Impact of English Language Teaching on the Communication Skills of Rural Students

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1. ABSTRACT:
The phrase “English language teaching” includes teaching of English as foreign language to the students of PUC (Pre University Course) class (11th and 12th Standard) for the purpose of acquainting them with those language skills, which enable them to read and understand the English lessons, poems along with various language contents. It should also enable the students to appreciate the content and analyze it critically. The students from urban parts of India have shown the better performance in their exams or interviews. There are instances where most of the rural students have failed to express themselves. Poor communication skills of many rural students as seen in their poor performance in tests/examinations and interviews have kindled an idea of analyzing “The impact of teaching English language on the communication skills” of students. This study is intended to find out various reasons of poor communication among rural students and suggest remedial measures so as to improve communication skills. 

Key Words: English language teaching, rural students, Communication skills.

2. INTRODUCTION:
Effective communication skills pave the path to success. Communication skills can be inherent or can be learnt. “A wise person never quarrels” i.e. one who knows how to communicate according to the need and appropriate the situation never quarrels. There are many instances of failure of person because of poor or bad communication skills. This study is intended to find out various reasons of poor communication among rural students and suggest remedial measures so as to improve communication skills. India being the rural country, the students from rural part need prime attention. This study focuses on how to develop their communication skills in English. Thus this case study undertaken result in practical measures to improve the communication skills of rural students. So that rural students can improve their personality and compete with urban students in their studies and career selection. The communication in English needs to be developed so as to make India a developed country. Hence the statement of problem is “Poor communication skills of rural students”. There are various reasons, which contribute to the above stated problem; it is considered that teaching English is one of the main reasons.

3. CONCEPTUAL FRAMEWORK:
- Impact of medium on personality development.
- Impact of medium (language) on communication skills
- Importance of communication skills in interviews and presentations.
- Speech & personality – A judgmental factor
- Teaching English –Methodology used.
- Communication skills & Career opportunities

4. OBJECTIVES OF THE STUDY:
1. To find-out various causes for the poor communication skills in rural students.
2. To analyze impact of English language teaching on communication skills of rural students.
3. To suggest the measures for improving the communication skills among rural students.

5. SUGGESTIONS FOR ENGLISH TEACHERS:
1) English teacher should be careful at the beginning of the year to restrict his or her own spoken English to simple sentences using limited vocabulary.
2) English teacher to read aloud certain short passages from the book to the class.
3) Awareness of right pronunciation of words should be prompted by the use of phonetic transcription and a key to the symbols used.
4) Teacher should encourage group activities of oral drills in the use of grammatical patterns.
5) Teacher should attempt simple oral composition in then beginning.
6) English teacher make students to read aloud fully composed written reports.
7) Dramatization may be used to improve the students’ spoken English.
6. PROBLEMS IN TEACHING SPOKEN ENGLISH IN INDIA:
In teaching English pronunciation to Indians lecturers have to face following problems.
An important decision of - What variety to teach? What exactly to teach? What techniques are to be adopted? needs to be taken by the English lecturer. There are many varieties of spoken English. But R.P. (Received Pronunciation) is recommended as the standard variety of spoken English. Units must be taught larger than phonemes (Macro approach). One can also begin with segmental units that are speech sounds in isolation. (Micro Approach) A third approach may begin with the words as a unit of teaching. In case of teaching sounds teacher may have to concentrate on fricative sounds beginning with consonant sounds. They could be graded in the order of their difficulty. It is advised to start with the pairs /s, z/. This is because the Indian learners are familiar with them in their mother tongue. With regard to pure vowels, both quality and quantity may constitute a learning problem. Since quality is more crucial to RP vowels than quantity we may concentrate on quality of vowels like /i/ as in sit /u/ as in foot etc. These are the most difficult of the pure vowels. Vowel length is another problem, which also must be trained by more practice. With regard to the diphthongs learners may not experience the difficulty with /ai/. The real difficulty arises in non-monosyllabic words. Stress being a major factor in giving characteristic rhythm to the English language it needs to be taught carefully. Here more emphasis is to be laid on the vowel length and stress. The first few exercises should be based on this difference. Further the problem arises on the teaching of intonation patterns. The rising and falling tone needs to be taught with sufficient examples and practice in the class itself. Examinations or tests play an important role in any teaching-learning situation. These enable us to know how much knowledge of the subject the learners acquired. The objectives of teaching have been achieved or not. Following formula can be adopted for teaching.

