

VOCATIONALIZATION OF UNDERGRADUATE COURSES
F.Y.B.A. FUNCTIONAL ENGLISH
FE- 102-P Developing Conversational Abilities (Practical Paper)
Semester and Choice-Based Credit System
Under NEP 2020
(w.e.f. 2024-2025)

Name of the Faculty: **Humanities**

Name of the B.O.S.: **Vocational**

Name of the Course: **Functional English**

Name of the Subject: **FE- 102-P Developing Conversational Abilities (Practical Paper)**

Year and Semester: **FYBA Semester- I**

Type of the Course: **DSC (Discipline Specific Course)**

Number of Credits: **02 (4 Clock Hours)**

Rationale

The paper focuses on developing students' abilities to use English effectively in everyday conversation, crucial for personal and professional interactions. Active listening and effective speaking are fundamental to effective communication. By mastering the fundamentals of conversation, students will be better equipped to engage in meaningful dialogue, fostering clearer understanding and collaboration in diverse conversational settings.

Learning Objectives

1. To introduce students to listening and speaking skills.
2. To enable learners to participate in conversation voluntarily and meaningfully.
3. To introduce students to various conversational situations.
4. To enable students to acquire fluency, accuracy and precision in a conversation.
5. To enable students with social competence.

Learning Outcomes

1. Students demonstrate effective listening and speaking skills.
2. Students participate in conversations actively and meaningfully.
3. Students adapt to various conversational situations effectively.
4. Students exhibit confidence and proficiency in using conversational skills in real-life situations.
5. Students acquire necessary social skills that make them competent users of language.

Unit I- Practising Fundamentals of Conversation as a Listener

1. Effective listening strategies for keeping the commitment as a listener
2. Passive listening as a barrier to communication in a conversation
3. Body language as a form of Non-verbal Communication
4. Developing the skill of 'responding' and avoiding 'reacting'

Unit II- Practising Fundamentals of Conversation as a Speaker

1. Effective conversation strategies for keeping the commitment as a speaker
2. Audience Analysis: Understanding the demands of a situational conversation
3. Engaging language: Situation-specific vocabulary and expressions in English
4. Developing the skill of allowing 'turn-taking'

Books Recommended

1. Taylor, Grant. *Situational Conversational Practice*. New Delhi: Tata Macgraw Hill, 1975.
2. Raman, M &S. Sharma. *Communication Skill*. OUP, New Delhi, India, 2011.
3. Kennedy, Chris and Rod Bolitho. *English for Specific Purposes*. London: Macmillan, 1984.
4. Taylor, Grant. *English conversational Practice*. McGraw Hill Education, 2001.
5. Paul, Grice. *Logic and Conversation*. 1975.
6. George Yule. *The Study of Language*. Cambridge University Press. 2010.
7. Bert Decker. *The art of communicating*. Crisp Publication. 1988.
8. Judy Apps. *The Art of Conversation: Change Your Life with Confidant Communication*. Capstone: A Winey Brand. 2014.
9. Pathak, Anil. *Listening with Empathy*. Communication Analytics, Singapore. 2014.
10. Pathak, Anil. *The Communication Process*.

(Audio Book- <https://www.everand.com/book/213556860/The-Communication-Process>)

Examination Pattern

FE- 102-P Developing Conversational Abilities (Practical Paper)

Examination	Total Marks	Minimum Marks for passing	Total Credits
Internal Assessment	15	06	02
Semester End Exam	35	14	
Total Marks	50	20	

Paper Pattern:

a) Internal Assessment Pattern

Total Marks: 15

- Speech analysis/ Project/ Report **Marks: 10**
- Viva/presentation on the given project/ topic **Marks: 05**

b) Semester-End Exam Question Paper Pattern (Time-2 Hours, Marks-35)

Q. 1 Watch the video conversation and point out adherence/ violation of fundamentals of conversation as a listener. (anyone out of 2)

(On Unit-1) Marks- 10

Q.2 Watch the video conversation and point out adherence/violation of fundamentals of conversation as a speaker. (anyone out of 2)

(On Unit-2) Marks- 10

Q.3 Application-based Pair /Group Activity (any three out of 5)

(On Unit-1 & 2) Marks- 15

Teachers need to design activities to assess the qualities of an excellent conversational partner in terms of cooperative listening vs selective listening, collaborative vs passive listening, responding vs reacting, allowing turn-taking vs disallowing, and situation-specific vs irrelevant conversation.

The Semester-End Exam will be conducted jointly by an internal and external university-appointed examiner.