**Title of the experiment: Group Discussion**

**Practices Based on Accurate and Current Grammatical Patterns**

**Objective: To empower the followings-**

* Oral communication skills
* Decision making
* Problem solving
* Personality test
* Group harmony
* Creative approach
* Diagnose the learners problem

**Apparatus/Tools used:**

* White board
* Slides/PPT
* Charts
* TV
* Internet
* OHP
* Hand outs

**Need of Experiment:**

Prepare the students for employment. Many public and private sector organizations have prescribed GD tests. For recruitment, GD is a pre-conditional.

**Methodology:**

* SWRL
* Task based communication
* The natural method
* Interactive approach
* Learner’s oriented approach

**Observers’ Focus on:**

* Kinesics
* Voice modulation
* RP system
* Supra-segmental features of voice (Rhythm, Intonation, Stress)

**Theoretical Part: Decision Making**

**Problem Solving**

**Personality test**

**Short list candidates for Final**

**Defining Features of GD**

* A Practical number of people (5-12) meet face to face to discuss and share ideas.
* It is also used as decision making and problem solving.
* It is also widely used as personality test to evaluate a candidate for a specific task.
* Firstly, it was used in Indian Armed Force.

**TYPES OF GD:**

* Normally we have the two categories of GD.
  + - Organizational Group Discussion
    - GD as a part of selection process.

**GD (GROUP DISCUSSION)**

**Organizational Selection Process**

Brain storming Nominal Group Technique Delphi Technique

**To evaluate knowledge Communication Skill Group Behavior Potential Leadership**

**Rules:**

**Brain storming:**

* + - A group of six to twelve sits around a table.
    - Group leader states the problem to the members.

Members suggest a no. of points.

* + - No criticism is allowed.

**Two Techniques of Brain storming:**

* Story boarding- Used to solve problem

Lotus blossom- Members suggest ideas after ideas which form the core and the core ideas form the petal.

**Nominal Group Technique:**

* Members used as group but they write their own ideas individually.
* No discussion takes place until all ideas are collected.
* Now group discusses the ideas.
* Result is declared with high ranking ordered of the ideas.

**Delphi Technique:**

* It is similar to Nominal Group Technique but physical requirements of members are not there. This technique never allows the group members to meet face to face.

**MODE OF SELECTING THE CANDIDATES:**

**1. Personal Skills:**

* a. Knowledge of the subject
* b. Delivery system/ RP System
* c. Kinesics
* d. Voice Modulation
* e. Confidence

**2. Leadership Skills:**

* a. Ability to influence and persuade others
* b. Ability to encourage silent members
* c. Ability to compromise
* d. Ability to co-ordinate and summarize

**3. Group Skills:**

* a. Ability to listen alternatively
* b. Ability to give value to others
* c. Ability to contribute original points

**Procedures:**

**Step 1:** Division of the students in to the required groups (a leaderless group)

**Step 2:** Few topics are written on small piece of paper and the participants are required to pick up one chit in order of their serial order. OR The teacher/facilitator gives a topic or a situation to the group to analyze and discuss within a given time limit.

**Step 3:** The group is given a few minutes (3-5minutes) to compose their ideas related to the topic, and then the participants are required to discuss the topic, among themselves for 15 to 20 minutes.

**Step 4:** The teacher(s) evaluator(s) judge the merit of the participant on the following basis:

**1. Personal Skills:**

a. Knowledge of the subject

b. Delivery system/ RP System

c. Kinesics

d. Voice Modulation

e. Confidence

**2. Leadership Skills:**

a. Ability to influence and persuade others

b. Ability to encourage silent members

c. Ability to compromise

d. Ability to co-ordinate and summarize

**3. Group Skills:**

a. Ability to listen alternatively

b. Ability to give value to others

c. Ability to contribute original points

**Step 5:** Participants discussion/responses will be recorded.

**NOTE:** No criticism is allowed.

Maintain group decorum and niceties.

**Conclusion:**

GD in language laboratory brushes up the innate ability of students for conversation and communication. However, it shall include the teachers comment based on results of observation.

**Future Projection:**

Focus on the methodology to improve the learners’ in GD activity.

**Title of the experiment : Audio-Visual Oriented Comprehension Skills Based on Reading and Listening Activity**

**Objective:**

* Immediate and conscious recognition of speech elements
* Comprehension of meaning which the speech elements convey
* Phonetic identification
* Strengthen the auditory comprehension

**Apparatus/Tools used:**

* Software
* TV
* Tape recorders.

**Methodology:**

* Perception Drills.
* Auditory comprehension drills.
* The Natural method.
* The learner’s oriented method.