Now a days due to various developments taking place in the language, knowledge, technology and its application following method may be adopted.

When one comes to know that whatever one has learnt is wrong thing or obsolete that needs to be unlearnt then the correct or new thing or improved thing to be re-learnt. So that all are at the same level of understanding at any point of time.

8. PRACTICAL SUGGESTIONS FOR IMPROVING ENGLISH: -
1) Students should be given writing practice by copying from textbooks.
2) Students should be taught basic patterns of sentences.
3) Verb patterns should be taught in detail.
4) Provide detailed knowledge of tenses.
5) Give sufficient exercises in writing correct spellings.
6) Practice writing small paragraphs.
7) Students should be trained to prepare the substitution table.
8) Students should be encouraged to listen to English News.
9) Students should be encouraged to read English News paper

9. RESEARCH METHODOLOGY:

Data Source:
a) Primary data: Through scheduled personal interview & Interaction by using questionnaire devised separately for teachers and students.
b) Secondary Data: Through literature review available from web information source.

Measuring Tool: Structured Questionnaire
a) Independent questionnaire designed to know the students’ attitude and their reaction for acquiring communication skills in English. These questionnaires are designed to achieve Objectives of the study:
   1. To find-out various causes for the poor communication skills in rural students.
   2. To analyze impact of English teaching on communication skills of rural students.
b) Independent questionnaire is also designed to know the measures already taken by English teachers in inducing the communication skills and their opinion and suggestions for improving the communication skills in rural students.

Sample Frame: Pre University Students & English Lecturers of Belgaum District are chosen for the study. In which the Belgaum Districts 10 rural Colleges have been considered which are geographically and strategically located so as to cover Belgaum District as a whole. 09 students and 01 lecturer from each college are taken in to consideration. 09 Students each are chosen at random as per convenience.

Sampling Unit: Belgaum District-Rural PU colleges. There are about 200 Aided, Unaided and Government PU colleges in Belgaum District. Out of which there are about 100 rural colleges. Among these 100 rural colleges 10 extremely remote colleges have been chosen for the study.

Sample: Total sample size is 100. This consists of 90 Students & 10 English lecturers. Each college has an average strength of about 100 students and 01 teacher. 10 % of the students are chosen at random and questionnaire part-1 has been administered for purpose of survey. 100% teachers have been considered and questionnaire part-2 has been administered for survey.

Sampling Method: Stratified Random Sampling. Belgaum District has been geographically classified into four strata’s. Equal colleges have been chosen from each stratum. Further students from each college are chosen at random from all the Pre University classes.

Data Analysis Method: By using statistical tools & techniques. The data collected through the both the questionnaire is compiled. The data has been codified and fed in the MS Excel software and analyzed. The appropriate graphs are used for the purposes of analysis interpretation and preparing the survey reports.

Geographical Area of the Study:
Belgaum District of Karnataka state is the geographical area under consideration for the study.

Sampling Techniques: For the purpose of the study the sampling method of random convenient sampling in non-probability techniques is applied for the purpose.

Tools & Techniques of Data Analysis:
The data analysis has been done by using the averages & percentages based on statistical tables. The facts are presented in the forms of diagrams, graphs, pictograms, histograms etc.

Data Interpretation: Based on the analyzed data the interpretations are made.

10. ANALYSES OF LECTURER'S RESPONSES:
Findings:

<table>
<thead>
<tr>
<th>The students’ needs &amp; size of the class will create impact on the teaching</th>
<th>Agree</th>
<th>Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>6</td>
<td>4</td>
<td>10</td>
</tr>
</tbody>
</table>

1) 60% of the respondents agree that students’ needs and size of the class create impact on the teaching English these days.
2) 40% of the respondents disagree that students’ needs and size of the class create impact on the teaching English these days.

