

## Techniques to Develop English Language Skills in Classroom Situation

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### **Abstract:**

*These days, English language skills have become very essential in our lives. It begins mostly at school level, and goes further in college and university level- education. And English language also plays a critical role in personal, professional and social life. Even though English has been imparted in schools from the primary level of education for several years, yet there have been some predicaments while learning and developing the English language skills. In many regions in the country, the bilingual method, i.e. vernacular language and English is used by the teachers. Nonetheless, there seem to be a huge gap in English language communications and associated skills in the rural areas in particular and urban in general. This reminds the need for developing English language skill by employing effective teaching methods, approaches and techniques. The innovative techniques for developing English language skills in an effective way in the schools and colleges in rural and urban areas of Telangana are the need of the hour.*

*In this background, this paper discusses about some of the salient innovative techniques that are used in the classrooms by the scholar. These techniques aimed at helping the students overcome English language difficulties, learn faster, speak and write English in a more effective way. So, in order to realize this objective, the study has adopted an experimental approach. And accordingly, the scholar has taken 10<sup>th</sup> class students as a sample unit so as to carry out the aforesaid experimental study. However, in this study, the researcher has introduced like grammar translation techniques, an ICT based language technique, and a few other such teaching/learning strategies. These exercises were taught nearly a month; and after one month; a post-test was conducted for the 10<sup>th</sup> class students. In the end, the result revealed that a majority of the students have improved a lot in the case of written language, and in the case of spoken language skills, this study shows a short of positive result. This study has, indeed, reflected in their grasping ability of concepts, understanding and knowledge.*

**Keywords:** PRT (pre-test), PT (post-test), T-test, English language skills, English communication skills, English language skills, LSRW (Listening, Speaking, Reading and Writing)

## **1. INTRODUCTION**

In India, English language practice is long-established. We use it in all kinds of disciplines. From school level to university level education, our structure of education keeps going in English medium. In professional life, in businesses, in quality control and in communication skills development, English language plays a critical role. When we work together with foreign people or when we collaborate with them, talking in English is compulsory. Not only this one, at various global level discourses, English language works like a common global tongue in sharing one's own values, national ethos, philosophies and sentiments. Even though we have been instructing English language for many years, there are some stumbling blocks we can see in the classrooms. For instance, till today in some places, translation method is being used in the classrooms and speaking skill is simply ignored. Therefore, there seems to be a huge gap in English language communication and associated sub-skills in the rural area schools as well as in semi-urban area schools.

So, in this backdrop, there could be a need of introducing new methods, new approaches and innovative techniques for developing English language skills in the state of Telangana. But, on new teaching techniques, there are no research works done by many researchers. We can hardly find out such research works done in this area. But, when researcher has referred to some research works, he found some similarities. For instance, a research scholar, Suresh Kurapati's unpublished M.Phil. dissertation (2008) focussed on the teaching listening comprehension skills using the radio in experimental method at the secondary school level in ZPHS, AP. As he told, 'listening skill is ignored at high school level' and he expressed a view that in school system, we always teach only reading and writing skills and no significance for speaking and listening skills.

And in the same way, another work that researcher has referred to is the work of a research scholar, Deepti's unpublished M.Phil. (2005) dissertation on teaching- testing patterns of English. As she told, 'there are no listening and speaking tests in our academic scenario'. Thirdly, the work of Andrew Wright, David Betteridge and Michael Buckby (1997) has also discussed about numerous English language learning activities in their work- 'games for language learning'. And fourth work that scholar has referred to is 'keep talking' on communicative fluency activities for language teaching (Friederike Klippel, 2004).

## **OBJECTIVES**

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After learning these techniques, Students are able

- 1) To learn skill-based language by using different techniques
- 2) To improve natural English skills by using natural techniques
- 3) To develop verbal English communication and written English communication by practicing these innovative techniques

### **Grammar Translation Techniques**

It is an easy-going technique for those who want to learn English from the start. The aim of this technique is to acquire English language skills within short span of time. And it's also very useful for the beginners.

#### **(a) Procedure**

- First, while practicing grammar translation technique, Some English sentences will be written on green board
- Secondly, we identify all prepositional phrases in the sentence(s) and place bracket at both sides
- Thirdly, we need to identify words and verbs in sentences and underline them. Now start translating word to word in student's mother tongue.
- For prepositional phrase, we have to translate from right hand to left hand direction
- This same innovative technique will also be applied for comprehension passage translation
- E.G: translate the following sentence based on its underlined numbers:

/Aila/ has come /from Germany /and stayed/ in India /for six months/.

1            2            3            4            5            6

#### **(b) Post-Activity**

- After teaching procedure, students were asked to write some similar examples in their notebooks
- Finally, learners were asked to write activity test. This assessment test has been conducted after two day-time gap.

### **3.2 Holistic Approach to Teach Grammar**

- In this teaching activity, we should not teach grammar in a traditional way. We should teach students by focussing on a single piece of structure like we use in our day to day life. The way of usage will have to be related with life's contexts and situations.

**(a) Procedure**

For instance, where do we use 'is'? we can use it in different contextualization. See the following example.

- He is a boy (here, 'is' is used as independent verb which gives a complete meaning in the sentence)
- He is in New Delhi (here, 'is' is used along with preposition)
- He is interested (here, 'is' is used beside verbal adjectives/intransitive verbs)
- He is given a note book ('is' is in passive voice)
- He is trying ('is' in present continuous tense)
- He is an intelligent guy, isn't he? (in question tag/in short conversation)
- E.G: use of 'it's like... he is like ....etc
- When I asked him a question, he was like ' I don't know the answer'

**(b) Post-Activity**

At the end of the class, students were asked to write some more examples in their notebooks. Finally, they were asked to write activity test. The activity test has been conducted after three day time- gap.

