



# Analysis of Vocalic pauses during JAM : A Case Study

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## Abstract

Speaking skills are important for every learner. Speaking skills enhance thinking abilities of learner. It is necessary to acquire fluent speaking ability. When a speaker uses the pauses effectively. It can enhance the communication. Vocalic Pauses or fillers such as “uh”, “um,” like, and “er”. The most common hesitations were repetition, self-correction, and reformulation. The hesitation markers help the learners to improve their oral proficiency. The hesitation markers are inseparable from spontaneous speech.

Many of the learners from the rural background. Their parents were uneducated. It was observed from their demographic details that there is not much of any contributive or conducive environment at home to pursue their studies. Learners did not get any encouragement from their parents. They did not have any exposure to enhance speaking abilities and exposure to English outside and inside classroom.

This study was aimed to rephrase and simply analyse the vocalic pause and their role in communication. Teacher’s assistance provides students a clear understanding and improves their Linguistic competence. In relation to tests of speaking, it can be argued that in pre-test the learners’ performance is very slow. After the intervention, in post-test the learners’ performance is very high. Analyses suggest that investigation of vocalic pauses rate, there distinguish difference between pre-test and post-test. After the intervention, learners continued their speech and got confidence in speaking. After using vocalic pauses, Learners are willing to share more information.

Key Words: Effectively, hesitation, reformulation, demographic, exposure, conducive, competence, intervention.

## Introduction

Speaking skills are important for every learner especially for the learners from rural background for their academic development. Speaking skills will enhance job opportunities. Speaking skill is one of the extremely

important cognitive activities. Good speaking skills are needed for the students in order to successfully complete their formal education and fulfil the requirements of employability. It is necessary to acquire fluent speaking ability. A pause means “an interval of silence. When a speaker uses the pauses effectively it can enhance the communication in their speech. On the contrary, if a speaker uses pauses ineffectively or unintentionally the pauses can distract or annoy and irritate the listener. Vocalic Pauses or fillers such as “uh”, “um”, “like, and “er”. The most popular fillers, “you know”, so, actually, literally, basically, and right. etc. The most common hesitations were repetition, self-correction, and reformulation.

The hesitation markers help the learners to improve their oral proficiency and to achieve coherence and fluency. Hesitation markers are often used as measures of fluency by the length of pauses (Raupach 1987). Fluency is important in the acquisition of a second language. The hesitation markers are inseparable from spontaneous speech.

### **Statement of the Research Problem:**

Many of the learners from the select rural background did not receive any assistance from their parents, siblings, peers and friends. It was observed from their demographic details that there is not much of any contributive/ conducive environment at home to pursue their studies. They did not have any exposure to enhance speaking abilities and exposure to English outside, English classroom is very limited.

**Aims:** This study was aimed to rephrase and simply analyse the vocalic pause and their role in communication to provide research based techniques successful in improving the speaking skills of rural area learners. Teacher’s Assistance provides students a clear understanding and improves their Linguistic competence.

### **Objectives:**

The objectives of this work include conducting a JAM session and help them self-introspect their own speaking skills through teacher’s feedback.

The present work also aims to study whether vocalic pauses were effectively used to continue the presentation or not.

