

Language
Lab Manual
(Common for All B. Tech Courses)



HEAS Department
University Department
Rajasthan Technical University, Kota

Vision of HEAS Department

To provide a sound foundation to the undergraduate students by giving quality education in basic sciences along with moral ethics and effective communication skills to become competent engineers of tomorrow's to serve the society.

Mission of HEAS Department

The Department is committed to train the young graduates in basic sciences and inculcate ethical values and social responsibilities through an innovative teaching and learning methodology.

COs and CO- PO Mapping

Credit:
OL+OT+2P

Max. Marks: 75
(IA: 50, ETE: 25)

Course Outcome for Language Lab

The students should be able to:

| | |
|-----|--|
| CO1 | Recall, the basic concepts of phonetics, and be able to pronounce and transcribe English words correctly. |
| CO2 | Illustrate effective and fluent language skills for communicating clearly, confidently, and comprehensibly during presentations and group discussions. |
| CO3 | Evaluate, criticize and comprehend a variety of texts after listening/reading and respond to questions based on the context. |
| CO4 | Compose and write simple sentences and paragraphs clearly, with coherence and cohesion including dialogues etc. |

CO-PO Mapping for Language Lab

(3-Strong, 2- Moderate and 1- Weak)

| CO's/ PO's | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | P10 | PO11 | PO12 |
|---------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| CO1 | | | | | | | | | 2 | 2 | | 1 |
| CO2 | | | | | | | | 1 | 2 | 2 | | 2 |
| CO3 | | | | | | | | 1 | 2 | 2 | | 2 |
| CO4 | | | | | | | | 1 | 2 | 2 | | 2 |

Language Lab has two parts:

- Computer Assisted Language Learning (CALL) Lab
- Interactive Communication Skills Practice

Program Outcomes (POs) (Common to all Branches):

| | |
|-------------|--|
| PO1 | Engineering knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems. |
| PO2 | Problem analysis: Identify, formulate, review research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences. |
| PO3 | Design/development of solutions: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations. |
| PO4 | Conduct investigations of complex problems: Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions. |
| PO5 | Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations. |
| PO6 | The engineer and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice. |
| PO7 | Environment and sustainability: Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development. |
| PO8 | Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice. |
| PO9 | Individual and team work: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings. |
| PO10 | Communication: Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions. |
| PO11 | Project management and finance: Demonstrate knowledge and Understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments. |
| PO12 | Life-long learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change. |

I & II Semester

Common to all branches of UG Engineering & Technology

1FY2-22/ 2FY2-22: Language Lab

Max. Marks: 50 (IA:30, ETE:20)

0L+0T+2P

- 1. Phonetic Symbols and Transcriptions. [K1 Level; CO1]**
- 2. Extempore. [K3 Level; CO2]**
- 3. Group Discussion. [K4 Level; CO2]**
- 4. Dialogue Writing. [K6 Level; CO4]**
- 5. Listening comprehension. [K2 Level; CO3]**

GENERAL INSTRUCTIONS

- 1) Students are instructed not to use pen drives during lab sessions.
- 2) Headphones should not be used for any other purpose except for listening to the software.
- 3) Students are required to be careful while handling and operating the computers.
- 4) Students must bring their lab manuals to the lab without fail and get them signed by the faculty-in charge.
- 5) Use of mobile phones during lab hours is strictly prohibited.
- 6) Should Wear Formal Dress only.
- 7) Should come to the lab in-time.
- 8) It is mandatory to enter your name in log-in register.
- 9) Should use the same system every time.
- 10) Students are not allowed into the lab without ID Cards.
- 11) All students should actively participate in the lab activities.
- 12) Students are evaluated based on their active participation and proper behavior.

ORIENTATION

ICE BREAKING ACTIVITY and JAM SESSION

OBJECTIVES:

1. To start a training session or team-building event
2. To make everyone involved
3. To stimulate creative thinking

Ice Breakers can be an effective way of starting a training session or team-building event. As interactive and often fun sessions run before the main proceedings, they help people get to know each other and buy into the purpose of the event. As a facilitator, the secret of a successful icebreaking session is to keep it simple: Design the session with specific objectives in mind and make sure the session is appropriate and comfortable for everyone involved.

When to Use Icebreakers!

As the name suggests, an ice breaker session is designed to "break the ice" at an event or meeting. The technique is often used when people who do not usually work together, or may not know each other at all, meet for a specific, common purpose.

Consider using an ice breaker when:

- Participants come from different backgrounds.
- People need to bond quickly so as to work towards a common goal.
- Your team is newly formed.
- The topics you are discussing are new or unfamiliar to many people involved.
- As facilitator you need to get to know participants and have them know you better

ACTIVITY: Introduce to each other in a group of five and know each other in terms of likes, dislikes, hobbies and interests.

UNIT I

PHONETIC SYMBOLS AND TRANSCRIPTION

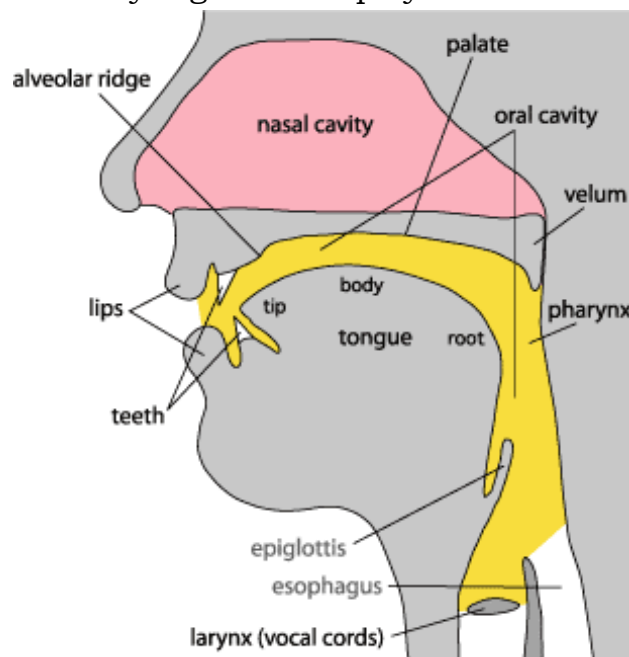
CO1: Recall, the basic concepts of phonetics, and be able to pronounce and transcribe English words correctly.