Interpretation:
1) Most of the respondents agree that students’ needs and size of the class create impact on the teaching English these days.
2) There is need to create the awareness among the English lecturers regarding various factors affecting teaching English these days.

Findings:

<table>
<thead>
<tr>
<th>I spare following amount of time with students outside the class</th>
<th>Less than 5 min</th>
<th>1 to 10 Min</th>
<th>10 to 15 Min</th>
<th>Above 15 Min</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>9</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
</tbody>
</table>

1) 90% of the respondents spend less than 5 min with the students outside the class.
2) 10% of the respondents spend 1 to 10 minutes with the students outside the class.

Interpretation:
1) Most of the respondents (90%) spend less than 5 min with the students outside the class.
2) Very few (10%) of the respondents spend about 10 minutes with the students outside the class.
3) There is need of involving the lecturers with students for more time outside the class also.
Findings:

<table>
<thead>
<tr>
<th>Involvement in extracurricular activities</th>
<th>Debating club</th>
<th>Newspaper corner</th>
<th>Creative writing club</th>
<th>Drama/Skit/Musical club</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

1) 50% of the respondents are involved in debating club activities.
2) 40% of the respondents are involved in newspaper corner activities.
3) 20% of the respondents are involved in creative club activities.
4) 20% of the respondents are involved in drama/skit/musical club activities.
5) 20% of the respondents are involved in other extracurricular activities.

Interpretation:
1) Most of the respondents (about 50%) are involved in debating club and newspaper club activities.
2) Few of the respondents (20%) are involved in creative club, drama/skit/musical club, and other extra curricular activities.
3) There is need of involvement of lecturers and students in various extra curricular activities, which will enhance the communication skills of the students.

<table>
<thead>
<tr>
<th>Better resourcing (Availability of classroom, AV aids, Books etc)</th>
<th>Not important</th>
<th>Some what important</th>
<th>Very important</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>0</td>
<td>2</td>
<td>8</td>
<td>10</td>
</tr>
</tbody>
</table>

B) Better organization (Availability of time table, strength of the class etc)

<table>
<thead>
<tr>
<th>Better professional support. (Other teachers’ support to English Teacher)</th>
<th>Not important</th>
<th>Some what important</th>
<th>Very important</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>0</td>
<td>4</td>
<td>6</td>
<td>10</td>
</tr>
</tbody>
</table>

Findings:
1) 80% of the respondents agree that better resourcing is very important in assisting better professional performance.
2) 20% of the respondents agree that better resourcing is somewhat important in assisting better professional performance.
3) 80% of the respondents agree that better organization is very important in assisting better professional performance.
4) 20% of the respondents agree that better organization is somewhat important in assisting better professional performance.
5) 60% of the respondents agree that better professional support is very important in assisting better professional performance.

6) 40% of the respondents agree that better professional support is somewhat important in assisting better professional performance.

**Interpretation:**

1) Most of the respondents agree that better resourcing, organization, and professional support assist in better professional performance.

2) Creation of such atmosphere paves the way to improvement of students’ performance.

**Findings:**

<table>
<thead>
<tr>
<th>I prefer following teaching method.</th>
<th>Conventional (a)</th>
<th>Non conventional (b)</th>
<th>Creative ©</th>
<th>Mixed (a, b, c)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

1) 60% of the respondents follow conventional teaching method.

2) 20% of the respondents follow non-conventional teaching method.

3) 10% of the respondents follow creative teaching method.

4) 10% of the respondents follow mixed (a, b, c) teaching method.

**Interpretation:**

1) Most of the respondents (80%) follow conventional and non-conventional method for teaching.

2) Few of the respondents (20%) follow creative and mixed method for teaching.

3) There is a need to create the awareness among the lecturers for following better and latest teaching methods.

**Objective of my teaching is**

1) to pass specific exam
2) prepare for face real life situations
3) Develop creative skill
4) inspire to elicit more knowledge

1) 80% of the respondents aim to pass specific exam.