**Theoretical Part:**

**Defining features of Listening Skills: Listening is a process:**

**(Behaviourstic Process): Receiving**

**Interpreting**

**Evaluating**

**Responding**

**Acting**

**(Cognitive Process): Sound waves**

**Ear drum**

**Neurons**

**Cerebellum**

**Gene**

**Context Oriented Response**

**Difference between Listening and Hearing:**

* Listening is a process of interpreting and reacting to a message received from the speaker.
* Hearing is a physical act. It is merely vibration of sound waves on ear drums followed by the activation of electro chemical impulses in the brain.

**Features of Good Listening:**

* Wider perspective – Comprehensive
* Greater objectivity – Objective view of facts
* Positive attitude – Acceptance of the speaker
* Creative thinking – Logic based
* Concentration – Careful listening and Subsequent view point

**Creative**

**Discovery Invention**

**Logic**

**Premise Inference Conclusion**

**If a=b (I) Premise –I**

**Inference**

**& b=c (II) Premise –II**

**a=c Conclusion**

* The learners must grasp the sounds of the language before he can be expected to pronounce them.
* Listening exercises are not limited to beginners; they can be continued throughout the course.
* The teacher may begin the listening skills with phonetic symbols and pronunciation. If not, he can use objects and pictures of things whose name sound alike i.e. sheep Vs ship.
* It will help the learner to differentiate between **/I:/ + /I/**
* Listening to specific topic and within specific time.
* Exercising ear training involving dictation in phonetic.
* The auditory comprehension will include :

1. Listen and point.
2. Listen and do.
3. Recording with film strips.
4. Motion Picture films.
5. Listen and write.

**Barriers to Listening:**

* **Distraction - Unable to concentrate**
* **Bias - Personal ego**
* **Involved with self - Unable to listen**
* **Fear - Unable to concentrate**
* **Preconceived ideas - Closed mind**
* **Familiarity trap - Over confidence**

**Gateways (How to Overcome) to Listening Barriers:**

* **Control on physical reception & pay heed**
* **Avoid selective Listening**
* **Be open minded**
* **Paraphrase speaker ideas**
* **Be fearless**
* **Remove bias**
* **Don’t preconceive ideas**

**Types of Listening**

* **Active –** Assimilating ideas with speakers’ speech
* **Passive –** Hearing not listening
* **Marginal –** Superficial not deep listening
* **Projective –** Speakers views are analyzed differently
* **Appreciative –** Listening which creates aesthetic pleasure
* **Empathetic -** Listening which creates sorrow, cry etc. /to distressed friend
* **Comprehensive** – 100% understanding as class room listening /In class to students
* **Critical-** used in acceptance and rejection

**Procedures:**

**Step – I** The learners are provided with a recorded speech to listen carefully**.**

**Step – II** Learners are asked what they have to listen to.

**Step – III** The learners are divided into different groups based on their expressions produced after the listening activity.

**Step – IV** Thelearners product are analyzed in the following framework.

**Title of the experiment:The Art of Effective Reading and Comprehension skills**

**Objective:**

* To understand importance of reading to achieve success in both academic and professional field.
* To acquire the process of reading
* To gateway the barriers in reading
* Acquisition of the various types of reading skills

**Tools & Apparatus used**

* White board
* Software
* TV
* OHP
* Sides & Charts
* LCD

**Methodology**

* Question – Answer Method
* Recitation Method
* Learners’ oriented Method
* Audio-Visual Method

**Theoretical Part:**

**Speed of Reading**

* Average – 150- 250 words/Minute
* Good – 250-400 words/Minute
* Better – 500and above

**Reading according to purpose OR Purpose based reading**

* Memorization 0-100 wpm
* Learning 100-200 wpm
* Comprehension 200-400 wpm
* Skimming 400-700 wpm

**Factors to Improve Reading**

* Desire to read
* Conscious efforts in using newly acquired words
* Self motivation to practice

**Four Basic Steps for Effective Reading**

* Figure our purpose of reading
* Spot the parts of relevant text on series of reading
* Self choosing of appropriate reading strategy
* Access your comprehension during reading

**How to overcome barriers in effective reading**

* Full Concentration
* Eye Fixation
* Do not follow regression in reading
* Prefer silent reading
* Discriminate use of dictionary

**Types of Reading comprehension**

* Skimming: Reading with the purpose of summarization
* Scanning: Finding out a selected theme
* Extensive: Detailed reading
* Intensive: Reading with multi attitudes

