

Spoken English and Communicative Skills the present scenario in rural colleges of Guntur District

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Abstract:

This paper looks into some causes that may have greatly hindered the effect of learning English to the students in Guntur, since the role of English in the education systems across the region are highly similar. Through survey data analysis, students' perspectives about English learning and the fears of learning English that may have grown out of previous experiences are documented. It is the authors' belief that a better understanding of language learners can have a beneficial effect on the process of attempting to help language learners in learning English as a foreign language. Unfortunately, while communicating orally in English, the learners usually encounter varied linguistic problems that evidently hamper their communication. The goal of the present study is to find out the major barriers of communication in English faced by the students at the tertiary level. It also tends to find out some effective and necessary solutions of the problems, so that, both the teachers and the students can be benefited in their objective.

Key words: Increase of engineering colleges- MNC's-Employability-causes hindered learning a foreign language-classroom condition-parental academic background.

India is a country of unity in diversity. People from different states in India speak different languages. Indians have varied forms of social etiquette, religious-philosophic customs, socio- cultural patterns and socio-linguistic parameters. A multiplicity of language patterns is the hallmark of socio-linguistic reality in India. Language behaviors vary from Socio-geographic group to group, as the way which languages are officially recognized and used for communication purposes. English is being studied /taught in schools, colleges and the universities all over the country.

English in the era of globalization and the Internet is acknowledged as a universal language. It is a language interlinked with communication skills. Mastery of this language has a far-reaching impact as it is the common language in the field of trade, commerce,

education, research, politics, law, arts, and soon. According to a news article in India Today, 2013 which focused on the increase in the number of engineering colleges and students graduating every year, where the medium of instruction and presentation is English. So, English has become essential and part of curriculum in the schools and colleges in India; it also plays an integral role in finding job placements in reputed organizations.

Since the state Andhra Pradesh has been bifurcated and has become a new state, English has become the need of the hour. As the new state has started drawing the attention of many Multi National Companies, chances of employability also started increasing. The most important qualification required to get a job in a Multi National Company is being an effective communicator, and fluency in English. Almost every state in India has at least one regional language. In many states students learn Hindi too besides their regional languages. English is studied only as second or third language. In practice English has become a global business language. So the efficiency in English has become a top priority for any aspirant whether to go abroad or to work in any MNC(Multi National Company). Most of the time regional languages are given top priority up to 12th level and English is studied to the level of acquiring a mere pass mark only. This is the case with rural students too. In many states students learn Hindi besides their regional languages. English is studied only as second or third language. In practice English has become a global business language. So the efficiency in English has become a top priority for any aspirant whether to go abroad or to work in any MNC(Multi National Company).

This paper looks into some causes that may have greatly hindered the effect of learning English to the students in Guntur, since the role of English in the education systems across the region are highly similar. Through survey data analysis, students' perspectives about English learning and the fears of learning English that may have grown out of previous experiences are documented. It is the authors' belief that a better understanding of language learners can have a beneficial effect on the process of attempting to help language learners in learning English as a foreign language. Unfortunately, while communicating orally in English, the learners usually encounter varied linguistic problems that evidently hamper their communication. The goal of the present study is to find out the major barriers of communication in English faced by the students at the tertiary level. It also tends to find out some effective and necessary solutions of the problems, so that, both the teachers and the students can be benefited in their objective.

The data for the present study were obtained through some audio texts and oral presentations. The findings of the study show that unfamiliarity with the sound system of English, inadequate range of vocabulary, inability to form certain grammatical constructions listening and speaking, two of the four skills of English language, have been considered as a crucial problem for the tertiary level students. Hence, being a teacher of English, I have been observing that the tertiary level students confront lots of difficulties in oral communication, especially in pronunciation including sounds, stress, intonation, etc. They also often find

English word formation and sentence construction quite problematic. Moreover, the learners suffer problems in learning vocabulary items and to convey meanings through and/or receive meanings of words, phrases, clauses, sentences/utterances and so forth.

Such problems obviously seriously hamper the learners' oral as well as written communication. Therefore, it seems reasonable to take account of and identify what major linguistic barriers the students encounter in oral and written communication and what measures can be taken to overcome those barriers.

Data Collection

Data collection is the primary step to gain meaningful information. Data was collected from all the relevant sources and it is mostly primary data. Secondary data is very rarely available on this subject. It was emphasized that the data collected is genuine and pure.

Data Source

- Degree Colleges
- Parents and guardian
- Lecturers and Professors
- College students
- Staff
- Govt. and related agencies

The data was collected from various colleges. For collecting the data, parents of students have been interviewed and analyzed. Moreover, parents of students residing in urban areas are also covered and analyzed.

English language teachers from the selected college of semi-Urban and rural are covered. This helps us to know about their teaching methodology, student response and outlook of students toward English.

Our study covered following undergraduate colleges.