2) 20% of the respondents aim to prepare for face real life situations.

3) 10% of the respondents aim to develop creative skill.

4) 10% of the respondents aim to inspire to elicit more knowledge.
Findings:

<table>
<thead>
<tr>
<th>My teaching objective is</th>
<th>To pass specific exam</th>
<th>Prepare for face real life situations</th>
<th>Develop creative skill</th>
<th>Inspire to elicit more knowledge</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

1) 70% of the respondents’ objective of teaching is to pass the examination.
2) 10% of the respondents’ objective is to prepare the students to face the real life situations.
3) 10% of the respondents’ objective is to develop the creative skills of the students.
4) 10% of the respondents’ objective is to inspire to elicit more knowledge.

Interpretation:
1) Teaching objective of most of the lecturers (70%) is just to pass the examination.
2) Teaching objective of some of the lecturers is to develop students’ ability.
3) There is urgent need to change the teaching objective of the lecturers.

Our appreciation of students for their better performance in the class

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>3</td>
</tr>
<tr>
<td>Many Times</td>
<td>4</td>
</tr>
<tr>
<td>Rarely</td>
<td>4</td>
</tr>
<tr>
<td>Some times</td>
<td>4</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
</tr>
</tbody>
</table>

Findings:

<table>
<thead>
<tr>
<th>I appreciate/ compliment the student for their better performance in the class</th>
<th>Always</th>
<th>Many Times</th>
<th>Rarely</th>
<th>Some times</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>10</td>
</tr>
</tbody>
</table>

1) 30% of the respondents agree that they appreciate /compliment the students many times for their better performance in the class.
2) 40% of the respondents agree that they appreciate /compliment the students rarely for their better performance in the class.
3) 40% of the respondents agree that they appreciate /compliment the students some times only for their better performance in the class.

Interpretation:
1) Most of the respondents agree that they do not appreciate/compliment the students for their better performance in the class.
2) Some of the respondents agree that they appreciate/compliment the students for their better performance in the class.
3) The importance of appreciation of the students for their better performance in the class to be brought to the notice of English lecturers so that all lecturers can take up the task of appreciation of the students.
I have tried to develop following abilities in students

- Ability to organize ideas in to logical and coherent speech
- Ability to follow the rules of grammar in speaking correctly
- Ability to elaborate points with appropriate details in writing
- Ability to articulate their appreciation / criticism / analyses effectively

Respondents

<table>
<thead>
<tr>
<th>Ability</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to organize ideas in to logical and coherent speech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to follow the rules of grammar in speaking correctly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to elaborate points with appropriate details in writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to articulate their appreciation / criticism / analyses effectively</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total 10

Findings:

1) 20% of the respondents have tried to develop to follow rules of grammar in speaking correctly.
2) 20% of the respondents have tried to develop the ability to elaborate the points with appropriate details in writing.
3) None of the respondents have tried to develop ability to organize the ideas in to logical and coherent speech and also ability to articulate their appreciation/ criticism /analyses effectively.

Interpretation:

1) Most of the respondents have not tried to develop ability to organize the ideas in to logical and coherent speech and also ability to articulate their appreciation/ criticism /analyses effectively.
2) Some of the respondents have tried to develop the ability to follow the rules of grammar in speaking correctly; also ability to elaborate the points with appropriate details in writing.
3) All the English lecturers should be made aware of developing above abilities towards improvement of the communication skills of rural students.

11. ANALYSES OF STUDENTS’ RESPONSES:

Findings:

<table>
<thead>
<tr>
<th>I understand English Language</th>
<th>Very Easily</th>
<th>Easily</th>
<th>With some Difficulty</th>
<th>With Most Difficulty</th>
<th>Don't Understand at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>1</td>
<td>21</td>
<td>58</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>%</td>
<td>1.11</td>
<td>23.33</td>
<td>64.44</td>
<td>11.11</td>
<td>0.00</td>
</tr>
</tbody>
</table>

1) 65% of the respondents understand the English with some difficulty.
2) 11% of the respondents understand the English with most some difficulty.
3) 23% of the respondents understand the English easily.
4) 01% of the respondents understand the English very easily.