Introduction to phonetics:

Phonetics is defined as the scientific study of speech sounds. It is a branch of linguistics that deals with pronunciation. Every language has a set of sounds produced with the air that we breathe out. Different sounds are produced with different parts of the mouth. The throat takes different positions and the air (breath) comes out through these positions. Phonology is the study of sounds within a language system.

Organs of Speech:

The organs that are involved in the production of speech sounds are called – Phonatory organs. A diagram showing the various speech organs or phonatory organs is displayed below:



The various speech organs are described as follows:

Alveolar ridge: It is also referred to as the (alveolar process) the teeth ridge. This inferiorly directed ridge of the maxilla houses the upper teeth.

Soft palate: The soft palate is also referred to as the velum. This structure extends posterior from the hard palate and acts to modify the communication between the oral cavity below and nasal cavity above.

Teeth: The teeth are embedded in the alveolar process of maxilla and mandible.

Lips: The lips from the orifice of the mouth comprise of muscle fibres from a number of different facial muscles.

Oral cavity: The oral cavity is also referred to as the mouth. It is a resonating chamber whose shape is modified by articulation to produce the various oral and nasal speech sounds.

Epiglottis: The epiglottis is a leaf shaped cartilaginous structure located behind the thyroid bone and at the root of the tongue.

Vocal folds: Pair of vocal folds is located in the larynx, coursing from thyroid cartilage anteriorly to the arytenoid cartilages. The vocal folds vibrate to create the sounds for vowels & voiced consonants.

Pharynx: The pharynx is a resonating cavity or chamber lying above the hard & soft palate.

Mandible: It is also known as the lower jaw. The mandible houses the lower teeth. The tongue and lower tip also reside on the mandible.

Hard palate: The hard palate forms the roof of the mouth along with the soft palate.

Tongue blade: It is the part of tongue lying just above the upper alveolar ridge.

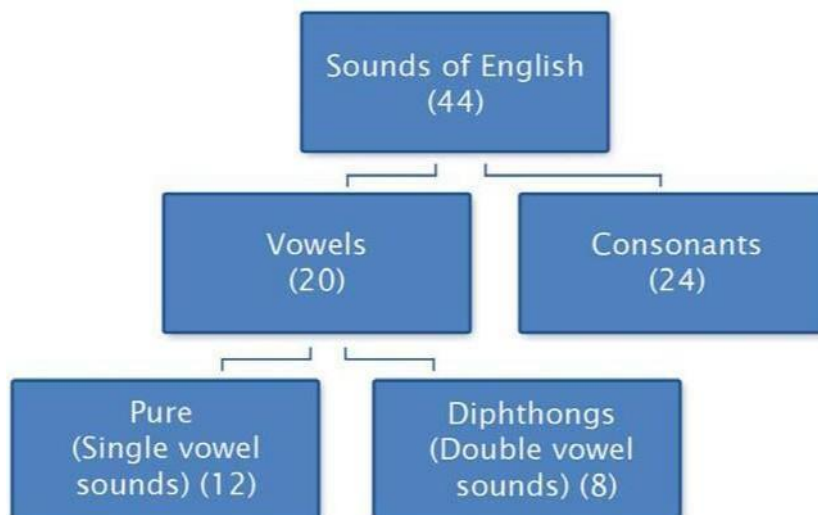
Tongue back: It is the part of the tongue lying below the soft palate.

Tongue tip: (apex):- It is the part of the tongue lying closest to the front teeth.

SOUNDS OF ENGLISH LANGUAGE:

In the English alphabet there are 26 letters, but these letters produce 44 sounds. For this reason, one letter is used to produce more than one sound.

In order to know the correct pronunciation certain symbols denoting these sounds

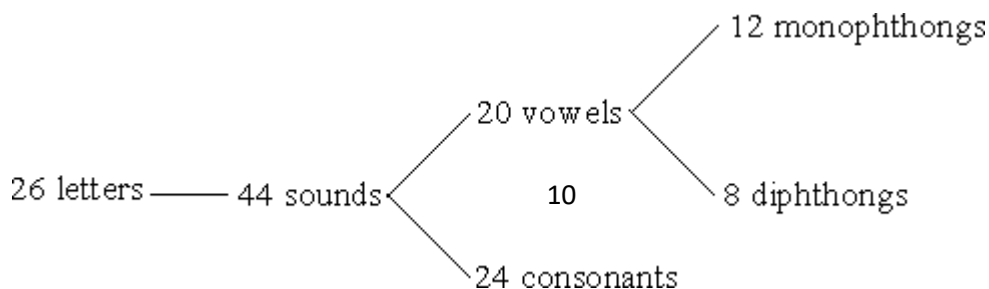


have been devised and standardized. By learning these symbols you will be able to find the correct pronunciation of any word in a standard dictionary. These symbols will also help you to go through the book with guidance for correct pronunciation of words and conversations. These sounds are classified into two types:

There are only 5 vowel letters in English (a,e,i,o,u), but the sounds indicated by these 5 letters are 20. A vowel sound is produced when the air comes out of the mouth freely without any blockage or closure in the mouth cavity by the tongue, teeth, lips, etc. The vowel sounds are of two types:

In English, there are twenty-six letters but forty-four sounds (44) the sounds of English are divided into two main categories; the vowels and the consonants. All these are represented by specific symbols.

The source of symbols is the International Phonetic Alphabet (IPA), a system of transcription which attempts to represent each sound of human speech using symbols.



VOWELS

A vowel sound is unobstructed in articulation as it is produced without friction. Of the 20 vowel sounds, 12 are pure vowel sounds or single sounds and are called monophthongs; while 8 are vowel glides from an initial sound to a final sound and are called diphthongs.