### **Review of Literature:**

Speaking skills are specific abilities which help speaker put their thoughts into a meaningful form and to mentally interact with the message. Speaking is an integral part of a larger activity where the focus is on something else such as language practice, acting out or speaking ( Harmer, 2007:33 ) On the other hand, speaking is the representation of the language in textual medium through the use of a set of sign or symbols. Some people consider that speaking is difficult. Elbow (1981: 9) states that speaking calls on the ability to create words and ideas out of yourself, but it also calls on the ability to criticize them in order to describe which ones to use. that pauses and other hesitations are symptoms of difficulties encountered in processing and planning (Kenny, 1996). Speaking is the nature of the composing process of speaking. Speaking products are often the result of thinking, drafting and revising procedures that require specialized skills, skills that not every speaker develops naturally (Brown, 2003: 335). concluded that the definition of speaking is process of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs which the purpose is used to communicate something with the other people indirectly, student gets effort to express mind through language in speaking. Kim (2015) states that there are three ways to increase the scoring reliability in a subjective assessment, namely giving raters some training to use the particular rubric, selecting raters are experienced in grading a test, and increasing reliability. Skehan (2009) said that fluency as speakers’ ability to speak without interruption at a rate which most people expect Similarly, as Boyer (2020) points out, there are three ways to mitigate the impact of rater's inaccuracies. She divides them it into three phases, before, during, and after scoring. She suggests that before scoring, the scoring rubric should have detail scoring criteria to be fairly evaluated and graded.(Kenny1996, 38) said that Juncture pauses mark the boundaries between syntactic units such as the

phrase, clause and sentence while non-juncture or hesitation pauses are those 'judged to be abnormal for the speaker yielding the utterance'. De Jong (2016) suggests, fluency can be used as a diagnostic element in language assessment.

The false judgment of their performance can influence their academic life in the future. To avoid the false and unfair scoring, the teachers, or any writing instructors, should enrich themselves with assessment literacy, or joining training and professionalization concerning writing. individual judgment which is both time and energy consuming (González, Trejo, & Roux,2017). Say that EFL writing teachers are often caught in endless checks of students' errors in grammar, punctuation, spelling, diction, cohesive devices, transitions between paragraphs, main ideas, and sentence connectors.

## Methodology

The students were given a list of speaking topics. They were asked to speak what they had chosen the topic. Sample size 20 students from high school 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> classes. 10 students from 10<sup>th</sup> class, 6 students from 9<sup>th</sup> class and 4 students from 8<sup>th</sup> when they spoke the video graph was taken, the spoken data is recorded. It was heard the spoken the content, the mistakes were noted each word carefully.

Their mistakes were observed in some categories i,e duration of time, number of words, length of pauses and average words in a minutes and language elements 1. Fluency 2. Vocabulary 3. Grammar 4. Pronunciation.

There are some subskills, 1. **Fluency:** Fluency reflects the speaker's ability to focus the listener's attention his or her message. a) Accuracy b) Phonology.2. **Vocabulary:** a) Articles b) prepositions 3. **Grammar:** a) Verbs b) Auxiliary verbs.4. **Pronunciation:** a) Stress b) intonation c) Rhythm.

## Data Analysis:

The spoken content was heard and the mistakes were identified and individual feedback was given.

Analysis of JAM delivered by S1 to S20.

Low proficiency speakers use ineffective pauses. They will hesitate mainly two occasions one is what to say next (conceptualization) second is how to say it (formulation). Low proficiency speakers were more likely to hesitate than high-proficiency speakers. Low proficiency learner has speech rate is low and pauses rate is high. High proficiency learner has speech rate is high and pauses rate is low. Only two out of 20 learners speak more slowly (low proficiency level). It can be indicated in below table column no.6 and 9 and Only two out of 20 learners speak more fast (high proficiency level). It can be indicated in below table column no.3 and 14.

In relation to two tests of speaking, it can be argued that in pre-test the learners' performance is very slow. After the intervention, in post-test the learners' performance is very high. The difference in the speech rate of these two tests is statistically significant.

Compare to the high proficiency speakers produced more words per minute and used fewer vocalic pauses. Lower proficiency speakers produced fewer words per minute and used more vocalic pauses. The speech rates were measured in words per minute (wpm). Analyses suggest that investigation of vocalic pauses rate, there distinguish difference between pre-test and post-test . After the intervention, learners continued their speech and got confidence in speaking. Some sentences are grammatically correct. Though the sentences are short. After using vocalic pauses, Learners are willing to share more information.