**Interpretation:**
1) Most of the respondents (76%) understand English language with difficulty.
2) Few (24%) of the respondents understand English easily.
3) There is need to increase the Effectiveness of English language teaching.

### Findings:

<table>
<thead>
<tr>
<th>I Read Novels / Short stories / Plays / Magazines</th>
<th>In English</th>
<th>In Kannada</th>
<th>In Hindi</th>
<th>In Other Language</th>
<th>Never Read</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>3</td>
<td>39</td>
<td>10</td>
<td>9</td>
<td>29</td>
<td>90</td>
</tr>
<tr>
<td>%</td>
<td>3.33</td>
<td>43.33</td>
<td>11.11</td>
<td>10.00</td>
<td>32.22</td>
<td>100.0</td>
</tr>
</tbody>
</table>

1) 43% of the respondents have reading habit in Kannada.
2) 11% of the respondents have reading habit in Hindi.
3) 4% of the respondents have reading habit in English.
4) 10% of the respondents have reading habit in other language.
5) 32% of the respondents have no reading habit.

**Interpretation:**
1) Most of the respondents (68%) have habit of reading novels, Short stories, plays and Magazines.
2) Very few respondents (3%) read novels, stories and magazines in English.
3) 32% of the respondents don’t have reading habit of novels, short stories, plays and magazines.
4) Students should be motivated to read and reproduce English novel, short stories, plays and articles in leading magazines.

### Findings:

<table>
<thead>
<tr>
<th>I answer questions in English asked in the class</th>
<th>Always</th>
<th>Most of the Times</th>
<th>Some Times</th>
<th>Answer in Kannada</th>
<th>Don’t Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>30</td>
<td>30</td>
<td>0</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

1) 50% of the respondents always answer questions in English.
2) 50% of the respondents mostly answer questions in English.
3) None of the respondents sometimes answer questions in English.
4) 10% of the respondents answer questions in Kannada.
5) 10% of the respondents don’t answer questions.

**Interpretation:**
1) Most of the respondents (50%) always answer questions in English.
2) Almost all respondents (90%) answer questions in English.
3) Students should learn to answer questions in English.
Findings:

<table>
<thead>
<tr>
<th>I Answer questions in English asked in the class.</th>
<th>Always</th>
<th>Most of the Times</th>
<th>Some Times</th>
<th>Answer in Kannada</th>
<th>Don't Answer</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>5</td>
<td>21</td>
<td>54</td>
<td>5</td>
<td>5</td>
<td>90</td>
</tr>
<tr>
<td>%</td>
<td>5.56</td>
<td>23.33</td>
<td>60.00</td>
<td>5.56</td>
<td>5.56</td>
<td>100.00</td>
</tr>
</tbody>
</table>

1) 60% of the respondents some times answer in English in the English class.
2) 6% of the respondents Always answer in English in the English class.
3) 23% of the respondents most of the times answer in English in the English class.
4) 6% of the respondents answer in Kannada in the English class.
5) 5% of the respondents don’t answer any questions in the English class.

Interpretation:
1) Most of the respondents (95%) answer in the English class.
2) Very few respondents (5%) don’t answer at all in English class.
3) Very few students (6%) answer in English in English class.
4) Students should be motivated and encouraged to answer in English.

Findings:

<table>
<thead>
<tr>
<th>I Listen to News (In Radio or TV)</th>
<th>Mostly in English</th>
<th>Mostly in Kannada</th>
<th>Mostly in Kannada &amp; Hindi</th>
<th>Never Listen</th>
<th>Don't have Radio or TV</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>11</td>
<td>53</td>
<td>25</td>
<td>0</td>
<td>1</td>
<td>90</td>
</tr>
<tr>
<td>%</td>
<td>12.22</td>
<td>58.89</td>
<td>27.78</td>
<td>0.00</td>
<td>1.11</td>
<td>100.00</td>
</tr>
</tbody>
</table>

1) 12% of the respondents listen to News in English.
2) 59% of the respondents listen to News in Kannada.
3) 28% of the respondents listen to News in Kannada & Hindi.
4) 1% of the respondents don’t have TV or Radio in their house.