1. Vowel sounds in English:

a. Monophthongs

| | |
|------|-------------------------------|
| /ɪ/ | kill, <u>fi</u> ll |
| /i:/ | <u>fe</u> el, <u>me</u> et |
| /e/ | b <u>e</u> t, s <u>e</u> t |
| /æ/ | ca <u>t</u> , ma <u>t</u> |
| /ɑ:/ | ca <u>r</u> , pa <u>r</u> k |
| /ɒ/ | po <u>t</u> , co <u>t</u> |
| /ɔ:/ | Ball, fa <u>ll</u> |
| /ʊ/ | pu <u>t</u> , goo <u>d</u> |
| /u:/ | shoo <u>t</u> , roo <u>t</u> |
| /ʌ/ | cu <u>t</u> , bu <u>t</u> |
| /ɜ:/ | hea <u>r</u> d, bi <u>r</u> d |
| /ə/ | <u>a</u> bout, <u>a</u> round |

b. Diphthongs:

These vowel sounds are a combination of two single vowel sounds and in pronouncing them the tongue moves from one position to another. For instance, in the word light the sound of I is a combination of the vowel sounds /a:/ as in art and /i/ as in it. The words 'hair', 'toy' and 'poor' also contain double vowel sounds.

- -

Diphthongs consist of sounds such as:

| Sounds | Description | Examples |
|---------------|--|-----------------|
| /eɪ/ | A glide from a front unrounded vowel just below half-close to a centralized front unrounded vowel just above half-close. | Ale, make |
| /aɪ/ | A glide from a front – open unrounded vowel to a centralized front unrounded vowel just above half-close. | Ice, mike |
| /ɔɪ/ | A glide from a back rounded vowel between open and half-open to a centralized front unrounded vowel just above the half-close position. | Oil, boy |
| /aʊ/ | A glide from the back open unrounded position and moves in the direction of RP. (u) | About, mouth |
| /əʊ/ | A glide from a central unrounded vowel between half-close and half- open to a centralized back rounded vowel just above the half-close position. | No, old |
| /ɪə/ | A glide from a centralized front unrounded vowel just above half-close to a central unrounded vowel between half-close and half-open. | Serious, period |
| /ʊə/ | A glide from the centralized back rounded vowel just above half-close to a central unrounded vowel between half-close and half-open. | Poor, cure |
| /eə/ | A glide from a front half-open unrounded vowel to a central unrounded vowel between half-close and half-open. | Air, hair |

2. Consonant sounds:

This list describes the consonant sounds of English. Read the examples aloud and also note the various possible spellings of each sound

Consonants Examples

/p/ pen, copy, happen

/b/ back, baby, job

/t/ tea, tight, button

/d/ day, ladder, odd

/k/ key, clock, school

/g/ get, giggle, ghost

/tʃ/ church, match, nature

/dʒ/ judge, age, soldier

| | |
|-----|------------------------------|
| /f/ | fat, coffee, rough, photo |
| /v/ | view, heavy, move |
| /θ/ | thing, author, path |
| /ð/ | this, other, smooth |
| /s/ | soon, cease, sister |
| /z/ | zero, music, roses, buzz |
| /ʃ/ | ship, sure, national |
| /ʒ/ | pleasure, vision |
| /h/ | hot, whole, ahead |
| /m/ | more, hammer, sum |
| /n/ | nice, know, funny, sun |
| /ŋ/ | ring, anger, thanks, sung |
| /l/ | light, valley, feel |
| /r/ | right, wrong, sorry, arrange |
| /j/ | yet, use, beauty, few |
| /w/ | wet, one, when, queen |

CLASSIFICATION OF CONSONANTS:

The consonants can be described based on their **place of articulation**, **manner of articulation** and whether the sound is **voiced or voiceless**.

1. Manner of articulation:

Manner of articulation refers to how the sound is produced and the way the air stream is modified as it passes through the vocal folds.

It is of six types:

- a. **Plosives** : It is a consonant characterized by complete obstruction of the outgoing air stream by one of the articulators, a build of intra oral air pressure and a release.
- b. **Fricatives** : It is a consonant produced by forcing the breathstream through a constriction formed by the articulators in the vocal folds.
- c. **Affricates** : It is a consonant characterized by having both Plosive and fricative manners of production.
- d. **Nasals** : It refers to a consonant produced with a complete closure of the oral cavity along with a lowered velum to allow air flow through the nasal cavity.

e. **Lateral** : It is a genetic label used to classify two approximate English consonants

/r/ and /l/.

f. **Semi Vowels**: It is a consonant characterized by a continuous gliding motion of the articulators into the following vowel also referred to as semi-level /j/ and /w/.

2. Place of articulation:

Place of articulation refers to which articulators are involved in the production of a particular sound. These are divided into seven types:

- a. **Bi-labial** : It refers to a speech sound, produced by the contact of the upper and lower lips.
- b. **Labio-dental** : It is produced by the lower lip contacting the upper front teeth.
- c. **Dental** : It is produced by the tongue contacting the teeth.
- d. **Alveolar** : It refers to a consonant sound produced by the tongue contacting the upper alveolar ridge.
- e. **Palato-alveolar** : It is produced by the tongue contacting hard palate.
- f. **Velar** : It refers to a consonant produced by the tongue contacting the velum.
- g. **Glottal** : It is a place of articulation referring to a consonant that is produced by completely or partially contacting the glottis.

3. Voice of articulation:

Voicing refers to either vocal folds or their vibration during the production of a consonant. It is of two types:

- 1). **Voiced** : A voiced sound is produced by the vibration of the abducted vocal folds in the larynx.
- 2). **Voiceless** : Voiceless sounds are produced without vibration of vocal folds. **E**

ASSIGNMENTS (WRITTEN)

- 1. **CO1 -What is Phonetic transcription?**
- 2. **CO1- Write phonetic symbols for vowels and consonants. Transcribe any 20 common English words.**

UNIT II

EXTEMPORE

CO2: Illustrate effective and fluent language skills for communicating clearly, confidently, and comprehensibly during presentations and group discussions.

