

LSRW Skill Development in the Students of English Language: An Indian Context

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Abstract

Every human being on the earth has a code of language to express himself. A learner of a language is said to be perfect in communication when he knows what and how to listen; what and how to speak; what and how to read and what and how to write. In fact, the four skills of learning, that is, listening, speaking, reading and writing make one proficient in a language. Each of the skills has a pivot role in the life of every one, but they play a very important role in the life of the learners of a language. In order to train the students in all the four skills, the teachers need to be well qualified and experienced, as the learners have a serious concern for what is taught to them by the teachers. Every learner of a language requires an individual focus while learning a language. The teachers need to have a strategic plan for his lessons. It is only then, that each of the specified skills of communication can be developed in the students properly and successfully. While developing the learning, speaking, reading and writing skills in the students, the teachers should adopt such methods and techniques of teaching that can help the students be comfortable with the language they are learning.

In India, English has the status of second language, and the students because of being from the rural space, face much difficulty while learning English language. The problem becomes worse when the teachers are not fit to teach English. In such a situation, the teachers fail to develop the communication skills in the students properly which later results into the students' incapability to make an effective communication. Indeed, a learner of English language is required to develop in him all the four skills in order to be competent to use English in his practical life. Similarly, the teachers of English are required to be trained enough to develop all the four skills of learning English in the students. The research paper prepared through the secondary data collected from the selected reviews on the theme, is an analytical interpretation of the reviews on the LSRW skills in the students. The paper covers the various aspects of these skills from the various angles.

Keywords: LSRW, Communication, Survive, Techniques of Communication, Second Language, Reviews, Pivot, Theme.

Introduction

The world is becoming one big global village and English is its official language. Being a native English speaker is thus a really big advantage, but only a small percentage (approximately 5.5 %) of the world's population are native English speakers. The rest of us have to work hard and try to develop English skills that are as close as possible to the ones of native speakers; even more so if you don't speak any of the other big languages (100 mio +) like Mandarin, Arabic, Spanish, Hindi and so on. Hindi is the mother tongue and first language while English is the second language in India. Being from the rural space, most of the teachers and the students fail to learn English and to use it in practical life. For the complete learning of a language, there are four skills, namely, listening, speaking, reading and writing.

Listening comes first, and then come speaking, reading and writing respectively. The same is true of learning English. The English teachers have a very important role in the development of the listening skill in the students. If the teacher knows how to speak correctly, aloud, interestingly engaging the student in what is being taught, he can develop the listening skill in the students successfully.

In the context of India, each of the four skills need to be developed in the students properly. It is listening which links the learners of

English with pronunciation of words, intonation, word-stress etc. It is shocking to note in the Indian context that being unfamiliar with the rules of Phonetics, the teachers themselves are weak in pronunciation of words. As a result, the learners of English fail to make correct pronunciation of the words, and finally spoil the spirit of English with the mispronunciation of the words.

The teachers are suggested to use the phonetically correct words before the students. Then they should speak sufficiently aloud so that the students may listen to them. While developing the listening skill in the students they should speak with correct accent, pronunciation, pitch etc.

Speaking comes second after listening. The learners imitate the teachers while speaking something, and commit errors while speaking. Hence, the teachers should take pains and pay personal attention to each and every learner of English. The mistakes and mispronunciations and other speaking weaknesses should be checked by the teachers at the initial stage. Speaking seems to be the easiest of all the four skills, but honestly speaking, it is the most important skill, and it leads the learners to communication.

Reading comes third. An effective reading is one which enables the learners to read the contents emphatically with correct pronunciation, pitch, intonation. For it, first the teacher should read the text before the students, and then he should ask the students to read it correctly. It is the duty of the teachers to check the mistakes of the students at the initial stage.

It is writing that finally makes the learner of English perfect. The other three skills already developed by the learner through several means help the learner reach the destination of learning English successfully.

Review of Literature

James Hardy (2005). Students should use all the four skills for better results. Speaking clearly is most important thing. Without it no one can communicate well.

Julie E. Dockrell (2009). Oral language skill increases the status of literacy.

Eva Batra (2010). Speech comprehension is the effective part for the students. It makes all the students active physically and mentally.

Kamonpan Boonkit (2010). Speaking is one of the four macro skills to be developed in the human being as a means of effective communication in both first and second language.

Marriam Bashir (2011). Language is a formal system to communicate one another. Without language we cannot understand others' ideas and views and cannot give our own ideas. Language is basically speech by which we can communicate to others.

Anita L. Ondrusek (2012). Writing skill improves handwriting of the students. A good handwriting affects good impressions on the teachers and other persons.

Ganiyu Oluwaseyi Quadri (2012). Electronic devices have been adopted rapidly in academic classes.