Interpretation:
1) Few respondents (12%) listen to News in English.
2) Most of the respondents (87%) listen top News in Kannada and Hindi.
3) Very few respondents (1%) don’t have TV or radio.
4) Students should be encouraged to watch and listen English news in TV/Radio.
Findings:

I make grammatical/pronunciation mistakes while speaking English.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Always</th>
<th>Many Times</th>
<th>Some Times</th>
<th>Don't know</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>7</td>
<td>40</td>
<td>34</td>
<td>3</td>
<td>6</td>
<td>90</td>
</tr>
<tr>
<td>%</td>
<td>7.78</td>
<td>44.44</td>
<td>37.78</td>
<td>3.33</td>
<td>6.67</td>
<td>100.00</td>
</tr>
</tbody>
</table>

1) 8% of the respondents always make grammatical/pronunciation mistakes while speaking English.
2) 44% of the respondents make grammatical/pronunciation mistakes many times while speaking English.
3) 38% of the respondents make grammatical/pronunciation mistakes some times while speaking English.
4) 7% of the respondents never made grammatical/pronunciation mistakes while speaking English.
5) 3% of the respondents don’t know that they make grammatical/pronunciation mistakes while speaking English.

Interpretation:
1) Most of the respondents (90%) make grammatical/pronunciation mistakes while speaking English.
2) Very few respondents (07%) don’t make grammatical/pronunciation mistakes while speaking English.
3) Speaking skills with good vocabulary should be developed among the students by using drilling method so that students commit fewer mistakes in speaking English.

Findings:

I feel learning English (written & spoken) these days is.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Very Essential</th>
<th>Essential</th>
<th>Some what Essential</th>
<th>Not Essential</th>
<th>Don't know</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>26</td>
<td>26</td>
<td>21</td>
<td>7</td>
<td>10</td>
<td>90</td>
</tr>
<tr>
<td>%</td>
<td>28.89</td>
<td>28.89</td>
<td>23.33</td>
<td>7.78</td>
<td>11.11</td>
<td>100.00</td>
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</tbody>
</table>

International Journal on English Language and Literature
ISSN 2321 – 8584

International Academic and Industrial Research Solutions
1) 29% of the respondents feel that learning English these days, is very essential.
2) 29% of the respondents feel that learning English these days, is essential.
3) 23% of the respondents feel that learning English these days, is somewhat essential.
4) 8% of the respondents feel that learning English these days, is not essential.
5) 11% of the respondents don’t know the importance of learning English.

Interpretation:
1) Most of the respondents (81%) feel that learning English these days, is essential.
2) Very few respondents (7%) feel that learning English these days, is not essential.
3) Few of the respondents (11%) don’t know the importance of learning English.
4) There is awareness among the students regarding the importance of learning English.

