

## ENHANCING THE ENGLISH LANGUAGE USING LSRW SKILLS BY EFFECTIVE TEACHING METHODS for RURAL STUDENTS – TELANGANA STATE

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### **ABSTRACT**

*In the present scenario English communication skill teachers have always been concerned about the inadequacy of conventional methods of teaching communication skill in Indian rural area education systems. The teacher of 21st century should shed traditional concepts and techniques of classroom teaching and should adopt the recent and innovative teaching techniques. The four major skills of language learning, listening, speaking, reading and writing provide the right key to success. English teachers in rural areas often face the non-availability of required technical support and relevant atmosphere to teach English effectively. In teaching communication skills, teachers must be innovative, creative and resourceful with thorough knowledge of the subject and adopt new techniques. The urban students are exposed to a lot of methods of learning English. Whereas rural students have only limited exposure to learn English. The key part of learning procedure was attributed through memorization of vocabulary and translation of sentences. The focus is given that how students can put their learning into practice through effective communication skills. The aim of this paper is to showcase the use of innovative techniques for teaching English communication skills of rural area students.*

**KEYWORDS:** *Urban-Rural Students, LSRW, Communication Skills, English*

### **INTRODUCTION**

English is accepted as a universal language. There is no imminent danger to the English language or its global popularity. The language worldwide has an official status. The language, English unifies all who speaks it. The language appears to marginalize and in a number of cases, tends to threaten the place of living that normally is no part of the purview of a foreign language. On the whole, the aim of teaching English, as a second language is to encourage the learners to acquire the communication skills, for both academic and professional purposes and to make them master the language. In future, English will certainly become a major mode of communication. Very low number of students from rural areas are actually clearing their secondary education in marginalized institutions and taking admission in colleges for further studies. There is a difference between city and village students not in terms of brain or development but in their initial environment, skills, learning ability, availability of infrastructure, and access to different facilities. Due to improper base of English, poor quality of education these students lack confidence and are not able to speak, communicate and read English as compared to city/urban students. With respect to the study, some simple and applicable ways to solve these problems are suggested. Authors believe that communication in English can be strengthened using these ways.

### Significance of the Study

To begin with, routines are the typical patterns in which speakers organize what they have to communicate. There are two kinds of routines: Information routines, and Interaction routines. The information routines include frequently recurring types of information structures involved in, for example, stories, descriptions, comparisons, or instructions. Bygate further divides information routines, according to their function, into evaluative routines (explanations, 16 predictions, justifications, preferences, decisions), and expository routines (narration, descriptions, instructions).

The general notion among students is that speaking English is very difficult and tough. But it can be overcome. It needs a lot of practice. But with the help of strategies, teacher can attract and draw the attention of the students. These strategies will indeed kindle the students' interest to learn more. It may also be interesting to learn new concepts and understand the unknown.

Students are not bound by any time-limit or constraints. They can learn with the guidance of a teacher. The study will be of great help to the so called slow learners. They can work at their own expediency. The students will gain knowledge in speaking English. They can face the situation successfully with English.

### Objectives of the Study

The study intends to fulfill the following objectives:

- To identify the slow learner in speaking English at the rural areas.
- To find strategies for developing speaking skill.
- To find out the Status of second language learners in rural areas.
- To compare the English language skills of the students studying at Secondary level in schools rural areas.

### Statement of the Problem

It is indeed pathetic to notice that even though various efforts have been taken by the educationists for improving the state of affairs of English language teaching for the past few decades in India in general and Telangana rural areas in particular, a poor state of affairs is still found to exist in the achievements of English linguistic behavior among the rural areas students of all levels. So it is necessary to unearth the real reasons behind the slow learners in English. It is assumed the students have hesitation to speak English. It is important to make them to shed on their hesitation. The rural area students will have a positive attitude towards speaking English

### LITERATURE REVIEW

Mahajan, (2015), every person in this world wants to become successful in his or her profession. Today's corporate world is the most competitive one. Adequate knowledge about techniques and field related skills are must, but they are not sufficient, if an individual want to sustain in this era. Communication skills play a vital role in the life of professionals. The increasing pressures and professional challenges widen the role of engineers. Professional authorities in Multi-National companies always expect that their employees should possess good communication skills along with technical competency. The success of the employees depends on the effectiveness with which they absorb and publicize information. This paper highlights

the importance of communication skills in an individual's career and technical industry.

Ahmad, (2016), Communication is a skill which involves systematic and continuous process of speaking, listening and understanding. Most people are born with the physical ability to talk, but we must learn to speak well and communicate effectively. Speaking, listening and our ability to understand verbal and nonverbal cues are the skills by observing other people and modeling our behavior on what we see and perceived. We are also taught some communication skills directly through education. By bringing those skills into practice and getting them evaluated. The face of modern India is changed drastically due to globalization it has brought to India different cultures. In today's world of competition, no organizations want to remain local their aim is to expand all over the world.

Begum and Hamzah (2017), Reading is a fundamental life time skill and keystone for a child's achievement in school. This paper highlights the reading comprehension skills and ways of stimulating students' interest to reading comprehension. The study adopted schema theory as model. An important aspect of this study hinges on levels of education, teachers' requirement and criteria for employment of teachers in to public school in India.