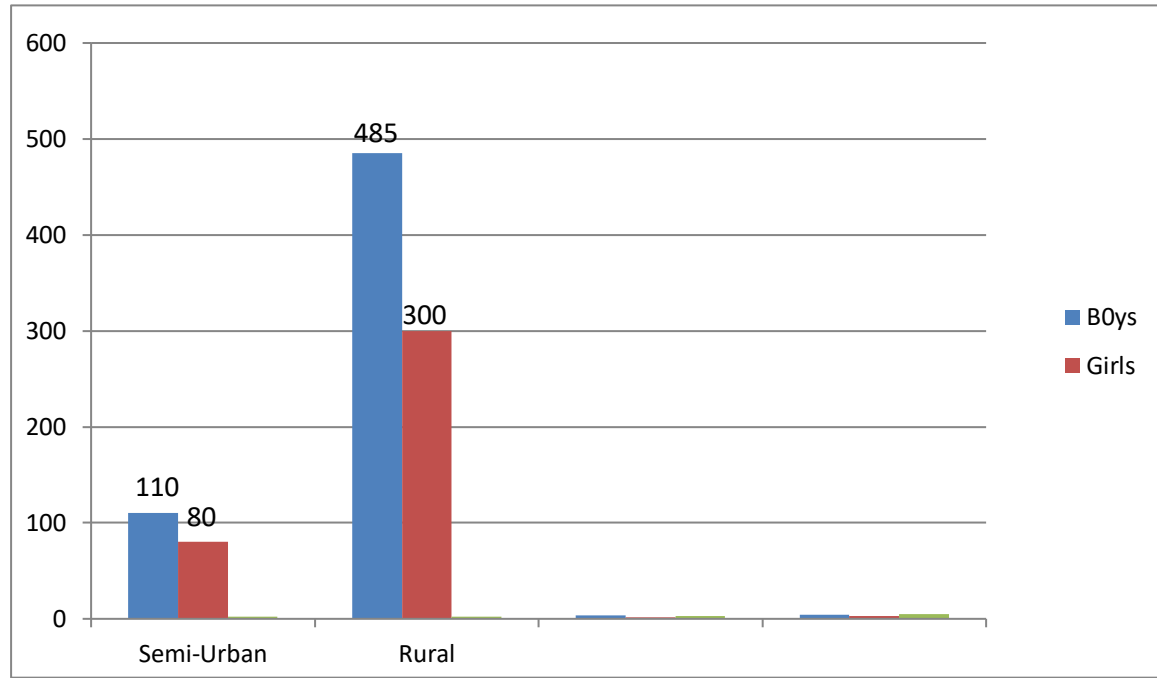
S.No.	Name of the College	Total students	Distance from Guntur	Type (Rural)
1.	PAS College Pedanandipadu	90	33 Km	Rural
2.	SKBR GDC Macherla	100	127 Km	Semi- urban
3.	GDCW Bapatla	90	55 Km	Semi-Urban
4.	GDC,Repalle	80	73 Km	Rural
5.	PBN College	90	36 Km	Rural

	Nidubrolu			
6.	KRRM degreeCollege Duggirala	85	28 Km	Rural
7.	Matrusri oriental College- Jillellamudi	85	53 Km	Rural
8.	SVRM College - Nagaram	90	60 Km	Rural
9.	SGK Oriental College Tadikonda	85	15 Km	Rural
10.	RVVN College – Dharanikota.	90	33Km	Rural
11	MVGRR Degree College – Bhattiprolu	90	54Km	Rural
	TOTAL	975		

Boys-600, Girls 375

Data Collection Methods

- **Questionnaires:** A questionnaire requires respondents to fill out the form themselves, and so requires some level of literacy. Questionnaires were prepared using the common languages of the target group. Special care was taken in these cases to ensure accurate translations. In order to maximize return rates, questionnaires were designed simple and clear as possible, with targeted sections and questions.
- **Interviews:** In interviews information is obtained through inquiry and recorded by enumerators. Structured
- Interviews are performed by using survey forms, whereas open interviews are notes taken while talking with respondents. The notes are subsequently structured (interpreted) for further analysis.
- **Direct Observation:** Study was obtained through some audio texts with a post listening activity sheet and oral presentations. First, the participants were given an audio text to listen to. Then, they were asked whether or not they had understood the text fully, and if not, what were the reasons. They were also given a list of all possible factors that prevented them from understanding the text and they were to mark only those factors that caused the listening problem. On the other hand, to identify the linguistic barriers of speaking, participants' oral presentations were arrived out. Each participant was given a topic to speak on for about five minutes.
- They had to start speaking immediately after getting the topic without any preparation. While observing the presentations, the researcher marked the factors using a chart that were hampering the participants' oral proficiency. Through these activities, however, the major linguistic barriers of oral communications as perceived by the participants were pointed out.

Data of population covered (Boys /Girls)

It is found that barriers are often caused by student's respective mother tongue and their inability to communicate with each others in English.

The findings of the study show that unfamiliarity with the sound system of English, inadequate of vocabulary, inability to form certain grammatical constructions, listening and speaking skills two of the four skills of English language have been considered as a crucial problem for the territory level studies. The rural students are weak in English language as the overall picture of the factors affecting students learning language is discouraged and is indicative of the need to change the methods in which English language is taught to local learners. It has been found that due to following reasons the students find difficulty in learning English language.

- Students are not motivated to acquire a confidence whenever they make mistakes in language classroom.
- Parents do not encourage their children to actively involved in learning the language at home and in classroom.
- Students are not much encouraged to practice English language with native speakers in both inside and outside classrooms
- The curriculum designers should think about the learner's needs in language learning when they plan to design curriculum.

- Future research needs to continue to determine the pedagogical practices of learning and teaching in the country and at the same time ,to evaluate and inspect the English teachers 's qualifications and knowledge before allowing them to teach. It is found in most of the institutions students participation in class room is nil. Lack of desire as local language serves all purpose of daily living
- Environment is non-supportive, poor background
- Lack of general knowledge and today's environment around.

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