



RESEARCH ARTICLE



EVALUATING STUDENTS ENGLISH LANGUAGE-ACQUIRING SKILLS AT DEGREE LEVEL: A LANGUAGE PERSPECTIVE

Ch . Kavya

(Lecturer In English, Andhra Loyola College, Vijayawada-520008).

DOI: <https://doi.org/10.54513/JOELL.2023.10110>

ABSTRACT



Teaching English to the students of urban and rural areas is like offering bread and butter for breakfast to a common man who is accustomed to taking a porridge in the morning. The proficiency level in English, of learners in rural areas, is terribly low. A mini survey has been carried out among students to test their English language-acquiring skills like speaking, reading, writing, comprehending and so on. The study investigated the rationale for students' poor performance in the English Language. Suitable recommendations were made for further improvement of students' performance in English Language, based on the research.

Keywords: *English, Language Skills, Students, Teachers, Parents.*

Author(s) retain the copyright of this article

Copyright© 2023 VEDAPublications

Author(s) agree that this article remains permanently open access under the terms of the Creative Commons

Attribution License 4.0 International License

A mini survey has been carried out among students to test their English language-acquiring skills like speaking, reading, writing, comprehending and so on. Having conducted the survey, the following observations were made. They were:

❖ Students with good academic record and educated parents are with 18%.

❖ Students with good academic record and uneducated parents 20%.

❖ Students with bad academic record and educated parents 32%.

❖ Students with bad academic record and uneducated parents 30%.

TEACHER FACTORS:

➤ Teachers seldom use English in classroom.



- Teachers rarely encourage learners to speak in English.
- Teachers attach more importance to written English than to spoken.
- Teachers aim at coaching rather than teaching.
- Administrative higher-ups seldom worry about language distinctions in answer scripts and academic parameters.
- Teachers seldom do localized classroom interaction.

PARENT FACTORS:

- ❖ Parents seldom communicate with their children in English.
- ❖ Even the educated parents use the vernacular at home premises.
 - LEARNERS:
- ❖ Except a few learners, the majority lack confidence to express themselves in English.
- ❖ Many students feel shy to speak in English at home or in the classroom.
- ❖ Learner's time is mostly used for memorizing the answers.
- ❖ Students do not want to cooperate. Moreover, students do not want to have any kind of responsibility.
- ❖ Above average students do not want to help average/ below average students.
- ❖ Some students are loners and have no interest in interpersonal relationships. Routine patterns of gender segregation made many students embarrassed and as a result unable to interact effectively.
- ❖ Students who have language problems do not want to respond. They were so used to sitting traditionally in a classroom that even the simple physical act of moving around was a tiresome activity.

PEER GROUP:

- Peer groups in campuses converse mostly in the vernacular and avoid the use of English.

SOCIETY/COMMUNITY:

As English is seldom heard spoken in a rural/agrarian society any attempt to speak in English is usually mocked at. However, in city circles it may be different.

At this point, as a faculty member of English, I realised that cooperative learning had to be taught before implementing any language strategy to any category of target group. It is too ambitious to expect that students would mingle and interact automatically. On the other hand, they had to be educated on the value of working together. Further more, the class room itself was disadvantage as the linear arrangement of tables and chairs made the task of forming groups and working together difficult.

GENERAL OBSERVATION

Educated parents are paying more attention towards their wards and creating a teaching-learning atmosphere in their houses. Whereas interested learners are making use of this opportunity and speaking good and fluent English and they are placed in good companies. Whereas few students who are less interested are becoming good with basic level English taught by their parents but they lack advanced skills.

But the situation is different with uneducated parents. Because of lack of time, awareness, financial conditions and learning atmosphere at houses. All these conditions are hindering the growth of learners' capacity upto 75% which finally leads to unemployment.

Students focusing on LSRW skills are becoming good speakers.

A LEARNER MUST OVERCOME

1. Inferiority complex
2. Lack of interest
3. Family conditions
4. Lack of awareness.

**A LEARNER MUST HAVE**

1. Confidence
2. A good speaking partner
3. English learning and speaking environment.

About 90% of students want to learn English with some interesting games, Quizzes and by paying more attention towards vocabulary. They are in need of English labs. So that they can learn English with correct pronunciation.

FOR FURTHER IMPROVISATION

"It is the supreme art of the teacher to awaken joy in creative expression and knowledge". Global phenomenon have led to many changes all over the world. The most important aspect is to have a Lingua Franca. It is obvious that English is the universal language. The conversational approach with traditional grammar may not help the present generation since it is 'language not a subject. Novel methods include self-learning methods and activity oriented approaches and the most radical mode-like language lab, computerized or multimedia learning. Almost all graduate courses in Indian universities have to set up language labs for the acquisition of English language. Software technologies are available in plenty on language learning, accent, phonetics, vocabulary, grammar, soft skills and other language acquiring segments.

CONCLUSION

Being a developing nation, it is our responsibility to make our youth very powerful by placing them in good jobs. We can do that by making a learner, sound in, English speaking skills. The above presented paper may help every teacher, learner, researcher to fulfil their goal of teaching-learning English.

REFERENCES

- Arora, V. and Narang, M. Encyclopedia of Techniques of Teaching. Anmol Publications, New Delhi:1996.
- Vedanayakam, E.G. Teaching Technology for College Teachers. Sterling Publishers, Bangalore: 1989.