JUST A MINUTE (JAM) SESSION

Just-A-Minute (or JAM) is an all-round-fun event that is all about the control of the mind over the mouth. A participant is expected to make it through sixty seconds of non-stop talking without **hesitation, repetition, or deviation**.

‘Just a Minute’ or JAM is an impromptu speech test conducted with the time limit of one minute.

Elements of JAM

Effective impromptu speaking is a skill that can be honed through constant practice and deliberate, continuous training given to the brain.

Some situations which demand impromptu speech are...

- Self introduction-introducing others-greetings and taking leave
- Where your instructor would like to know what you understood
- Viva-voce in a practical examination
- Decisions in a committee
- Introducing a celebrity/a person to an elite group of people
- Status of a Project
- Stating one’s point of view/ analysis of a situation etc.

Positives and Negatives in JAM Positives

- Snatch every opportunity to make impromptu speeches
- Visualize what you would say in every situation.
- Analyze and assimilate your ideas in the given situation.
- Organize your ideas and stick to the topic.
- Be creative and express new ideas every time.
- Follow a sequence and be brief.
- Analyze audience needs, interests...(remember you could be talking to an informed audience)
- Sustain attention by including some interesting jokes, quotations anecdotes etc...
- Give examples from your life experience...it builds your confidence.
- Practice the use of one word substitutes, idiomatic expressions and vocabulary.

- Vary pace, pitch and tone of voice for greater impact.

Negatives

- Shy away from expressing your ideas.
- Seclude yourself from any situation in which you are present.
- Try and memorize what you will say.
- Deviate or detach your life experiences from your line of thought.
- Repeat the points or show lack of coherence.
- Ramble on or give too many pauses or excessively use 'fillers'.
- Use negative, ambiguous jargon.
- Talk at or talk down but talk to your audience.

STEPS TO FOLLOW:

1. Go back to background knowledge and gather all the necessary ideas related to the topic given to you.
2. Organize the ideas in a sequential order either thematically or chronologically.
3. Express them with clarity and cohesiveness.
 - Remember **No deviation, No repetition, No hesitation**

EXERCISES

- If I were invisible
- What I did during my last vacation?
- All that glitters is not gold
- Most memorable moment
- My goal in life
- Women are good managers
- My First day in college
- Importance of English for engineers

Choose one of the topics given above and write at least ten sentences on it.

PRESENTATIONS

- Extempore (pronounced ex-tem-pore)
- Prepared oral presentation

Impromptu or Extemporaneous:

While many of us do not like to speak before people, there are times when we are asked to get up and say a few words about someone or a topic when we have not planned on saying anything at all. We are more shocked than anyone else. Has this ever happened to you? If and when this does happen to you, be prepared to rise to the challenge.

TIPS FOR AN EFFECTIVE PRESENTATION:

Decide quickly on what your message would be: Keep in mind the fact that you have not been asked to give a speech but to make some impromptu remarks. Hopefully they have asked you early enough so you can at least jot down a few notes before you speak. If not, pick ONE message or comment and focus on that one main idea. Many times, other ideas may come to you after you start speaking. If this happens, go with the flow and trust your instincts.

Do not try and memorize what you want to say: Trying to memorize will only make you more nervous and you will find yourself thinking more about the words and not about the message.

Start off strong and with confidence: If you at least plan your opening statement, this will get you started on the right foot. After all, just like with any formal speech, getting started is the most difficult part. Plan what your first sentence will be. You may even write this opening line down on your note card and glance at it one more time just before you begin speaking. If you know you have three points or ideas to say, just start off simple by saying,

I would just like to talk about 3 points. The first point is The second point isand so on. Decide on your transitions from one point to the other - After you have decided on your opening remark or line, come up with a simple transition statement that takes you to your main point. If you have more than one point to make, you can use a natural transition such as, —My second point is... or my next point is... etc. if you have to, the main points or ideas. Do not write out the exact words, but just the points you want to mention.

Maintain eye contact with the audience: This is easier to do if you do not write down all kinds of stuff to read out. Look at your next idea or thought and maintain eye contact with your audience and speak from your heart. Focus on communicating to your audience and not speaking to the crowd.

Occasionally throw in an off-the-cuff remark: If you want your style to be flexible and seem impromptu, trust your instinct and add a few words which just pop into your head. Keep it conversational and think of the audience as a group of friends.

Finally, have a good conclusion: Gracefully just state... —And the last point I would like to make is....!. Once you have made your last point, you can then turn back to the person who asked you to speak in the first place. With a little practice, this process will feel more natural to you. Anticipating that you may be asked to say a few words should force you to at least think about what you might say if you are asked. Then if you are

asked, you are better prepared because you have already anticipated being asked.

Prepared Oral Presentation : In a prepared oral presentation, you know the topic which you are going to present, you can prepare your presentation before hand as you would know already about your audience. This presentation usually spans 10-30 minutes (though the duration of presentation entirely depends on the purpose of the presentation), followed by discussion, clarification and questions

Barriers for Effective presentation: Some of the barriers to effective presentation are,

A. Fear: When a person stands before a huge gathering of people, who are eager to listen to him, it is obvious that he becomes nervous. This nervousness plays a positive role as long as it makes the speaker more attentive, but once it takes a toll over him, it spoils the entire presentation.

B. Lack of preparation: It is always advisable that the speaker plans everything in advance. It includes preparation related to the topic, keeping a small paper handy and jotting down ideas is better than relying on one's memory. Preparation also includes preparing oneself for unpredictable problems with the sound system, visual clips, slides & projector. If the speaker fails to prepare for this, his presentation might be a failure, due to power cut or some technical problems. Lack of preparation would make the presentation less impressive.

C. Unable to control one's ideas: Some speakers beat around the bush and never come to the main idea. They give elaborate examples, explain for a long time. They get stuck up with a trivial point/thing. Some speakers fail to present their ideas in a sequence. Deviation from the main topic plays a negative role in the outcome of a speech.

HOW TO MAKE A GOOD PRESENTATION?

