanding.</i>					

8	<i>I disliked the tasks given by the teacher.</i>					
9	<i>The tasks given by the teacher were appropriate and the instructions given by the teacher were appropriate.</i>					
10	<i>The tasks of dialogue speaking helped me to prepare and speak in English.</i>					
11	<i>The pictures used by the teacher inspired me to speak in English.</i>					
12	<i>The pictures used for the tasks were appropriate and interesting.</i>					
13	<i>The tasks of describing people, places and things helped me in improving my speaking skill.</i>					
14	<i>I enjoyed all the tasks given by the teacher.</i>					
15	<i>I enjoyed the tongue twisters which helped me to pronounce the word properly.</i>					
16	<i>I think that most of the tasks were useless in improving the oral / speaking skill.</i>					
17	<i>I have difficulty in speaking.</i>					
18	<i>Tasks of storytelling helped me to tell stories.</i>					
19	<i>I learn to speak the sentences in full form and in correct manner.</i>					
20	<i>Now I'm able to speak English more confidently and fluently.</i>					

APPENDIX V

MODULES

The tasks which are used by the investigator for his Experimental study to developments of Oral communication are given below.

1. Introducing Myself

Sources / Reference : “Developing Communication Skill” A Handbook for Teachers and Learners of English
By Dr. Sulabha Natraj

Objectives : To enable the students to express themselves orally.
To enable the students to introduce themselves.

Input from the Teacher: Teacher will give demonstration by introducing himself by telling his name, his address and qualification.

Procedure/ steps : These activities will take place in the class and teacher will ask the students individually about their introduction and students will introduce themselves by telling their name, father's name, mother's name and the school where they are studying.

2. See and Describe

Sources / Reference: “Developing Communication Skill” A Handbook for teachers and Learners of English
By Dr. Sulabha Natraj

Objectives : To develop the skill of framing the sentences in the English.

Input from the Teacher: The Teacher will describe the painting by using key words

that this is a beautiful painting, there are mountains and trees in the painting, there are many flowers. This painting is about the natural scene.

Procedure/ steps : The Teacher will show the pictures in the class room and after seeing the pictures; the students will describe the pictures.

3. Storytelling

Sources / Reference : “Way to Improve your Communication Skills Instantly”
By Jo Condrill & Bennie Bough, Ph. D.

Objectives : To enable the students to build oral language skills.

Input from the Teacher: The Teacher will tell one simple story in the class room.

Procedure/ steps : The Teacher will provide students with a sentence that is the beginning of the story; for example, “the boy who lived next door had a very strange pet.” Students have to complete the story, and then retell the story in their own words.

4. Tongue twisters

Sources / Reference : “Way to improve your Communication Skills Instantly”
By Jo Condrill& Bennie Bough, Ph. D.

Objectives : The students will develop the pronunciation skill.

Input from the Teacher: The Teacher will use one tongue twister and tell them the importance of the pronunciation, poses, stress, intonation, ECT...

Procedure/ steps : The Teacher will need to explain any unfamiliar vocabulary words, especially to ELLs. Students may write their own

tongue twisters, but here are a few to get you started:

For example:

Mixed biscuits.

Unique New York

Sly Sam sips Sally's soup

For sheep soup, shoot sheep

Super thick sticky tape

Miss Smith dismissed us

Six sleek swans swam swiftly southward.

Rubber baby buggy bumpers.

She sells seashells by the sea shore.

5. Role-Play.

Sources / Reference : "Developing Communication Skill" A Handbook for
Teachers and Learners of English
By Dr. Sulabha Natraj

Objectives : The student will develop speaking skills in public.

Input from the Teacher: Teacher will play the role of a traveller who inquires about
bus or the train.

Procedure/ steps : Teacher will write some scripts and dialogues and distribute
them among students. They will perform according to the
situations individually or in groups. For example, students may
play roles of defendant, victim, police officer, and juror to
illustrate different perspectives and issues in criminal justice.

6. Cue Cards.

Sources/Reference : “Developing Communication Skill “A Handbook for Teachers and Learners of English.
By Dr. Sulabha Natraj

Objectives : Students will develop the language skill at the initial stage of the language instruction.

Input from the teacher: Teacher will use the cue cards in the classroom. He will perform as directed in the cards.

Procedure/ steps : The teacher will distribute the cue cards in pairs. . Students will perform as directed in the cards.

7. Describing the people.

Sources/Reference : “Developing Communication Skill” A Handbook for Teachers and Learners of English.
By Dr. Sulabha Natraj

Objectives : To enable the students to describe people that s/he comes across and to their stock of vocabulary.

Input from the teacher: The Teacher will describe one student by telling his name, color and type of his face, hair and his physique.

Procedure/ steps : Teacher will ask the students to look at the picture and try to describe the people .How are they different from one another? And try to describe them in detail. And teacher will give some list of the words related to the people and personality.

8. Strip story.

Sources/Reference : “Developing Communication Skill” A Handbook for Teachers and Learners of English.

By Dr. SulabhaNatraj

Objectives : To enable the students to develop the sense of relationship among the events.

Input from the teacher: The Teacher will tell the instruction about the use of strip stories in the classroom.

Procedure/ steps : Teacher will write story on the separate sheet of paper and distribute among students to read and to memories and students are reported, students can listen and try to see a link among the sentences. The students are repeated until the story is formed. And at the end the whole story is narrated by a couple of students.

9. Recitation of poem.

Sources/Reference : “Play way to English” Language Games

By Damyanti J Umra

Objectives : To enable the students to develop the intonation, pauses and pronunciation of words while reciting the poem.

Input from the teacher: First the Teacher will recite one poem with proper intonation, pauses, rhyme and pronunciation.

Procedure/ steps : Teacher will give the students one poem from their text book and they will recite the poem one by one.

10. What is he doing?

Sources/Reference : “Play way to English” Language Games
By Damyanti J Umra

Objectives : To enable the students to ask oral question give short answer in English.

Input from the teacher: First the Teacher does some action in the class room e.g eating, drinking, etc...

Procedure/ steps : Teacher will tell the students to go out of the class room and mime some activities like reading, eating, dancing, jumping, etc... The class cannot see the students standing out they try to guess what he/ she is doing by asking questions like:

Is s/he eating?

Is s/he dancing?

Is s/he reading?

11. If I were A...I would....

Sources/Reference : “Play way to English” Language Games
By Damyanti J Umra

Objectives : Students will able to express possibility.

Input from the teacher: The Teacher will say that if I were a fox I would eat all the grapes even though they were sour.

Procedure/ steps : The class is divided in to two teams.

For example : The teacher ask everyone in the team to complete this “If I were a...?” The students may write any words in the -----a noun on his / her piece of paper like, prime minister, teacher, fox, policeman, donkey, etc...

12. Guess the object.

Sources/Reference : “Play way to English” Language Games
By Damyanti J Umra

Objective : To enable the students to develop the ability of guessing and describing the objects in the English.

Input from the teacher: The teacher will guess and ask questions like it has four legs, it’s made from wood, it has back. “What is it?”

Procedure/ steps : First one student will guess the object and on the basis of the object, he asks four or five questions and other students will try to give the answers.

13. Speak on any object.

Sources/Reference : “Play way to English” Language Games
By Damyanti J Umra

Objective : Students will able to speak five sentences about any object in English.

Input from the teacher: The teacher will speak on one object e.g ‘tree’ trees are our best friends and it gives us rain, medicines, wood for making furniture and many more things so it’s our responsibility to save the trees.

Procedure/ steps : The teacher will allow the students to choose any objects and tell five or six sentences on that object.