Abdolreza Pazhakh (2014). One of the primary functions of language is to describe our environment because it helps to form an image for us.

Anna Kusnierek (2015). English has a vaster and broader area than any other language in the world, and in English the students feel comfort to communicate with any other person.

Bernhardt (2015). Second language reading is different than the first language reading because their social and psychological complexes are different from each other. Second language literacy depends on the first language literacy.

Abbas Pourhosein Gilakjani & Narjes Banou Sabouri (2016). Listening is one of the most important skills in English language learning. When students listen to English language, they face a lot of listening difficulties. Students have critical difficulties in listening comprehension because universities and schools pay more attention to writing, reading, and vocabulary. Listening is not an important part of many course books and most teachers do not pay attention to this important skill in their classes. In this paper, the researchers reviewed the terms listening, listening comprehension, listening comprehension strategies, and listening difficulties. The review of literature indicated that when teachers are aware of students' learning difficulties they can help them develop effective listening strategies and finally solve their difficulties in listening and improve their listening comprehension abilities.

Eniko Orsolya Bereczki & Andrea Karpati (2017). The successful implementation of creativity in education is largely dependent on teachers' own beliefs about creativity, which has been investigated extensively in the past 25 years. With the growing emphasis of creativity in education, teachers today might not hold the same beliefs highlighted by earlier research. The current systematic literature review sought to identify, describe, appraise and synthesize the most rigorously available recent empirical evidence based on in-service K-12 teachers' beliefs about creativity. 53 studies published between 2010 and 2015 were included in the review. Findings suggest that teachers hold several beliefs that enable and numerous that hinder creativity development in schools. The review also highlighted recurrent incongruence between teachers' positive or adequate beliefs and their enacted classroom practices. Finally, several contextual, student- and teacher-related factors were identified as influencing teachers' beliefs about creativity. Overall, teachers' beliefs were found to be heavily context-dependent. Implications for policy, practice and research are discussed.

Athiraa Nair (2017). For a first-generation learner, the teacher is the first contact point where he/she picks up English. He/she benefits if the teacher is trained in spoken communication, diction, pronunciation, prosody, and vocabulary.

Objectives of the Study

1. To understand various aspects and scope of the research thoroughly.
2. To study the researches which have been done before the current research.
3. To decide proper hypothesis, objectives, methodology of the research.
4. To have a proof on the part of the investigator to show that the investigator knows what type of study is done in the same field.
5. To have proper guideline to implement the practical work.
6. To have appropriate guidance to complete the present research.
7. To provide a vast outlook regarding the subject.
8. To avoid repetition of the researches done.
9. To get more knowledge and explanation about LSRW skills of English learning
10. To explore problems in the adoption of the LSRW skills in context of the Indian beginners.
11. To broaden the horizon of knowledge

Hypothesis

The following hypotheses form the basis of the study-

1. Learning of a language becomes complete through the four skills, namely, listening, speaking, reading and writing
2. Listening is the first, speaking is the second, reading is the third and writing is the fourth skill of learning
3. There are some specific techniques for the development of these skills of learning and require the teachers to be well trained
4. English being the second language in India, brings problems to the learners of English language
5. Most of the English teachers in India are ignorant of the rules of Phonetics, and hence are unable to develop the skills of learning in the students successfully
6. In India, the skill development in the students is generally defective
7. The English teachers in India need to update themselves with the ongoing trends of LSRW
8. A combined development of LSRW skills make the learner of English perfect.
9. Several researches have already been made on this subject
10. Several reviews on LSRW skills development in the students are available
11. LSRW are the major learning skills for every learner of every language
12. The beginner of a language begins with listening, and then proceeds towards speaking, reading and writing respectively
13. In India, the development of LSRW skills in the beginners need special attention and focus
14. The development of LSRW skills in the beginners of English language is not to the mark and not according to the standards
15. In Pre-primary schools in India, no proper technique is adopted to develop these skills successfully in the students
16. The beginners are hardly taught what they are to listen, speak, read or write properly

17. The English environment is not there in India
18. The development of all the four skills of learning English in the students is not proper
19. Good training and serious concern for the development of LSRW skills is required on the part of the trainers and faculties associated with the LSRW skills.
20. In the present context, the LSRW skills should be developed in students aiming at preparing them to communicate in English in the practical world.

Research Methodology

1. Theoretical analytical study based on secondary data collected from various research journals, books, magazines, and internet sites.
2. Based on the reading of the reviews on LSRW skills of learning English language, already made by the scholars
3. The reviews on LSRW available in journals and thesis served as the secondary data
4. A thorough study of 10 selected reviews on LSRW skills of learning English language
5. The process of study includes a careful selection of the reviews on LSRW of learning English language, thorough reading of the reviews and capturing of the core stuff in them, examining and re-examining of the stuff collected through the reviews, classification of the reviews as per their nature, analysis and interpretation, key-findings and conclusion drawn on the basis of the thorough reading and study of the reviews associated with the various aspects of the learning skills.