In order to make a successful presentation, you should keep in mind the following aspects:

1. Conquering stage fear:

- Many professional speakers never completely lost all their stage fright.
- One of the main reasons for stage fright is that one is not accustomed to speaking in public.
- Some symptoms like, mental blocks, trembling arms, excessive sweating, lack of fluency are usual among beginners.
- To gain confidence, watch successful presentations of other speakers.
- Thorough preparation would help you conquer stage fright.
- Simple warm up exercise, rotating your arms and moving your

- facial muscles would help you speak with natural ease.
- Including carbohydrates in the meal which you take before the presentation and taking banana or chocolates would help you.
 - Before beginning your presentation, take three deep breaths of air.
 - Encouraging oneself by statements such as, I can make a successful presentation—I am confident of myself will help.

2. The audience:

The most important thing for a presentation is your audience. Consider their age group and find out whether they all are from the same group or with varied backgrounds. Always know the needs of your audience before planning for anything. Ask yourself, how your presentation will help them and what you want them to know by the end of your presentation.

3. Content of your presentation:

Your content should not be too difficult for the audience to understand. If the content is too long, it should be shortened according to the time allotted. Some examples and instructions should be present to support your argument and make the audience understand better. While preparing the content, remember to highlight the key points which will support your argument.

4. Structure of your presentation:

Generally, a presentation starts with an introduction, followed by the body of the speech and ends with a conclusion. You may use some anecdotes or questions to raise interest among your audience. Then state the goal of your presentation and tell them briefly the main issues you will discuss in your presentation. The introduction should end with a reiteration of your main point. The body should develop each point previewed in the introduction. You may present your ideas in a chronological sequence, or a simple topical sequence. You should announce each point as you come to it, so that your audience knows when you have completed one point and begun another.

ASSIGNMENTS (WRITTEN)

- 1. CO2- *What is an Extempore? What things should be kept in mind at the time of an Extempore?***
- 2. CO2- *Participation in Oral Activity- Extempore.***

UNIT III

GROUP DISCUSSION

CO2: Illustrate effective and fluent language skills for communicating clearly, confidently, and comprehensibly during presentations and group discussions.

As in a football game, where you play like a team, passing the ball to each team member and aim for a common goal, GD is also based on team work, incorporating views of different team members to reach a common goal. A Group Discussion can be defined as a formal discussion involving 8 to 10 participants in a group. They are given a topic. After some time, during which they collect their thoughts, the group is asked to discuss the topic for 15 to 20 minutes. The GD process is to assess a candidate's personality traits.

There is a considerable difference between public speaking and GD. In public speaking, the audience merely judges and passes a verdict on the speaker. Nobody in the audience competes with you. They listen to what the speaker says but do not compete with the speaker. They listen to what the speaker says, but do not discuss the subject with equal rights as does the speaker.

The same is the case with an interview. In an interview, a candidate has to deal with the interviewer who asks questions to which the interviewed responds. He will be given ample opportunities as the interviewer is interested in the answers. In a debate or lecture, the candidate is given some time to think and marshal his ideas and the chairman or the presiding officer will ensure that no one intervenes. The interview focuses on personality traits wherein the interviewers ask well directed questions to assess the overall personality of a candidate. Dynamics of GD:

Flexibility: You must be open to other ideas as well as to the evaluation of your ideas. That is what flexibility is all about. But first, remember: Never ever start your GD with a stand or a conclusion. By taking a stand, you have already given your decision without discussing the topic at hand or listening to the views of your team members.

Assertiveness: You must put forth your point to the group in a very emphatic, positive and confident manner

Initiative: A general trend amongst students is to start a GD and get the initial kitty of points earmarked for the initiator. But that is a high risk-high

return strategy. Initiate a GD only if you are well versed with the topic.

Creativity: An idea or a perspective which opens new horizons for discussion on the GD topic is always highly appreciated. When you put across a new idea convincingly, such that it is discussed at length by the group, it can only be positive

Team Player: It lays great emphasis on this parameter because it is essential for managers to be team players. Management aspirants who lack team skills cannot be good managers.

Reasoning Ability: Reasoning ability plays an important role while expressing your opinions or ideas at a GD.

Leadership: A leader would have the following qualities:

S/he shows direction to the group whenever group moves away from the topic. S/he coordinates the effort of the different team members in the GD. S/he contributes to the GD at regular intervals with valuable insights. S/he also inspires and motivates teammembers to express their views.

Inspiring ability: A good group discussion should incorporate views of all the team members. If some team members want to express their ideas but are not getting the opportunity to do so, giving them an opportunity to express their ideas or opinions will be seen as a positive trait.

Awareness: The content or awareness generally constitutes 40 to 50 percent marks of your GD. Apart from these qualities, communication skills, confidence and the ability to think on one's feet are also very important.

GD Initiation:

Initiating a GD is a high profit-high loss strategy. When you initiate a GD, you not only grab the opportunity to speak, you also grab the attention of the examiner and your fellow candidates.

If you can make a favourable first impression with your content and communication skills after you initiate a GD, it will help you sail through the discussion. But if you initiate a GD and stammer/ stutter/ quote wrong facts and figures, the damage might be irreparable. If you initiate a GD impeccably but don't speak much after that, it gives the impression that you started the GD for the sake of starting it.

GD Summarisation:

A conclusion is where the whole group decides in favour or against the topic. You can summarise what the group has discussed in the GD in a nutshell. Keep it brief and concise.

It must incorporate all the important points that came out during the GD. If the examiner asks you to summarise a GD, it means the GD has come to an end. Do not add anything once the GD has been summarised.

GD – (Rubrics):

1. Audibility : Communication skills.
2. Analysis : supported by facts & examples
3. Content : Obtain by good reading
4. Team Work
5. Demeanor : Body Language counts, don't sit cross-legged
6. Leadership : People should listen and agree to you.

GD Techniques:

There are a few simple techniques that can make you an effective participant:

Prepare: If you know what the topic of the discussion will be, there is a lot you can do to prepare in advance. You can read round the topic to make sure you are aware of the main issues and arguments, and spend some time deciding what your own position is.

Listen: An effective discussion is one in which people listen to each other. Listening is a very important discussion skill and make sure you listen and respond to what other people have to say.