**EXERCISE: 1**

Should we really care for the greatest actors of the past could we have them before us? Should we find them too different from our accent of thought, of feeling, of speech, in a thousand minute particulars which are of the essence of all three? Dr. Doran's long and interesting records of the triumphs of Garrick, and other less familiar, but in their day hardly less astonishing, players, do not relieve one of the doubt. Garrick himself, as sometimes happens with people who have been the subject of much anecdote and other conversation, here as elsewhere, bears no very distinct figure. One hardly sees the wood for the trees. On the other hand, the account of Betterton, "perhaps the greatest of English actors," is delightfully fresh. That intimate friend of Dryden, Tillatson, Pope, who executed a copy of the actor's portrait by Kneller which is still extant, was worthy of their friendship; his career brings out the best elements in stage life. The stage in these volumes presents itself indeed not merely as a mirror of life, but as an illustration of the utmost intensity of life, in the fortunes and characters of the players. Ups and downs, generosity, dark fates, the most delicate goodness, have nowhere been more prominent than in the private existence of those devoted to the public mimicry of men and women. Contact with the stage, almost throughout its history, presents itself as a kind of touchstone, to bring out the bizarrerie, the theatrical tricks and contrasts, of the actual world.

1. In the expression “One hardly sees the wood for the trees”, the author apparently intends the word trees to be analogous to
2. features of Doran’s language style
3. details learned from oral sources
4. personality of a famous actor
5. detail’s of Garrick’s life
6. stage triumphs of an astonishing player
7. The doubt referred to in line 7 concerns whether
8. the stage personalities of the past would appeal on a personal level to people like the author
9. their contemporaries would have understood famous actors
10. the acting of famous stage personalities would appeal to us today
11. Garrick was as great as he is portrayed
12. historical records can reveal personality
13. Information supplied in the passage is sufficient to answer which of the following questions?  
    *(Select ALL answer choices that apply)*
14. Who did Doran think was probably the best English actor?
15. What did Doran think of Garrick?
16. Would the author give a definite answer to the first question posed in the passage?

**Title of the experiment: Formal Vs Informal mode of speaking**

**Objective:**

* Familiarize with features of speaking skills.
* Use right sounds in the right patterns of stress, rhythm, tone, intonation and juncture.
* Right choice of words in right order provides the accuracy.
* How to succeed in spoken skill in both formal and informal context.

**Apparatus/Tools used:**

* White board
* OHP
* TV
* Software
* Oral drill’s table
* Phonetic chart

**Methodology used:**

* Modal Dialogues
* Pattern Practice
* Look and say Exercise
* Oral composition Exercise
* Pronunciation Exercise

**Theoretical Part:**

**Context (Environment)**

**Formal Informal**

**Government Offices Gatherings: (**Tea party, Dinner party)

**Religious Places** Where the social etiquette not mentioned.

* Dialogues are the commonest sort of oral expression with high frequency small talk.
* Dialogues must be subject, place, time, age and tone oriented.
* Exercise and put in practices
  + **(i) Addition-** How to add something after a sentence.
  + **(ii) Replacement-** How to replace redundant items from speech
  + **(iii) Integration-**How to integrate words, phrases, clauses and sentences.
  + **(iv)Conclusion-**How to paraphrase the given sentences.
  + **(v) Completion-**How to complete opaque sentences.

**Oral Drills**

**Example:**

* **With one variable**

He is putting his pen on the table.

Pencil

Book

* **With two variables**

He is putting his pen on the table.

placing Pencil

keeping Book

* **With three variable**

He is putting his pen on the table.

placing Pencil desk.

keeping Book chair

**Match the tables**

Who came to house? He put the box on the bench.

Where did he go? Mr. X came to the house.

Where did he put the box? He went to cinema.

**Structure of Speech**

**Formal Mode Informal Mode**

Maintain etiquette for formal speechInformal content

**Attire (Formal) General body meeting Mode of standing General theme**

**Speech should be audience oriented Full of bias**

**Maintain clarity, brevity and concise of the speech Imaginations and assumption allowed**

**Presentation oriented**

**Speech must be reference to authenticated information No reference to historical records.**

**Bias not allowed Adequacy not maintain: No logics**

**Adequacy logical based**

**Topic of the Experiment: Interview**

**Objective:**

* To familiarize the learners with the basics of an Interview
* To build-up learners’ competence with an ability to face Interview
* To build-up learners’ technical communicative competence
* To acquaint the learners with the various types of Interviews
* To strength the competence of the learners to gateway barriers to Interviews

**Apparatus/Tools Used:**

* White board
* Software
* TV
* OHP
* Sides & Charts
* LCD
* Internet
* Handout
* Communication skill (Prescribed Textbook)
* Technical communication (Text)

**Formulae /Methodology Used:**

* Task based method
* Content based method
* Learners oriented method

**Theoretical Parts:**

**Definition: It is an interaction between two or more persons for a specific purpose. It is also used as a social and psychological instrument. It does check the presence of mind but it rarely checks the knowledge.**