S.NO	Name of the Student	Time taken		Difference	Length of the pauses		Difference	No of words		Difference	Average speed in second		Difference
		P1	P2		P1	P2		P1	P2		P1	p2	
1	S1	0.58	1.16	0.18	0.05	Nil	0.05	54	95	41	1.01	1.25	0.24
2	S2	0.43	0.44	0.01	0.07	0.02	0.05	100	70	30	2	1.5	0.50
3	S3	0.43	1.29	0.46	0.05	Nil	0.05	55	117	62	1.2	1.3	0.1
4	S4	0.56	0.59	0.03	0.05	Nil	0.05	67	121	54	1	2	1
5	S5	0.48	0.38	0.10	0.08	Nil	0.08	50	70	20	1	1.8	0.8
6	S6	2.06	0.52	1.14	12	0.05	0.07	135	110	25	1	2	1
7	S7	1.44	0.41	1.03	0.10	0.03	0.07	176	119	57	1.6	2.9	1.3
8	S8	1.05	0.43	0.22	0.08	Nil	0.08	104	95	09	1.6	2	0.4
9	S9	1.20	1.19	0.01	12	0.04	0.08	105	104	01	1.31	1.16	0.15
10	S10	0.50	0.48	0.02	0.05	0.02	0.03	58	106	48	1.16	2.20	1.04
11	S11	0.43	0.51	0.08	0.05	NIL	0.05	75	80	05	1.74	1.56	0.18
12	S12	0.50	1.06	0.16	0.06	0.02	0.04	80	100	20	1.6	1.51	0.09
13	S13	1.38	0.55	0.43	0.05	0.03	0.02	129	118	11	1.31	2.14	0.83
14	S14	0.44	0.58	0.14	0.08	0.03	0.05	43	50	07	0.97	0.58	0.39
15	S15	1.06	1.08	0.02	0.06	0.02	0.04	71	80	09	1	1.17	0.17
16	S16	1.18	1.51	0.33	0.02	Nil	0.02	115	140	25	1.47	1.26	0.21
17	S17	0.43	0.46	0.03	0.03	0.02	0.01	80	85	05	1.86	1.84	0.02
18	S18	0.51	60	0.09	0.05	Nil	0.05	80	140	60	1.56	2.33	0.77
19	S19	0.51	0.59	0.08	0.05	0.02	0.03	80	90	10	1.56	1.52	0.04
20	S20	0.43	0.35	0.08	0.05	0.02	0.03	68	70	02	1.58	2	0.02

The spoken content is heard and mistakes were identified, the individual feedback is given to the learners.

The spoken content is like this'

1. S1 Topic" is Diwali"

#### Before intervention

she has taken 0. 58 seconds to speak, her length of pauses 0.05 seconds. She used 54 words, her average speed is 1.01 seconds that is, she has spoken a word in 1.01 seconds.

She has done 9 mistakes in fluency, 14 mistakes in vocabulary, 8 mistakes in Grammar, and 9 mistakes in pronunciation.

**After intervention:** she has taken 1.16 seconds to speak, her length of pauses Nil. She used 95 words, her average speed is 1.25 seconds that is, she has spoken a word in 1.25 seconds.

She has done 5 mistakes in fluency, 8 mistakes in vocabulary, 4 mistakes in Grammar and 5 mistakes in pronunciation.

#### From above observation

After the intervention, 95 words were spoken. Number of words are improved 54 to 95. Average speed in seconds is improved 1,01 to 1.25 seconds. Length of pauses is improved 0.05 to 0, and time taken is also improved 0.58 to 1.16 seconds.

## 2. S2 Topic is "Family"

### Before intervention

He has taken 0.43 seconds to speak, his length of pauses 0.07 seconds. She used 100 words, his average speed is 2 seconds that is, his has spoken a word in 2. seconds.

He has done 10 mistakes in fluency, 15 mistakes in vocabulary, 11 mistakes in Grammar, and 13 mistakes in pronunciation.

### After intervention

He has taken 44 seconds to speak, his length of pauses 0.02. He used 70 words, his average speed is 1.5 seconds that is, she has spoken a word in 1.5 seconds.

