

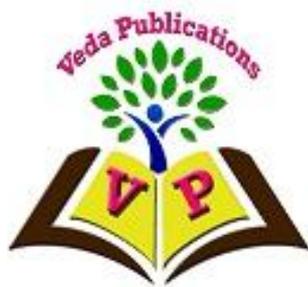
ADDRESSING DIFFICULTIES AMONG PROFESSIONAL STUDENTS IN THE LEARNING OF ENGLISH COMMUNICATION SKILLS

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ABSTRACT



In this advanced and modern world English serves as a link language or global language, and it plays a pivotal role in the all round development of students. As Mukalel states; "English has become a status symbol and a reasonable command over English is perhaps not very comfortable with attainment of any educational goal". But when we come to assume the present educational situations, especially among the professional students, we can understand that scant attention has been paid by students in the learning of English communication skills. The aim of this research paper is to provide the information about the difficulties faced by students in the learning of structural aspects, phonological, situational language usage which gear up the good communication skills among the students by giving required steps to be taken in teaching learning process.

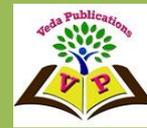
Keywords: *Communication, Structural, Phonological, Strategies, Extempore.*

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Language is the set of human habits, the purpose of which is to give expression to human thoughts and feelings, especially to impart them to others" – as Jespersen aptly remarked about language we can understand without language we can't evaluate this world. Language has been integral to the evolution and growth of human society. Language, as a tool for communication of thoughts and ideas, it is useful to form our cultural and social identity. Moreover, language is the key sources to attain the awareness and understanding about this

present world. Because English language plays a pivotal role as a link language among the states and nations, Gate-way of higher education, means of social and intellectual acquisition and English as a language of books, newspapers, international businesses, academic conferences, science and technology, diplomacy, sports, entertainment and advertisements etc.

But, English language is insufficiently developed in most of the professional students especially in the region of Telugu language. These



students are at a disadvantage in the interview point of view due to lack of command over English language. Many of the present academic evaluators or scholars expressed their views as an agony that is only 10% of the professional students are getting employment due to lack of good command over English language communication. In recent times, we are aware of the news published in 'The Hindu' daily, nearly 67% of the professional students fail to possess even the stands of 7th class students in the usage of Grammar and communication skills of English Language.

As a language teacher, we came to record many mistakes which are unwittingly committed by students, which resulted to become habitual, because lack of teacher intervention to make them correct. In the classroom, if the teacher asked the student to say the structure of simple present tense, student can say that is Sub + v1 + obj, but they don't know where it is used or in which situation we can use this structure in English communication. Sometimes we can observe if we asked the students to speak or to read English, they are in a position to take back step because they usually suffered from lack of correct pronunciation and usage of Stress, Rhythm and Intonation of English language. So, we can understand student participation in learning and usage of English as a communication is being trampled by lack of adequate knowledge of structures and phonological usage of English.

So, to enhance the English language skills among the non-English medium students is a challenge and it needs to be tackled systematically. There are numerous strategies that can be undertaken to enhance the language skills among such students to help them develop a certain level of competence in the English language.

The aim of this article is to discuss the importance of communication skills of English in the language teaching, learning context, the difficulties that arise during the learning of the target language and the intelligibility problem due to the lack of proper structural and phonological skills. It is normally argued that to acquire command of a second language, a learner has to develop the four basic skills – Listening, Speaking, Reading, and Writing. All these four skills, interact with each other

and they are essential teaching and learning of the second language. Of these four basic skills, listening and speaking are receptive and productive skills. Reading and writing are compressive and expressive skills. To develop these four basic skills we need to follow some strategies.

STRATEGIES FOR DEVELOPING LANGUAGE SKILLS

IMPROVING LISTENING SKILLS

In this advanced and modern world multi media plays a spindle role in the development of English communication skills. Students can be attained experience of various language related content on Audio and Video CD, which will enhance listening skills, for example stories and movies, etc, but the teacher must look after the participation of students in the progressive way.

Talk shows

Teachers can conduct a talk show in the class based on any current issue, which will enhance their listening skills.

Short stories

Short stories can be used to develop their listening skills and comprehension. The teacher should teach to the students to tell the stories to develop their comprehensive speaking skills, especially focusing on voice modulation and pronunciation.

DEVELOPING SPEAKING SKILLS

Just- a –Minute or Extempore speaking

Teacher should feel to make the students comfortable and interest in the learning English communication by conducting different activities. A regular classroom activity that students can participate with enthusiasm on a weekly basis related to topics of interest can be chosen and they are asked to speak for a minute. The students have to speak without hesitation, repetition or deviation from the given topic for one minute.

Group Discussions

These can be less formal and conducted in a competitive way for students to share their ideas and practice their language skills. This type of activity will also encourage the students to prepare their points, get more information and also this is a place to identify and to develop the personality traits like



leadership qualities, problem solving skills, team player qualities, active listening, assertiveness etc.

Debates

These can be conducted in order to motivate the students and raise their emotions to be an active participant to develop their communication skills, and it improves the argumentative skill among the students.

Presentations

Now a days, in this scientific and technical world student should possess the skill of presentation. It will provide an opportunity to students to choose their topic and prepare and practice to present. Here the teacher can evaluate them in all aspects like speaking, pronunciation etc.

Acting and dramatics:

Students can participate in dreaming which will enable the students to identify with the character being played, understanding and memorizing one's part helps to improve vocabulary and comprehension, whereas dialogue delivery will be a great help in improving speaking skills.

DEVELOPING READING SKILLS

Students will be guided through several activities that help to develop reading comprehension by reading novels, short stories and science fiction etc. As Bacon said "Reading maketh a Full man" every student should develop good reading habit. Students use the letters to match the ones on the alphabet arc, in a same way, words are also placed in the arc and the students have to identify them. Every professional student should develop the study skills in the part of Reading skills, without developing note-taking and note-making student should not gain the knowledge quickly.

DEVELOP WRITING SKILLS

Students can be encouraged to write their experiences of a visitor any other topic that will motivate their thought process and develop their creativity. In way of story sequence, sentences can be given in a jumbled form and students can be asked to put them in proper sequences with appropriate linking words.

CONCLUSION

The more aware the learners are of the similarities and differences between their mother tongue and target language, the easier it will be for

them to adopt effective learning and production strategies. Informed teaching can help students achieve the neutralised accent and conscious learning would help them overcome their mistakes in syntax and grammar.

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