Ponmozhi and Thenmozhi (2017), the article deals with the problems and the difficulties faced by the rural students in learning English. There are many challenges were faced by the rural students in the areas of Speaking, Pronouncing, Communicating and Writing the second language (English). The subject of the study contains 200 students in rural areas were selected randomly. English Learning Difficulty scale constructed and standardized by the researchers is used to collect the data. This study reveals that the English Learning Difficulty at the high school level is high. There exists significant difference between sub samples related to mother's education, Parental occupation, and Parental income and Class strength. Furthermore, it was found that among the 11 personal variables 4 variables Class strength, father's education, mother's education and Parental occupation were positive predictors of English Learning Difficulty of rural students and accounted for approximately 23% variance in English Learning Difficulty of rural students.

### **Skills in English Language Learning**

There is always a quest for a better method of teaching English as a second language. Many approaches, new theories and taking the language to the non-native speakers have been formulated. They have also changed according to the demand and new needs of the hour and the changing visions of the society. All the theories and approaches have been helping to design course materials, methodology and teaching tools for teaching English. There are four types of skills for a person to master a language namely, as enunciated by the LSRW technique. They are Listening, Speaking, Reading and Writing.

#### **Listening Skill**

Listening is the easiest skill. It means understanding the language while speaking. Listening becomes difficult owing to pronunciation. Any second language learner faces initial language difficulties. Even the most competent student will have some difficulty in understanding the variety of the accents which they will encounter. Through various exercises in listening comprehension by repeated practice and by question and answer method the skills may be improved.

Listening is generally considered the most important skill of all: the basis for the other three. Since it's an active process it requires the involvement of complex procedures. It does not only consist of features such as stress, rhythm, intonation, it also involves background, general situational, language specific situational, and linguistic knowledge, all of which make it

hard for the student to develop.

Listening involves the following:

- Receiving the sounds of a language in a systematic manner
- Constructing the sounds into words
- Giving meaning to the words and also giving meaning for new words which are received
- The ability to interpret and to comprehend the utterances of the speaker.

### **Speaking Skill**

Listening is followed by speaking. The learner develops this skill by observation and repetition. More concentration should be given on pronunciation, intonation and stress. It is an act of creativity. In addition to knowing the language, the speaker must think of an idea he wishes to express. Here, the speaker must either initiate or must respond to the other speaker's statement. Speaking activity involves:

- The consciousness of the grammatical, lexical and cultural features of the language
- The ability to speak error-free sentences
- Awareness to speak situation-based conversation
- Speak the language correctly, with the right pronunciation
- Ability to present in a comprehensible way.

### **Reading Skill**

To comprehend a written material is reading. Only through practice one can master the reading skill. During reading, interaction takes place with the text; the learner decodes it and constructs the meaning in the process. It is an important tool for the academic success. By this process, one can update one's knowledge. To master this skill, one must have:

- The knowledge of the language
- The knowledge of the writing system
- The ability to recognize the phonemes
- The ability to interpret and comprehend the text.

### **Writing Skills**

The following activities would help a lot to improve writing skills.

- Writing diary daily
- Listing objects in pictures
- Writing review of the recently watched movies

- Creating headlines from current affairs
- Making a monthly calendar or birthday card for a classmate.

Above steps teacher shall proceed to extend phrase writing into sentence writing, which enables the students to practice extended writing exercises. The above activities that tune the LSRW skills if conducted properly would definitely yield better results. Since language learning is a slow and continuous process, errors are inevitable. Without errors no true learning can take place. Students should be told that they need not worry for making mistakes. Everybody, including native speakers makes mistakes. The teacher should not always attempt to correct every error which may upset or discourage the students. Frequent interruptions, in the name of corrections destroy self-confidence of the students. It is the role of the teacher to create a conducive climate in which the students can fearlessly exercise the language and acquire communicative competence.

### **Problems Faced by the Rural Students**

To begin with, the first and the foremost factor is the Socio-Cultural and financial background of the family. As most of the parents are illiterate, they are not able to guide their wards as educated parents do. Hence, the students' performance lacks parental supervision and guidance which is very necessary for education. The illiterate parents are unable to realize the importance of education and also they do not understand the importance of communication skills which plays a vital role in their ward's career. Regarding the syllabus, the most important point is in most of the schools English is taught as any other subject. The importance of English as a communicative tool is not realized. So the existing methods followed at rural schools are not enough to train the students to communicate effectively in English. Due to this, the students from rural area who take up professional courses face a lot of difficulties. Since they are not good enough to communicate in English, they miss many opportunities.

As there is an increase in the ratio of rural students preferring for professional courses, the above facts should be considered and those students should be trained to meet the need of the hour.

### **Day-to-Day Expression**

Expressions of greeting, gratitude, small talk, introductions and making acquaintance, leave-taking, appreciation, expressions of regret and asking to be excused, taking routes, counting, terms related to money transaction etc., are very important communicative acts students need to master. Besides the above activities such as role play, mime, debate on real life situations, eliciting vocabulary from pictures provide a wider scope for the students to enhance their speaking skills.

### **CONCLUSIONS**

The teacher is very much on the scene and has a massive responsibility. At the same time the teacher has to make learners understand that their aim is not mastering technology but language itself. It is the teacher who identifies the weaknesses of the learners, provides them with the correct guidance, motivates them, inculcates confidence in them and makes language learning experience a real joy. The present chapter has introduced the origin of communication, history of English language, skills of English language learning, need for the study, significance of the study, scope of the study, statement of the problem, objectives of the study and delimitation.

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