He has done 5 mistakes in fluency, 7 mistakes in vocabulary, 5 mistakes in Grammar and 6 mistakes in pronunciation.

### From above observation

After the intervention, 70 words were spoken. Number of words are improved 100 to 70 Average speed in seconds is improved 1.66 to 2 seconds. Length of pauses is improved 0.07 to 0, and time taken is also improved 0.43 to 1.05 seconds.

## 3. S3 Topic is "School"

### Before intervention

He has taken 0.43 seconds to speak, her length of pauses 0.05 seconds. He used 55 words, his average speed is 1.2 seconds that is, he has spoken a word in 1.2 seconds.

He has done 11 mistakes in fluency, 12 mistakes in vocabulary, 9 mistakes in Grammar, and 12 mistakes in pronunciation.

### After intervention

He has taken 1.29 seconds to speak, his length of pauses Nil. He used 117 words, his average speed is 1.3 seconds that is, he has spoken a word in 1.3 seconds.

He has done 6 mistakes in fluency, 7 mistakes in vocabulary, 5 mistakes in Grammar and 6 mistakes in pronunciation.

**From above observation:** After the intervention, 129 words were spoken. Number of words are improved 55 to 117. Average speed in seconds is improved 1.2 to 1.3 seconds. Length of pauses is improved 0.05 to 0, and time taken is also improved 0.43 to 1.29 seconds.

## 4. S4 Topic is "My father"

### Before intervention

She has taken 0.56 seconds to speak, her length of pauses 0.05 seconds. She used 67 words, her average speed is 1 seconds that is, She has spoken a word in 1 seconds.

She has done 11 mistakes in fluency, 16 mistakes in vocabulary, 10 mistakes in Grammar, and 15 mistakes in pronunciation.

### After intervention

She has taken 1.59 seconds to speak, her length of pauses Nil. She used 121 words, her average speed is 2 seconds that is, she has spoken a word in 2 seconds.

She has done 6 mistakes in fluency, 7 mistakes in vocabulary, 6 mistakes in Grammar and 9 mistakes in pronunciation.

#### **From above observation**

After the intervention, 121 words were spoken. Number of words are improved 67 to 121. Average speed in seconds is improved 1 to 2 seconds. Length of pauses is improved 0.05 to 0 and time taken is also improved 0.56 to 1.59 seconds.

5. S5 Topic is “My Mother ”

#### **Before intervention**

She has taken 0.48 seconds to speak, her length of pauses 0.08 seconds. She used 50 words, her average speed is 1 seconds that is, She has spoken a word in 1 seconds.

She has done 9 mistakes in fluency, 10 mistakes in vocabulary, 7 mistakes in Grammar, and 10 mistakes in pronunciation.

#### **After intervention**

She has taken 0.38 seconds to speak, her length of pauses Nil. She used 70 words, her average speed is 1.8 seconds that is, she has spoken a word in 1.8 seconds.

She has done 5 mistakes in fluency, 6 mistakes in vocabulary, 5 mistakes in Grammar and 6 mistakes in pronunciation.

#### **From above observation**

After the intervention, 70 words were spoken. Number of words are improved 50 to 70. Average speed in seconds is improved 1 to 1.8 seconds. Length of pauses is improved 0.08 to 0, and time taken is also improved 0.40 to 0.38 seconds.

6. S6 Topic is “My Father ”

#### **Before intervention**

She has taken 2.06 seconds to speak, her length of pauses 0.12 seconds. She used 135 words, her average speed is 1 seconds that is, She has spoken a word in 1 seconds.

She has done 8 mistakes in fluency, 10 mistakes in vocabulary, 9 mistakes in Grammar, and 10 mistakes in pronunciation.

#### **After intervention**

She has taken 0.52 seconds to speak, her length of pauses 0.05. She used 110 words, her average speed is 2 seconds that is, she has spoken a word in 2 seconds.

She has done 4 mistakes in fluency, 6 mistakes in vocabulary, 5 mistakes in Grammar and 6 mistakes in pronunciation.

