The Pedagogical Step for Teaching Spoken English

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Abstract: There are a number of theories on teaching of oral communication and Spoken English. But classroom teaching based write-ups are not easily found. Spoken skill development being much in demand, this paper aims at providing practical tips, to teachers and students, for its easy acquisition. The paper is written on the lines of teacher-learner psychology, keeping in mind the goals, long and short term objectives, without which the outcome would be conventional, leaving the class another grammar lecture and the students unable to communicate. Both would end up where they started, as is the case with most ‘Spoken English’ courses. The researcher keeping this problem in mind experimented in the classroom year after year. This paper records, step by step, the action research that was done. The skill of listening needs development along-side that of speaking. Both the teacher and learner have to tackle major skills of listening-passive and speaking-active by dividing them into sub-skills. This is highlighted here. Four stages have been identified: reception, imitation, guided usage and text production. For each stage teacher and student activities have been identified. As the work is a record of a series of real classroom teaching across a number of years, quotations have not been found relevant. However, the related sources have been given at the end.

Keywords: Objectives, skill development, major/minor skills, reception, imitation, guided usage, text production

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