Be polite: In a discussion, it's important to stay calm and be polite, even if you feel strongly about the topic under discussion. Using words like please, thank you, I'd like to... May I...? Would you mind...? Could you...? Make you sound polite and respectful.

Take / make notes: It's a good idea to have a pen and paper handy. You can jot down any useful or important words or ideas that might come in handy later in the discussion – or afterwards.

Speak clearly: Practise your pronunciation and speak clearly and confidently. If you need time to collect your thoughts, you could say something like Hmm... just let me have a minute to think about this.

Useful phrases for GD:

There are lots of useful phrases that you can use in discussions. Here are just a few of them:

Agreeing: You're absolutely right about that.

- Disagreeing: I'm sorry, I don't see it that way at all.
- Interrupting: Sorry, do you mind if I say something here?
- Dealing with interruptions: Could I just finish what I'm saying?
- Asking for explanation: Would you mind telling us what exactly you mean by that?
- Asking for more information: Would you mind saying a little bit more about that?
- Adding more information: Another point I'd like to make is...

Different parts of a GD: – (considering a 15 minutes GD).

- Chaos period. (1-2 minutes).
- Generating ideas. (7-8 minutes).
- Building on ideas. (5-6 minutes).
- Conclusion. (rarely comes; ½ – 1 minutes)

ROLES IN GROUP DISCUSSION:

Group enterprise roles: These roles are constructive to the group.

- Initiator-contributor: Generates new ideas.
- Information-seeker: Asks for information about the task.
- Opinion-seeker: Asks for the input from the group about its values.
- Information-giver: Offers facts or generalization to the group.
- Opinion-giver: States his or her beliefs about a group issue.
- Elaborator: Explains ideas within the group, offers examples to clarify ideas.
- Coordinator: Shows the relationships between ideas.
- Encourager: Praises the ideas of others.
- Harmonizer: Mediates differences between group members.
- Standard Setter: Suggests standards or criteria for the group to achieve.
- Follower: Goes along with the group and accepts the group's ideas.

DYSFUNCTIONAL ROLES

These roles are destructive to the group.

- Aggressor: Attacks other group members, deflates the status of others, and other aggressive behavior.
- Blocker: Resists movement by the group.
- Recognition seeker: Calls attention to himself or herself.
- Self-confessor: Seeks to disclose non-group related feelings or opinions.
- Dominator: Asserts control over the group by manipulating the other group members.
- Help seeker: Tries to gain the sympathy of the group.
- Special interest pleader: Uses stereotypes to assert own prejudices.

TYPES OF GD TOPICS:

Factual topics for a group are – as the word says – about facts. This is a

sample list of speech topics on current issues and facts: Why drinking and driving is dangerous to yourself and others.

Controversial group discussion topic is a speech topic that has many controversies.

What is wrong with child labor?

Abstract group discussion topics are things that cannot be touched, not be easily defined or formulated. Just think in a creative manner and start a vivid group discussion with one of these abstract topics to talk about: The Nostradamus Code

Case Studies: The fourth type of group discussion topics are case studies. You determine a problem and together with the other group members you have to find a satisfying solution. These are small group discussion topic ideas. Dropouts – Individual attention in safe schools and smaller classes; is that the way to stop students to drop out?

BODY LANGUAGE:

Body language plays an important role during the Group Discussion. The panelists will surely take note of your body language.

1. Pointing fingers: Pointing fingers generally signifies talking in anger and accusing someone with your finger. It exhibits your aggression. This should be completely avoided.

2. Playing with pen or paper: Playing with pen, paper or just moving your hands shows careless attitude. Whether you remain silent or talk while playing with such objects, it will show your lack of interest.

3. Stooping or slouching: You should sit straight while in a GD. Don't slouch or bend forward. That is an informal posture and is not at all welcomed in GD rounds.

4. Sitting with crossed arms or legs: When you sit with crossed arms/legs or both, it refers to a closed mindset and a person who is not ready to accept/listen to others' point of views.

5. Throwing your hand: Don't throw your hands in such a manner that it enters your next group member's space. Everyone has their own personal space and entering that disturbs the entire group coherence.

6. Fidget: You should not keep fidgeting or moving uncomfortably in your chair.

7. Not to be stiff: When it is advised that you should not keep fidgeting, it is also meant that you should not be absolutely stiff in your position. You should have a relaxed posture.

8. Scratching, pricking, rubbing: You should not engage your hands in inappropriate activities such as scratching, pricking, rubbing etc. This will again show your lack of interest in the GD and too much obsession with yourself.

9. Control your facial expressions: Control your facial expression and avoid

showing your anger/disgust/frustration reflect on your face. Also don't smirk, smile or laugh unnecessarily. Don't make it too stoic.

10. Moving your legs: Continuous movement of legs will show your impatience. If you keep moving your legs, you will communicate that you want to get rid of the GD process.

Do's of participating in a GD:

- Listen to the subject carefully
- Put down your thoughts on a paper
- Initiate the discussion if you know the subject well
- Listen to others if you don't know the subject
- Support you point with some facts and figures
- Make short contribution of 25-30 seconds 3-4 times
- Give others a chance to speak
- Speak politely and pleasantly. Respect contribution from other members.
- Disagree politely and agree with what is right.
- Summarize the discussion if the group has not reached a conclusion.

Don'ts of participating in a Group Discussion

- Initiate the discussion if you do not have sufficient knowledge about the given topic.
- Over speak, intervene and snatch other's chance to speak.
- Argue and shout during the GD
- Look at the evaluators or a particular group member
- Talk irrelevant things and distract the discussion
- Pose negative body gestures like touching the nose, leaning back on the chair, knocking the table with a pen etc.
- Mention erratic statistics.
- Display low self-confidence with shaky voice and trembling hands.

ASSIGNMENTS

- 1. CO2- What is a Group Discussion? Write are the characteristics and do's and don'ts of GD.**
- 2. CO2- Participate in Oral Activity- Group Discussion**

UNIT – IV

LISTENING SKILLS

CO3: Evaluate, criticize and comprehend a variety of texts after listening/reading and respond to questions based on the context.