#### **From above observation**

After the intervention, 110 words were spoken. Number of words are improved 135 to 110. Average speed in seconds is improved 1 to 2 seconds. Length of pauses is improved 0.12 to 0 and time taken is also improved 0.2.06 to 0.52 seconds.

7. S7 Topic is “My Favourite Teacher ”

### **Before intervention**

She has taken 1.44 seconds to speak, her length of pauses 0.10 seconds. She used 176 words, her average speed is 1.6 seconds that is, She has spoken a word in 1.6 seconds.

She has done 10 mistakes in fluency, 11 mistakes in vocabulary, 10 mistakes in Grammar, and 9 mistakes in pronunciation.

### **After intervention**

She has taken 0.41 seconds to speak, her length of pauses 0,03. She used 119 words, her average speed is 2.9 seconds that is, she has spoken a word in 2.9 seconds.

She has done 5 mistakes in fluency, 6 mistakes in vocabulary, 5 mistakes in Grammar and 7 mistakes in pronunciation.

### **From above observation**

After the intervention, 119 words were spoken. Number of words are improved 176 to 119 Average speed in seconds is improved 1.6 to 2.9 seconds. Length of pauses is improved 0.10 to 0 and time taken is also improved 1.44 to 0.41 seconds.

8. S8 Topic is "My Mother "

### **Before intervention**

She has taken 1.05 seconds to speak, her length of pauses 0.08 seconds. She used 104 words, her average speed is 1.6 seconds that is, She has spoken a word in 1.6 seconds.

She has done 8 mistakes in fluency, 14 mistakes in vocabulary, 8 mistakes in Grammar, and 13 mistakes in pronunciation.

### **After intervention**

She has taken 0.43 seconds to speak, her length of pauses Nil. She used 95 words, her average speed is 2 seconds that is, she has spoken a word in 2 seconds.

She has done 4 mistakes in fluency, 7 mistakes in vocabulary, 4 mistakes in Grammar and 7 mistakes in pronunciation.

### **From above observation**

After the intervention, 95 words were spoken. Number of words are improved 104 to 95 Average speed in seconds is improved 1.6 to 2 seconds. Length of pauses is improved 0.08 to 0 and time taken is also improved 1.05 to 0.43 seconds.

9. S9 Topic is "Independence Day "

### **Before intervention**

She has taken 1.20 seconds to speak, her length of pauses 0.12 seconds. She used 105 words, her average speed is 1.31 seconds that is, She has spoken a word in 1.31 seconds.

She has done 7 mistakes in fluency, 10 mistakes in vocabulary, 7 mistakes in Grammar, and 11 mistakes in pronunciation.

### **After intervention**

She has taken 1.19 seconds to speak, her length of pauses 0.04. She used 104 words, her average speed is 1.16 seconds that is, she has spoken a word in 1.16 seconds.

She has done 4 mistakes in fluency, 5 mistakes in vocabulary, 3 mistakes in Grammar and 5 mistakes in pronunciation.

#### **From above observation**

After the intervention, 104 words were spoken. Number of words are improved 105 to 104 Average speed in seconds is improved 1.31 to 1.16 seconds. Length of pauses is improved 0.12 to 0 and time taken is also improved 1.20 to 1.19 seconds.

10. S10 Topic is "My best Friend "

#### **Before intervention**

He has taken 0.50 seconds to speak, his length of pauses 0.05 seconds. He used 58 words, His average speed is 1.16 seconds that is, He has spoken a word in 1.16 seconds.

He has done 10 mistakes in fluency, 16 mistakes in vocabulary, 11 mistakes in Grammar, and 12 mistakes in pronunciation.

**After intervention:** He has taken 0.48 seconds to speak, his length of pauses 0.02. He used 106 words, his average speed is 2.20 seconds that is, He has spoken a word in 2.20 seconds.

He has done 5 mistakes in fluency, 8 mistakes in vocabulary, 6 mistakes in Grammar and 8 mistakes in pronunciation.