Analysis & Interpretation

In order to have a complete mastery and perfection over a language one needs to develop in oneself all the four skills of learning of language. In the teaching and development of the skills, the teacher has a pivot role to play. If the teacher is inactive or careless while developing these skills, the learner's mastery over communication and over the language cannot be imagined. In the countries like England, Canada or America English is not a problem, as the learners learn English in a natural way as it is their mother tongue. All the four skills of learning developed quite naturally because the learner finds himself all surrounded by the English-environment from the point of time he opens his eyes in the world and starts understanding perceiving. In India, the situation of learning English is just opposite to what it is in the foreign English countries. In India, the learning of English and the development of the four skills of learning in the learners of English language is painstaking. The situation is found to be worse when the teachers of English themselves do not know how to read and speak correctly. Despite the fact that they have a good command over the English Grammar, they fail to pronounce the words correctly. When the teachers fail to learn and teach English language correctly, one can imagine the condition of the learners.

On the basis of the medium of instruction, the schools in the north India, can be classified into two groups, namely, the Hindi medium and the English medium schools. The English medium

schools can further be classified into two groups- the convent schools run by the popular educational groups and societies, and the English medium schools run by the local persons. Both the types of English witness a horrible difference. Phonetically correct approved English used in the schools which are run by the popular educational groups and societies, while in the other so-called English medium schools, English is generally taught by those who are neither qualified and trained nor capable of teaching English.

It is suggested that keeping in view the spirit of English, the LSRW skills of learning should be developed in the beginner learners especially by only those teachers who are familiar with the various aspects and ongoing trends of English language. Only then the goal of learning English can be attained by the learners. The Government should ensure the policies that confirm that in all the schools the LSRW skills of learning English language are being developed by the trained English teachers. It is only then that the true spirit of English can be captured by the beginner learners. The beginning of learning serves as roots of the entire learning that follows. Hence, much precaution should be taken while teaching English language and while developing the skills of learning English.

Key-Findings

1. All the four skills of learning, i.e. listening, speaking, reading and writing equally need to be developed in the students.
2. In the teaching-learning of English language, the same process is adopted.
3. The beginner of English language first listens someone speaking in English; secondly, speaks on the basis of listening; thirdly, reads following the teacher; and finally writes.
4. In India, English creates problems to the problems.
5. It being a foreign language, it is neither taught nor learnt properly.
6. Model teaching of English language in India requires perfectly trained faculties that are able to impart core knowledge of the language, and to develop all the skills.
7. Most of the English teachers to develop the skills of learning are incapable & untrained to develop these skills in the beginners.
8. In India, generally no proper techniques are adopted while developing the skills of learning in the beginners of English.
9. The beginners are hardly taught what and how to listen, speak, read and write, and what and how not to listen, speak, read and write.
10. In India, the learning skills of English language need special focus, and so they should be developed in a strategic manner.
11. For the communication competence, all the four skills of English should be developed properly.

Conclusion

LSRW (Listening, Speaking, Reading and Writing) are the four skills of learning English language. Learning of English becomes complete when the learner develops in him each of the four

learning skills. In absence of the development of any of them, the learning of English remains defective. To the Indian teachers and the students, English is a difficult language. Neither the teachers nor the students are familiar with the rules of Phonetics, and hence, are unable to pronounce the words phonetically correct. An English teacher has a pivot role to play in the development of the learning skills in the students. He should be good at speaking, reading and writing. It is only then that the learners of English can learn English in a directional way and can have command over listening, speaking, reading and writing. Only the trained and well acquainted English teachers can make it possible. Indeed, in the whole process of learning it is the teachers who play an important role. Therefore, taking it as their liability, the teachers should develop in the beginner learners of English the listening, speaking, reading and writing skills. If any such skill is ignored at the initial stage, the learner can never be able to learn perfectly.

Now the days are over when just by cramming the rules of English Grammar, the students would be able to be confident of knowing English. In the age of globalization, English is the utmost demand, and everyone whosoever wishes to join the process of globalization is expected to listen meaningfully, communicate himself, read with correct pronunciation and intonation, and write legible. In a word, each of the four skills of learning English is important in itself, and hence require a special attention for its proper development. Now only the rules of grammar are not enough. Now learning English means having an equally admirable command over listening, speaking, reading and writing of English. It is only then when a person can prepare himself to face the practical world which requires the people to be fit to communicate themselves in English with others, and thus to be an inseparable part of the ongoing process of globalization. It will not be an exaggeration to call the present age 'an age of English' which wants every individual to be familiar with English language and to use it practically in order to survive successfully.

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