Objectives

- * To enable the students to speak fluently in their day to day situations
- * To make the familiar at British, American and Indian accents

Outcomes

- * Understanding of different types of accents while listening audiotapes in different contexts.
- * English speaking ability with different nationalities

“Most people don’t listen to Understand but to argue/reply”

Listening is the ability to accurately receive and interpret messages in the communication process. Listening is a skill of critical significance in all aspects of our lives—from maintaining our personal relationships, to getting our jobs done, to taking notes in class, to figuring out which bus to take to the airport. Regardless of how we are engaged with listening, it is important to understand that listening involves more than just hearing the words that are directed at us. Listening is an active process by which we make sense of, assess, and respond to what we hear.

Listening is not the same as “Hearing”

Hearing refers to the sounds that you hear, whereas listening requires more than that: it requires focus. Listening means paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body. In other words, it means being aware of both verbal and non-verbal messages. Your ability to listen effectively depends on the degree to which you perceive and understand these messages. The listening activity acquaints the learner with the phonic, phonetic and phonological qualities of the language.

ASSIGNMENTS (WRITTEN)

- 1. CO3- Listening to Audio/ video lectures shared on Google Classroom and attempt contextual questions**
- 2. CO3- What is Listening Comprehension? Write the objectives of listening and describe its various types.**

UNIT V

DIALOGUE WRITING

CO4: Compose and write simple sentences and paragraphs clearly, with coherence and cohesion including dialogues etc.

Objectives:

- * To highlight on functional English which helps the students to learn the usage of language in different occasions.
- * To enhance dialogue writing ability
- * To develop the writing skills through inputs

Outcomes:

*Different expressions used for various situations like getting to know someone, introducing someone, accepting and declining an invitation etc. will be learnt by the students.

“Words are a lens to focus one’s mind”– Ayn Rand

SITUATIONAL DIALOGUES/ ROLE PLAY:

To learn a language we have various methods and approaches. The teacher implements learner- centric methods for better learning. Learning by practice is mostly preferred in the process of effective learning. A student learns through self-experiences when the teacher provides an opportunity to learn by getting their mistakes corrected in a given environment. Role play is one such method that creates a platform to improve the students _speaking skills, non-verbal communication and contextual usage of language and makes them understand how to face real life situations.

What is a Role-play?

Role-play is an activity where one would be given a role to play. Role play is any speaking activity where you either put yourself into somebody else shoes or you may stay in your own shoes but put yourself into an imaginary situation. In these speaking activities, the student can assume the role of any one such as managers, chef, officers etc. and experience the joy of learning by involving in the character chosen by him. While playing the role of someone else, the student reflects either himself or the character. By being involved in the character the student has to think in a broader way, correct his attitude and find facts and responsibilities that are required for an ideal personality.

Role-play allows a student to prepare thoroughly for real life situation and

paves away to think through the language at the initial stage. Later the student becomes confident in framing structures/sentences grammatically correct and tries to get into the role. Students learn best if objectives are clearly told. Students develop and practice new language and behavioral skills by being involved in the roles given. They should be given freedom to choose their own partners who he/she would feel comfortable with and are essential for meaningful communication to take place. Students are asked to discuss on the topic and choose their roles to frame dialogues. Each pair will be given 15 min to act out the dialogue using expressions, gestures and posture. Students involve themselves in the roles and understand the process of real life communication. At the end of the activity a student would judge himself on the basis of teacher, peer group & through self-evaluation.

Greetings:

- Hi, how are you?
- Hello! What a surprise!
- Hello! It's nice meeting you again
- How are things with you?
- Wish I could have stayed longer, but I must run
- Good bye, see you again.

Enquiring/making request for help/seeking directions:

- Excuse me, could you help me please?
- Is there a medical store close by?
- Could I ask you a favour?
- I'm sorry to trouble you, but I need your help
- Certainly, I shall be glad to help.
- Thanks a lot/you very much
- You're most welcome

Complaining

- I regret to bring to your notice that some of the items supplied by you are of poor quality.
- I'm sorry to say this, but you are playing a loud music.
- I have a complaint to make.
- My new washing machine is not working.
- I'd like to have the piece replaced.

Offering suggestions, to advise or to persuade:

- Stop using polythene bags immediately.
- I suggest you repeat these expressions twice each.
- Let's repeat these expressions for practice.
- You should repeat these expressions in order to perfect them.
- Could I persuade to repeat the expressions as many times as possible?

Congratulate on an achievement, express sympathy and offer condolences:

- Congratulations!
- You really deserve this honor.
- Well done! Keep it up!
- I'm sorry about what happened.
- I've no doubt that you will do much better next time.
- I just got the sad news.
- It's a great loss indeed.
- Remember that we are all with you.

Extend invitations and accept or decline them:

Accepting:

- There's some good news.
- I've completed my Ph.D.
- I'm hosting a party this weekend.
- I'll be happy if you can join me along with your family.
- Thank you for the invitation.
- We'll certainly make it.

Declining:

- Thanks for your invitation.
- I'm sorry; I may not be able to honor your invitation.
- It's disappointing that you won't be joining us.
- We all miss you.

Make apologies and respond to apologies:

- I must apologize for.....
- I'm terribly sorry about.....
- Please accept my sincere apologies.

- It's quite all right.
- No need to feel sorry about it. These things do happen.

Introduce yourself....

- Good morning/hello! /hi! My name is/ I'm
- I've just joined
- I'm from
- I work for
- I am the new

Introducing others...

- Good morning all. I would like to introduce.....
- Hello everybody, here is Mr. / Mrs
- It's my pleasure to introduce our today's guest.....
- I feel delighted to introduce Mr. / Mrs
- It's a great honor for me to introduce.....
- I'm happy to introduce my friend.....
- I'm proud of introduce my friend

Asking for people's opinions and giving opinions to others:

- I'm convinced
- I think.... / I believe..... / I feel
- As far as I'm concerned.....
- What is your opinion about
- What are your views on/about
- Are you in favor of .. ?