#### **From above observation**

After the intervention, 106 words were spoken. Number of words are improved 58 to 106 Average speed in seconds is improved 1.16 to 2.20 seconds. Length of pauses is improved 0.05 to 0.02 and time taken is also improved 0.50 to 0.48 seconds.

11. S11 Topic is "Cricket "

#### **Before intervention**

He has taken 0.43 seconds to speak, his length of pauses 0.05 seconds. He used 75 words, His average speed is 1.74 seconds that is, He has spoken a word in 1.74 seconds.

He has done 6 mistakes in fluency, 13 mistakes in vocabulary, 9 mistakes in Grammar, and 9 mistakes in pronunciation.

#### **After intervention**

He has taken 0.51 seconds to speak, his length of pauses Nil. He used 80 words, his average speed is 1.56 seconds that is, He has spoken a word in 1.56 seconds.

He has done 4 mistakes in fluency, 7 mistakes in vocabulary, 4 mistakes in Grammar and 6 mistakes in pronunciation.

#### **From above observation**

After the intervention, 80 words were spoken. Number of words are improved 75 to 80 Average speed in seconds is improved 1.74 to 1.56 seconds. Length of pauses is improved 0.05 to Nil and time taken is also improved 0.43 to 0.51 seconds.

12. S12 Topic is "My Family "



### **Before intervention**

She has taken 50 seconds to speak, her length of pauses 0.06 seconds. She used 80 words, her average speed is 1.6 seconds that is, She has spoken a word in 1.6 seconds.

She has done 8 mistakes in fluency, 13 mistakes in vocabulary, 9 mistakes in Grammar, and 8 mistakes in pronunciation.

### **After intervention**

She has taken 1.06 seconds to speak, her length of pauses 0.02. She used 100 words, her average speed is 1.51 seconds that is, she has spoken a word in 1.51 seconds.

She has done 5 mistakes in fluency, 7 mistakes in vocabulary, 4 mistakes in Grammar and 6 mistakes in pronunciation.

### **From above observation**

After the intervention, 100 words were spoken. Number of words are improved 80 to 100 Average speed in seconds is improved 1.6 to 1.51 seconds. Length of pauses is improved 0.06 to 0.02 and time taken is also improved 0.50 to 1.06 seconds.

S13 Topic" My Village"

### **Before intervention**

She has taken 1.38 seconds to speak, her length of pauses 0.05 seconds. She used 129 words, her average speed is 1.31 seconds that is, She has spoken a word in 1.31 seconds.

She has done 6 mistakes in fluency, 10 mistakes in vocabulary, 10 mistakes in Grammar, and 14 mistakes in pronunciation.

### **After intervention**

She has taken 0.58 seconds to speak, her length of pauses 0.03. She used 118 words, her average speed is 2.14 seconds that is, she has spoken a word in 2.14 seconds.

She has done 54 mistakes in fluency, 6 mistakes in vocabulary, 5 mistakes in Grammar and 7 mistakes in pronunciation.

### **From above observation**

After the intervention, 118 words were spoken. Number of words are improved 129 to 118 Average speed in seconds is improved 1.31 to 2.14 seconds. Length of pauses is improved 0.05 to 0 and time taken is also improved 0.05 to 0 seconds.

### **Before intervention**

He has taken 0.44 seconds to speak, his length of pauses 0.08 seconds. He used 43 words, His average speed is 0.97 seconds that is, He has spoken a word in 0.97 seconds.

He has done 8 mistakes in fluency, 17 mistakes in vocabulary, 9 mistakes in Grammar, and 9 mistakes in pronunciation.

### **After intervention**

He has taken 0.58 seconds to speak, his length of pauses 0.03 He used 50 words, his average speed is 0.86 seconds that is, He has spoken a word in 0.86 seconds.

He has done 4 mistakes in fluency, 10 mistakes in vocabulary, 5 mistakes in Grammar and 6 mistakes in pronunciation.

