

Developing Proficiency Skills In Rural Indian Students, Strategies For Improving Speaking Skills

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ABSTRACT : *The emphasis of this paper is on the challenges of speaking English in India's rural areas. The teaching policies in Indian schools have become a social and personal problem. The majority of Indian schools' English Language education portrays a very disturbing image.. Teacher's language proficiency, exposure to language and materials are major concerns for quality of English language learning. In reality, the rural students' situation is very difficult because they don't have opportunities as city students have (i.e.) language Proficiency lab, audio visual aids and etc.. In general rural students consider English as a subject not as a language. It is the main obstacle to them. Majority of students study only for the sake of examination. They are not known to recite poems but they well known how to memory it. In point of fact rural students have fear of English. On the other hand many teachers don't have long vision on the subject of student's life. They center of attention is only on examination.*

Keywords: *English, rural areas, language education, materials, audio-visual aids, obstacles.*

1. INTRODUCTION:

English is considered the most commonly used language. More than 450 million people consider him a native. ... Knowledge of the vocabulary and grammar of this language is extremely necessary in order to study abroad.The verbal English is a imperative component of the English language program in many institutions in rural India. The course provides the base for growth in other courses related to grammar,reading and writing abilities.As learning and applying skills of spoken English are so closely related, the classroom should be a place where the use of spoken language is sensitively supported and where active listening is developed and valued. Theact of speaking enables students to make connections between what they know and what they are learning, and listening helps them to acquire knowledge

and explore ideas. Although many students have mastered basic listening and speaking skills, some students are much more effective in their spoken communication than others. And those who are more effective communicators experience more success in school and in other areas of their lives. Indeed, the skills that can make difference between minimal and effective communication in spoken English can be taught, practiced, and improved. Students of the rural areas do not realize the importance of English as a language of communication whereas this is the most important aspect of this global language. They lack the confidence **to speak in English**; expression in the language is weak.

Problems faced by students by rural areas

Fear or unpleasant feelings about their English learning experiences

“Courage is resistance of fear, mastery of fear – not absence of fear.”–Mark Twain

Most of the rural area students fear of conversing in English with their family members and friends. People are naturally reluctant to use a language they are not comfortable in, especially in the presence of native speakers or their peers. The students from English medium can't articulate even a single sentence correctly, and confident enough to communicate in the English language.

Teacher fronted Amnesia

In developing countries like India, Most of the students from rural areas feel fear of conversing in English as they have Teacher fronted Amnesia. It takes only one way of lecturing to the students. Usually, the classes are teacher centric, monotonous teaching, lack of activities and passive listening are the cause for concern. Teacher plays a key role in this type of teaching where he can't provide any chance to the students to speak. Due to lack of proper exposure to the language, students are unable to improve oral skills..

Lack of updates in their curriculum:

Most of the syllabus in their primary and secondary level is not yet updated according to the ever changing world; Most of the syllabus is in traditional method. It's only meant for the output results in the final examination, It never helps to enhance the students skills for their future settlement. Actually, in English curricula, there are lessons that use tapes and CDs to practise listening and speaking skills, but school resources and the habits of individual teachers mean they are rarely used, especially in rural areas. Students mostly copy the way their teachers speak, but many teachers mispronounce the words themselves.

Mother tongue Influence:

Yet, the evidence of mother tongue influence on English is very obvious. ... The most common reason is transfer or interference from the mother tongue. Generally, errors made in pronunciation are due to difference in the sound system and spelling symbols between the mother tongue and English. Most of the students accomplish their schooling in their mother tongue i.e Telugu. They are very well off in their core subject even though they remain very poor at English still. The students have an unknown fear and forever over English all these years.

Socio-Cultural and Economic background:

Most of the parents are illiterate; they cannot directly take part in the daily routine of their children though they aspire for their children's bright future. The boy or girl; is also sent for work on wages at the specified time of the year which affects their education very dearly.

Lack of confidence in the Students

Many students face the common problem that, although they spent six or seven years studying English at school, they can't pronounce an English sentence correctly, and they are not confident enough to communicate in the language. Some students understand English grammar very well, and even score high marks in examinations, but their communication skills are very poor and they are often too shy to even attempt to strike up a conversation.