DO'S:

1. Understand and analyze the situation.
2. Identify your role and act accordingly.
3. Frame your sentences, questions and answers properly.
4. Be as natural as possible. Be yourself.
5. Check the posture and move a little.
6. Use your hands to express your point.
7. Maintain very good eye contact with the other person.
8. Make sure of shortened forms of words like _shan_t_, don_t etc., which are vital for spoken form of language.

9. Understand the question before answering.
10. Check your voice modulation, stress, intonation and speed.

DON'TS:

1. Be in a hurry to say something.
2. Keep yourself detached from the given role.
3. Speak unchecked.
4. Put on an accent or look animated.
5. Plant yourself to a particular point, bend or move excessively.
6. Use your hands excessively.
7. Avoid eye contact; roll your eyes/stare continuously.
8. Read out the written form of communication.
9. Answer in urgency.
10. Be too fast/slow or shout unnecessarily.

Role-play improves speaking & listening skills. Students develop non-verbal communication techniques. They learn to use appropriate language in real life communication. By providing an opportunity for the students to create and participate in role-plays, the instructors can gain knowledge of each student while the students can benefit through increased interaction with the material and with each other. Role-play also motivates the quiet students to learn by themselves in a more forthright way. Students benefit from explicit feedback that focuses on the learning objectives that leads to learning experience.

News reading:

A news presenter – also known as a **newsreader, newscaster** (short form for "news broadcaster"), is a person who presents news during a news program on television, on the radio or on the Internet. They may also be a working journalist, assisting in the collection of news material and may, in addition, provide commentary during the program. News presenters most often work from a television studio or radio studio, but may also present the news from remote locations in the field related to a particular major news event.

How to Read and Speak like a TV News Reporter: Notice how TV news reporters speak with such confidence and eloquence? They are able to deliver a lot of information to a lot of people in a short amount of time. How do they do it? Below are steps you can take to practice and learn to speak like a television reporter.

Read:

Speaking like a news reporter starts with having a command of the English language. The type of book you read matters. Read information that is similar in style to what a news reporter delivers on the news. For example:

- Biography or historical book
- News magazine
- Newspaper

Reading will improve your vocabulary:

Look up the words you don't know. This will help you with understanding the context of what you're reading and with word pronunciation. That way, when you are reading as a reporter and come across words you don't know, you'll be able to take an educated guess and sound intelligent.

Read out loud when you are alone. Listen to your voice and what your tone is saying:

1. Practice speaking and reading aloud.

- Before you start speaking, do singing and speaking verbal exercises to loosen your mouth and tongue. Also clear your throat away from your audience before you begin.
- Take that book or newspaper and read it out loud to yourself in the mirror. It's time to really see and hear yourself. It will take practice in order to get good at the ability to glance at written work, capture it quickly, then read it well while looking straight ahead.
- Look at what your face is saying as you read. Reporters have confidence even when they're staring at a camera. They believe in what they are doing and they want to share the breaking story with the viewer. Your face reflects what you believe and voice confirms this.

2. Listen to your speech:

- Practice reading quickly without stumbling. It's important to articulate each word clearly when you want to communicate information. Each word should stand on its own and not flow into

another word.

- Know when to slow it down. A reporter will say, "Coming up next," very quickly but slow down when they say, "...and you won't want to miss it."

3. Learn to read from a distance:

You'll often see a reporter with papers in their hand. You can do this too!

- Type up and print a news story that you want to practice reading. The letters should be between 1.5" to 2" tall and in the sans-serif font, such as Arial or Helvetica. This will most accurately reflect the teleprompter type-style.
- Practice reading from a distance by placing the paper(s) on a table while you're seated or down by your waist. Learn to read with discretion, only glancing at your papers not reading them verbatim.

4. Record yourself:

- Break out the video camera or smart phone and either record video or audio of yourself.
- Play it back and listen closely.
- Watch the news and compare your voice to the reporter's.
- Play your recording back to yourself again. This is not a time to self-loathe or criticize you; it's a time to see where you can improve and contemplate how.

Challenge yourself:

Read something news related that you haven't read before. See how you do.

Knowing What to Avoid:

Avoid speaking in everyday language and using colloquialisms. The way you speak with your friends is in direct conflict with the way you will report the news to a public audience.

Try not using "um," "ah," "well..." and other common interjections. At first, you'll find that you need to slow your speaking down to avoid this, but eventually it will become a habit.

ASSIGNMENTS

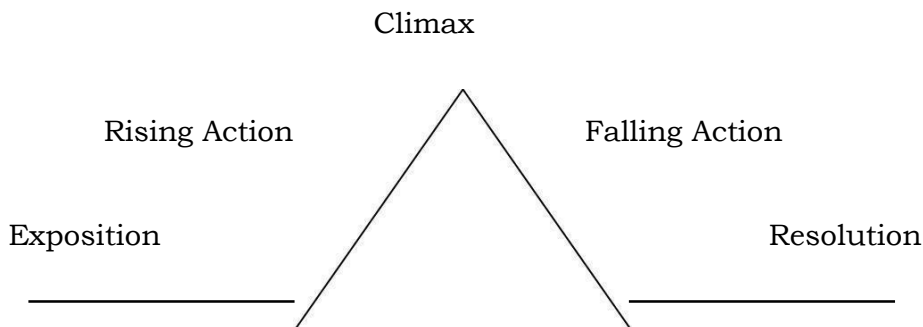
1. **CO4- What is Dialogue Writing? Describe the do's and don'ts dialogue writing? Write two dialogues.**
2. **CO4- Write a paragraph on the importance of communication skills/ English for engineers.**

OR

CO4- Write a short story with dialogues.

Drafting:

Before you begin drafting your story, keep your central conflict in mind and shape your story around it. An effective plot has the following components:



To get started:

- Create your own Plot Diagram.
- Fill in the events of your story from beginning to end
- Correctly identify which events are the 5 parts of plot
- Include details from your story

Once you are finished with your plot diagram, you may begin writing your rough draft. Use your plot diagram and character sketches in your writing process.