12. SUGGESTIONS AND RECOMMENDATIONS:

1) English Lecturers are suggested to teach English subject in simple and familiar English language and there by create interest among the students towards English subject. This forms first step in motivating the students to learn smartly towards development of their communication skills.
2) English Lecturers need to be trained and equipped with modern teaching methodologies so as to increase the Effectiveness of English language teaching in the colleges by conducting regular seminars and workshops on latest developments at various levels.
3) Lecturers should read aloud certain short passages from the text to the class so as to make the students aware of the proper reading technique. Students should be encouraged to read English News papers, novel, short stories, plays and articles from leading magazines so as to cultivate reading habit and enhance their passive vocabulary.
4) Students should be encouraged to lookup English dictionaries to develop their active vocabulary by regular practice in the colleges. By making teams of the students Pronunciation practice by oral drills needs to be given to students for deliberating new words properly. Opportunity to the students to be given to form short and simple spoken sentences in the class, this develops their Spoken skills along with vocabulary.
5) Use of guides/refreshers by the student community in preparing for test and exams needs to be discouraged. This can be ensured by teaching English in such a way that they envisage lessons easily, get motivated to answer in simple sentences and also by encouraging writing answers in their own simple words/sentences. Progressive students must be appreciated in the class regularly so as to stimulate and influence other non-performing students. In some cases remedial teaching method to be adopted for students below average.
6) Students need to be given silent reading practice to develop their concentration in reading English lessons.
7) Students should be encouraged to watch and listen to English news like CNN, BBC, DD news etc and English serials/movies in TV/Radio so as to learn right pronunciation of various words and develop their listening skill.
8) Students should be encouraged to write letters to their friends in English. Motivate them to use complete English words to communicate using SMS by mobiles phones outside the college hours so as to improve written communication skill of the students.
9) Students should be given enough practice to face interviews by conducting mock interviews in schools and colleges so as to build their confidence in spoken communication. Dramatization technique can be used to improve spoken English skill.
10) Effective Lecturers need to be recognized and appreciated for their better performance so as to motivate other English lecturers.
11) Awareness among the English lecturers regarding various factors affecting teaching English should be created through regular conduct of Workshops and seminars in order to identify and develop multi faceted abilities of students towards improvement of the communication skills of rural students. This should result in changing the “Teaching objectives” of each lecturer based on the type of students’ batch they receive every year.
12) Personal attention is required to the individual students during and outside the class. English lecturers should communicate with the students inside and outside the class by using short and simple sentences. Congenial atmosphere is to be created in the college to encourage students to communicate with lecturers without hesitation during and outside the class. This can be done by arranging various extra curricular activities; this will definitely enhance the spoken
communication skills of the students. Creation of such atmosphere even paves the way to improve the quality of performance of the students in their exams.

13) The reasons for poor attendance of students need to be found out and necessary corrective and preventive actions are to be taken so as to improve the same. This can be done by making the team of regular students and permitting them to meet and motivate such irregular students.

14) Awareness among the lecturers/ students should be created that knowledge of English subject is essential for better prospects. This helps to divert the students’ attention towards better acquaintance with English language.

15) Government or the college Management committee should take necessary steps and keen interest towards above activities so as to develop communication skills of students in colleges.

16) After implementation of required suggestions it is necessary to evaluate at predetermined intervals to ensure continuous improvement for attaining the objectives.

17) A system needs to be formed for “teacher-student” and “student-teacher” evaluation process for the improvement in achievement of the above objectives.

13. CONCLUSION:

Communication skill is the most important and expected skill any individual now a days. Communication skill varies largely across the population. Effective communication skill is found to be the key factor in any successful person. Communication skill varies a lot among the urban and rural students. The poor communication skill is being noticed among rural students. This factor is evident from the poor performance of the rural students in their exams and interviews. Most probable cause of this problem might be poor English language of the rural students. The research has been carried out by collecting the primary information from 10 colleges located in rural place. From each of these colleges 9 students and 01 English lecturer has been chosen as the sample. In total sample consists of 90 students and 10 lecturers. Here since the students after 12th standard are more exposed for interviews and other competitive exams, PU (Pre-University) students from junior colleges forms the population of this research. The data is collected through two questionnaires one each for student and lecturer. Thus collected data has been analyzed and interpretations are drawn based on the charts and graphs. Most important findings are that the real problems exist in English Language teaching. There are problems on the part of students such as poor attendance, lack of interest, no reading habits, and hesitation to speak English etc. Based on these findings recommendations in creating the interest among the students and lecturers, up-gradation of knowledge of the lecturers, improved methodologies and techniques for ELT, etc are suggested. I hope this study has come out with exciting and effective results. The problems such as regular up-gradation of the lecturers of rural colleges, providing sufficient library facilities to students, lack of power supply in rural areas, implementation of student-teacher and teacher-students evaluation still needs to be addressed very seriously so as to achieve other objectives of the improvement of communication skills of rural students. Overall the research was very interesting and personally I got good exposure to the methodology of the research. Lastly I owe my most sincere gratitude to all those who have supported me directly or indirectly in successful realization of thesis.
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