#### **From above observation**

After the intervention, 50 words were spoken. Number of words are improved 43 to 50 Average speed in seconds is improved 0.97 to 0.86 seconds. Length of pauses is improved 0.08 to 0.03 and time taken is also improved 0.44 to 0.58 seconds.

15. S15 Topic is "My Mother "

#### **Before intervention**

She has taken 1.06 seconds to speak, her length of pauses 0.06 seconds. She used 71 words, her average speed is 1 seconds that is, She has spoken a word in 1 seconds.

She has done 9 mistakes in fluency, 11 mistakes in vocabulary, 8 mistakes in Grammar, and 8 mistakes in pronunciation.

#### **After intervention**

She has taken 1.06 seconds to speak, her length of pauses 0.02. She used 80 words, her average speed is 1.17 seconds that is, she has spoken a word in 1.17 seconds.

She has done 4 mistakes in fluency, 6 mistakes in vocabulary, 4 mistakes in Grammar and 5 mistakes in pronunciation.

#### **From above observation**

After the intervention, 80 words were spoken. Number of words are improved 71 to 80 Average speed in seconds is improved 1 to 1.17 seconds. Length of pauses is improved 0.06 to 0.02 and time taken is also improved 1.06 to 1.08 seconds.

16. S16 Topic is "My School "

#### **Before intervention**

She has taken 1.18 seconds to speak, her length of pauses 0.02 seconds. She used 115 words, her average speed is 1.47 seconds that is, She has spoken a word in 1.47 seconds.

She has done 9 mistakes in fluency, 11 mistakes in vocabulary, 8 mistakes in Grammar, and 8 mistakes in pronunciation.

#### **After intervention**

She has taken 1.51 seconds to speak, her length of pauses Nil. She used 140 words, her average speed is 1.26 seconds that is, she has spoken a word in 1.26 seconds.

She has done 4 mistakes in fluency, 6 mistakes in vocabulary, 4 mistakes in Grammar and 5 mistakes in pronunciation.

#### **From above observation**

After the intervention, 140 words were spoken. Number of words are improved 115 to 140 Average speed in seconds is improved 1.47 to 1.26 seconds. Length of pauses is improved 0.02 to 0 and time taken is also improved 1.18 to 1.51 seconds.

17. S17 Topic is "My Family "

**Before intervention**

She has taken 0.43 seconds to speak, her length of pauses 0.03 seconds. She used 80 words, her average speed is 1.86 seconds that is, She has spoken a word in 1.86 seconds.

She has done 12 mistakes in fluency, 17 mistakes in vocabulary, 9 mistakes in Grammar, and 8 mistakes in pronunciation.

**After intervention**

She has taken 0.46 seconds to speak, her length of pauses 0.2 She used 85 words, her average speed is 1.84 seconds that is, she has spoken a word in 1.84 seconds.

She has done 6 mistakes in fluency, 9 mistakes in vocabulary, 4 mistakes in Grammar and 5 mistakes in pronunciation.

**From above observation**

After the intervention, 85 words were spoken. Number of words are improved 80 to 85 Average speed in seconds is improved 1.86 to 1.84 seconds. Length of pauses is improved 0.02 to 0.2 and time taken is also improved 0.43 to 0.46 seconds.

18. S18 Topic is "My best friend"

**Before intervention**

She has taken 0.51 seconds to speak, her length of pauses 0.05 seconds. She used 80 words, her average speed is 1.56 seconds that is, She has spoken a word in 1.56 seconds.

She has done 12 mistakes in fluency, 18 mistakes in vocabulary, 9 mistakes in Grammar, and 12 mistakes in pronunciation.

**After intervention**

She has taken 60 seconds to speak, her length of pauses Nil She used 140 words, her average speed is 2.33 seconds that is, she has spoken a word in 2.33 seconds.

She has done 6 mistakes in fluency, 11 mistakes in vocabulary, 4 mistakes in Grammar and 7 mistakes in pronunciation.