**Functions of Interview:**

* **Select a person for a specific task**
* **To monitor the performance**
* **To collect the information**
* **To exchange information**
* **To counsel**

**Interview (According to meaning)**

**Formal Informal**

**Interview (According to Structure)**

**Interviewer Interviewee**

**Kinds of Interview**

* **Job**
* **Information**
* **Persuasive**
* **Exit**
* **Evaluation**
* **Counseling**
* **Conflict-Resolution**
* **Disciplinary**
* **Termination**

**Modes to conduct Interview**

**Face to Face Phonic e-Interview**

**Success Factors in Interview**

* **Positive Attitude**
* **Proficiency in the field**
* **Communication Skills- Oral and Written**
* **Interpersonal skills**
* **Confidence**
* **Critical thinking and Problem solving**
* **Flexibility**
* **Self motivation**
* **Leadership**
* **Team work**

**Failure Factors in Interview**

* **Arrogance**
* **Apathy (Emotion)**
* **Uninhibited nervousness**
* **Equivocation (double meaning)**
* **Lack of Concentration**
* **Lack of crispness (clear cut)**
* **Lack of social skills**
* **Lack of firmness**
* **Inadequate quantitative**
* **Unsuitable personality**

**Interview-Questions**

**Direct or Wh- Echo**

**Yes-no**

**How to Prepare for an Interview**

**Based on success points go through a mock interview**

* **Try to gather inside information (i.e. scenario of interview and its members)**
* **Dress appropriately**
* **Questions with interviewers (in case of Corporate sector)**

1. **Whom will I report to?**
2. **Whom will I be working with?**
3. **What are the training opportunities?**
4. **What are the promotional prospects**

* **Memorize your resume**
* **Be punctual**
* **Relax**

**An interviewee may face the following questions during an Interview**

* **Experience**
* **Credential (Subjectively evaluate the interviewee)**
* **Opinion ( Interviewer provides a situation)**
* **Dumb question (to check the capability of original thought i.e. what kind of animal would like to be?)**
* **Behavior question ( To know the past behavior)**
* **Different question ( To know your strength or weakness)**

**Procedures:**

**Step 1:** Division of the students in to the required groups

**Step 2:** The participants are required to undergo a mock interview.

OR

The teacher/facilitator provides a topic or a situation to the group to conduct an interview.

**Step 3:** The teacher(s) /evaluator(s) judge the merit of the participant on the following basis:

**1. Personal Skills:**

a. Knowledge of the subject

b. Delivery system/ RP System

c. Kinesics

d. Voice Modulation

e. Confidence

**2. Leadership Skills:**

a. Ability to influence and persuade others

b. Ability to encourage silent members

c. Ability to compromise

d. Ability to co-ordinate and summarize

**Step 4:** Participants discussion/responses will be recorded.

**Conclusion:**

Interview in language laboratory brushes up the innate ability of students for conversational and communicative skills. However, it shall include the teachers comment based on results of observation.

**Future Projection:**

We focus on the methodology to improve the learners’ Interview skills.



**How to Introduce in Formal Context**

**WRITE IT DOWN: Once you know what you are going to say, write it down so that you don’t forget it. When you write down the final draft, you must include:**

* **Name**
* **Education**
* **Experience**
* **Skills**
* **Special interests/hobbies**
* **Special talents (knowing foreign languages, being ambidextrous, etc.)**
* **Goals in career and life**

**Basics of Self Introduction**

* **Your introduction has to be precise and shouldn’t exceed 4-7 minutes**
* **Maintain non-verbal features of communication (be specific to formal attire)**
* **Articulate** your self-introduction aloud. You must know how to sound.
* **You** produce natural and conversational flow of speech. Record yourself and hear it. Make adjustments and corrections if necessary.
* **Keep** in mind that you can be interrupted by one of the interview members in between. Don’t panic and forget the rest of your introduction. You must be able to answer the interview members and then finish from where you left off without breaking a sweat.

**Follow the followings while you are delivering the self-introduction**

**RELAX**: Remember that you are facing the interview because you are one of the lacs of the aspirants who have cleared the written examinations. So, relax, take a deep breath and focus.

**BE CONFIDENT IN FRONT OF THE INTERVIEWERS**: speak confidently without hesitation. This indicates that a person is well sure of himself/herself, which is a positive sign to the interviewers.

**SMILE AND MAINTAIN EYE CONTACT**: Smile politely and don’t look down while speaking.

**DELIVER**: Finally, on cue from the interviewers, talk about yourself in the way that you have prepared.

**Never Forget To Follow The Followings**

1. Be relevant
2. Be concise
3. No jokes in your introduction
4. Don’t repeat information