Starting Stage of English Language

Another problem with ESL learners is that 68% students started their learning English at Elementary level, i.e., from Class VI. They have very short period of 3 years to cover a lot of syllabus before reaching the secondary level. Suddenly they are thrown in the sea of English in which they feel a lot of difficulties to swim properly without proper skills. So they become fearful from English.

Suggestions on Techniques of Teaching Spoken English:

The teaching of spoken English should fundamentally different from the teaching of written English. It is therefore, proposed that teachers English as a second language, no matter where they teach, and should follow some easy teaching methods to avoid possible language problems and to exclude the possibilities of language barrier. This also applies, considerably to the teaching spoken English. However, let us take a cursory look at some methods of language teaching that have been suggested by some linguists.

Here are the ways for enhancing proficiency skills of a student in order to become an effective speaker.

The Oral approach/Situational Language teaching:

The difference between the oral approach and the direct method was that methods devised under this approach would have theoretical principles guiding the selection of content, gradation of difficulty of exercises and the presentation of such material and exercises. The main proposed benefit was that such theoretically-based organization of content would result in a less-confusing sequence of learning events with better contextualization of the vocabulary and grammatical pattern presented. Last but not least, all language points were to be presented in "situations". Emphasis on this point led to approach's second name. Such learning in situation would lead to students' acquiring good habits to be repeated in their corresponding situations. Teaching methods stress PPP (presentation (introduction of new material in context), practice (a controlled practice phase) and production (activities designed for less-controlled practice)).

The Audio-Lingual Method:

This "information method" has great success small class sizes and motivated learners. The main difference was the developing audio-lingual methods allegiance to structural linguistics, focusing on grammar and contrastive analysis to find difference between the student's native language and the target language in order to prepare specific materials to address potential problems. These materials strongly emphasized drill as a way to avoid or eliminate these problems. Under this method, 4 students listen to or view recordings of language modals acting in situations. Students practice with a variety of drills, and the instructor emphasizes the use of the target language at all times. The idea is that by reinforcing 'correct' behaviors, students will make them into habits.

Pro-prospective Language Learning Methods:

The pro-prospective language learning method (commonly called the feedback training method) emphasizes simultaneous development of cognitive, motor, neurological, and hearing as all being part of a comprehensive language learning process. It emphasizes that training of each part of the speech process must be simultaneous. The proprioceptive method, therefore, emphasizes spoken language training, and is primarily used by those wanting to perfect their speaking ability in a target language. The pro-prospective method virtually stands alone as a second language acquisition method in that it bases its methodology on a speech pathology model. It stresses that mere knowledge (in the form of vocabulary and grammar memory) is not the sole requirement for spoken language fluency, but that the learner receives real-time feedback from hearing and neurological receptors of the mouth and related organs in order to constantly regulate the store of vocabulary and grammar memory in the mind during speech. Thus, according to the pro-prospective method, all student participation must be done full speaking volume. Furthermore, in order to train memory, after initial acquaintance with the sentence being repeated, all verbal language drills must be a response to the narrated sentences which the student must repeat (or answer) entirely apart from reading a text.

Facilitators can guide their students to do the following:

- Cultivate positive attitudes toward accuracy
- Notice the effects of pronunciation on interactions during tutorial sessions
- Notice prosodic features of language (stress, intonation, rhythm)
- Develop communicative competence

- Lead perception exercises on duration of stress, loudness of stress, and pitch. These exercises will help learners recognize the difference stressed and unstressed syllabus.
- Present pronunciation rules for stress. For example, teach learners that in reflexive pronouns, the stress is always on the word self.
- Teach word stress when teaching vocabulary. For example, any time that new words are introduced, point out to learners where the major stress falls.

2. CONCLUSION

Spoken English is a vital component of the English language arts curriculum and provides the base for growth in reading, writing, and listening abilities. As learning and applying the skills of Spoken English are closely related, the classroom should be the place where the use of spoken language is sensitively supported and where active listening is developed and valued. Talk enables students to make connections between what they know and what are learning, listening helps them to acquire knowledge and ideas. Subsequently, the abilities to listen critically and to express one clearly and effectively contribute to a student's success in school and later in life. Although there are challenges to teaching learning spoken English, it is an area vital to students to learn English as a second language. The various techniques highlighted in this paper shed light on pronunciation features to be and on learner's goals and motivations for improving their pronunciation. We therefore, proposed that by incorporating

current research and its implications into their teaching techniques, facilitators can help students gain the skills they need for effective spoken communication in English.

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