**From above observation**

After the intervention, 140 words were spoken. Number of words are improved 80 to 140 Average speed in seconds is improved 1.56 to 2.33 seconds. Length of pauses is improved 0.05 to 0 and time taken is also improved 0.51 to 60 seconds.

19. S19 Topic is "My Family"

**Before intervention:** She has taken 0.51 seconds to speak, her length of pauses 0.05 seconds. She used 80 words, her average speed is 1.56 seconds that is, She has spoken a word in 1.56 seconds.

She has done 10 mistakes in fluency, 21 mistakes in vocabulary, 9 mistakes in Grammar, and 11 mistakes in pronunciation.

**After intervention**

She has taken 0.59 seconds to speak, her length of pauses 0.02 She used 90 words, her average speed is 1.52 seconds that is, she has spoken a word in 1.52 seconds.

She has done 5 mistakes in fluency, 11 mistakes in vocabulary, 4 mistakes in Grammar and 6 mistakes in pronunciation.

### **From above observation**

After the intervention 90 words were spoken. Number of words are improved 80 to 90 Average speed in seconds is improved 1.56 to 1.52 seconds. Length of pauses is improved 0.05 to 0.02 and time taken is also improved 0.51 to 59 seconds.

20. S20 Topic is "My Family"

### **Before intervention**

She has taken 0.43 seconds to speak, her length of pauses 0.05 seconds. She used 68

words, her average speed is 1.58 seconds that is, She has spoken a word in 1.58 seconds.

She has done 9 mistakes in fluency, 18 mistakes in vocabulary, 9 mistakes in Grammar, and 15 mistakes in pronunciation.

### **After intervention**

She has taken 0.35 seconds to speak, her length of pauses 0.02 She used 70 words, her average speed is 2 seconds that is, she has spoken a word in 2 seconds.

She has done 5 mistakes in fluency, 8 mistakes in vocabulary, 5 mistakes in Grammar and 7 mistakes in pronunciation.

### **From above observation**

After the intervention 70 words were spoken. Number of words are improved 68 to 70 Average speed in seconds is improved 1.58 to 2 seconds. Length of pauses is improved 0.05 to 0.02 and time taken is also improved 0.43 to 35 seconds.

### **Demerits:**

When the learner spoke, he has confidence in his face but he did number of mistakes. For example " His well play volley ball." He did not maintain word order properly. " He plays volley ball." 1). noun vs pronoun 2). Tense form 3) third person singular number "s" is added to verb. 4) present simple is for description of a person 5) position of adverb.

Learner is correction the previous statement, He added more information after repeating the previous statement. There are many repetition words and sentences. Some students did not maintain accuracy, with poor tone, stress, intonation and some words are inaudible, they are not pleasant to hear. Possessive is missing.

2) "I love mother smile"(Wrong). I love mother's smile(correct). There are consistence pattern error in error, word formation is wrong, replace of the words, sentence pattern error, :be" forms are not placed properly used sometimes they unnecessarily added and removed. They did not maintain suitable tense, present simple is used for description of a person but not present continuous. Students unnecessarily insert and omitted the articles and prepositions . There are many grammatical errors, they did not have suitable knowledge about relative conjunctions.

Eg: My village ....um..... um.....My village is beautiful. Students are correcting the sentence in that gap they recollecting more information and adding more. They are using vocalic Pauses to start again, for example "My favorite fruit banana." (wrong). "My favorite fruits is Banana (right) "be" form "is" is missed. They did not have sufficient knowledge about the 'be' forms. Some students used extra words. Some students did n't have knowledge about verb Forms.

Eg: I Love you my family – I Love my family , have 'have' is extra added some students can't spoke properly

Eg: My brother is favorite". Here semantically incomplete". Her intension is to express something but she can't fulfil her intension. It may be like this (1) My brother 's Favorite food/hero.....

### Merits:

Learners got confidence in speaking and the sentences are grammatically correct. Though the sentences are short. The Learners are willing to share more information.

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