

# Proficiency in L2



# Acquiring Speaking Skills

- What does speech production involve?

## Four major processes

- Conceptualisation
- Formulation
- Articulation
- Self-monitoring

# Conceptualisation/ Thinking

- Planning the message content
- Background knowledge, knowledge about the topic, about the speech situation, and patterns of discourse
- Can we think/ plan without a language?
- Does language influence our thinking?

- English

I like dogs

I am hungry

I am sleepy

- Hindi

mujhe kutte pasand hai

(Lit. to me dogs like)

mujhe bhookh lagi hai

(Lit. to me hunger hits/  
strikes)

mujhe niind aa rahi hai

(Lit. to me sleep is coming)

- English

Smoke cigarette

Drink water

Eat food

Hindi

paani piina

cigarette piina

khana khaana

Bengali

khabo

# Formulation

- Finding words and phrases to express meanings/ concepts
- Sequencing them in appropriate order
- Putting appropriate grammatical markers (inflections, articles etc.)
- Retrieving pronunciation information



# Articulation

- Motor control of the articulatory organs
- In English – lips, tongue, teeth, alveolar palate, velum, glottis, mouth cavity and breath

- What does 'accent' mean?
- How does L1 influence L2 pronunciation?

# L1 and transfer

	L1 Hindi	L2 English
Divergent	Hindi /a/	English 'a <u>b</u> out', cu <u>t</u>
Convergent	Hindi /p/ and /ph/	English only /p/
New	-	English mea <u>s</u> ure
Similar	Hindi /i/ and /i:/	English /i/ and /i:/

- Some sound sequences may be problematic for L2 learners
- ‘school’: is-kool
- Younger you start learning L2 more are the chances of achieving native-like accent

# Self-monitoring

- Ability to identify and self-correct mistakes
- Slips of tongue, wrong vocabulary, clarifications

# Sub-skills

- Using functions (apologizing, advising etc.)
- Appropriacy (formal, informal, semi-formal)
- Responding and initiating a conversation
- Repair and repeat
- Intelligible pronunciation
- Inferring attitude, feelings etc

- Intonation patterns/ discourse contexts

Falling tone: statements, orders, wh questions, exclamations

Rising tone: requests, yes-no questions

Fall-rise: at the end of statements when we want to say that we are not sure, or when we may have more to add

<https://www.youtube.com/watch?v=IdaKEvp27oo>

- A student once said to me at the end of a class “Good `bye!”. I assumed she was mortally offended. However, when she said it at the end of every class, I realized that it was an inappropriate intonation pattern.
  - (Cook 2013: 84)



# Registers

- Are you scared?
- All that I was **afear**ed of, said the driver, was that you would hit one of the horses, and that's what you would have done. (Edward S. Ellis in 'Campers Out', 1883)
- You're not **chicken out**? Are you? (Urban dictionary, 2006)