**3.3 Narrating a story with answers and questions**

In real life, we very often ask questions, and we also happen to give answers. It's so common in everyone's life. Therefore, in classroom, students will have to get training on how to ask questions.

**(a) Procedure**

- We have to take an interesting anecdote or story
- Start narrating the story in a natural way
- Keep on narrating up to three or four sentences, after that,
- Stop telling story, and start asking questions from what you narrated
- For instance, 'my sister was very little and she was just ten years old. She was just studying fifth standard.....'.

- Now start asking questions e.g.1) who was 'little' in the story? ... (Expected answer from children: your sister/ she was your sister), 2) how old is she? ... (answer: just ten years old/ she was ten years old)
- Likewise, continue the same story further and repeat asking questions in the same way, students will enjoy answering questions in a meaningful way.

### **Post-Activity**

During interactive phase, learners were expected to focus on how to answer the questions. So, the researcher has kept this objective in his mind, home work was given to the students. After two days, speaking test was conducted. For this test, some anecdotal stories were used as in the procedure, and students were involved in answering questions. This test process took place in two days.

### **3.4 Watching English dubbed Movies**

In language learning process, the process of any language learning will go on in natural conditions because Language acquisition process is a quite natural process. If we set up natural atmosphere around us, English language acquiring skill is not difficult. For example, As far as this technique is concerned, if students download the English dubbed movies and view them daily at least 5-10 minutes, definitely learners can get more exposure to the English understanding (listening) dexterity. However, before exercising this technique process, in the classroom, the researcher has guided the students on how to use phones in a proper way.

#### **(a) Procedure**

- In front of the class, listening technique was introduced by operating laptop and CLAVER sound box which works through Bluetooth.
- At the time of teaching this technique, overhead projector was also used
- With help of wi-fi, Indian English dubbed movie was downloaded and shown on the screen

#### **(b) Post-Activity**

- Students were told to download English dubbed movies from YouTube
- And they were asked to listen daily from 5-10 minutes as guided.

### **4. Rationale**

As in the above activity-based approach, the researcher has presented some other teaching techniques like direct method technique (teaching in English) for the sample group-students.

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All these techniques were imparted in totally different ways in the classroom. For teaching all these techniques, the research scholar has given students thirty days (30) duration for practicing the innovative learning techniques.

### 5. Methodology

In order to achieve teaching/learning objectives, the study has adopted an experimental method. For this study, the researcher has chosen the 10<sup>th</sup> class English medium students as a sample unit. In that class, there were thirty (30) male and female students who were studying. For assessing them, he has employed some research tools like pre-test and post-test questionnaire; before commencing these teaching techniques, all students were diagnosed by conducting pre-test. Thereafter, the teaching techniques for English language skills- development were applied in the classroom. After use of teaching techniques, the post-test was conducted.

### 6. Difference between pre-test and post-test

The questions such as 01, 02, 03,04,05,06,07,08,09, and 10 in the pre-test and post-test are meant for finding out students' English language aptitude. So, after conducting both tests, raw scores were recorded in a separate answer sheet, and after analysing students' result in pre-test and post-test, then, we can see some improvement in students' learning. The figure:1 is also showing the clear improvement in between these two tests.

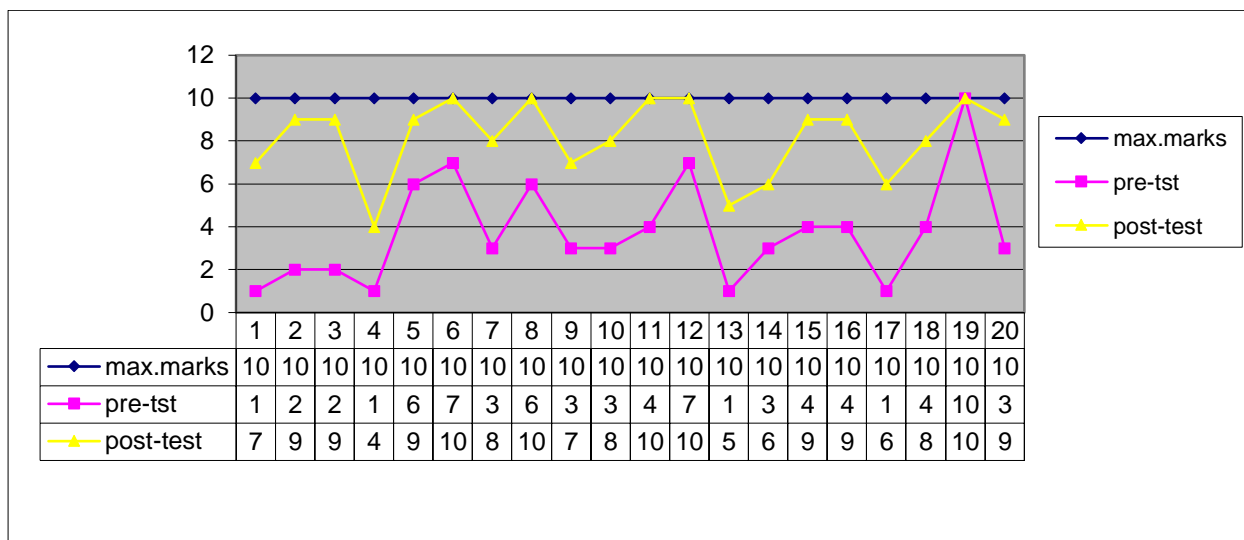


Figure 1: difference between pre-test and post-test

### 7. Discussion and Analysis

When we observe the marks of pre-test and post-test, the highest marks in pre-test is 10 whereas in post-test, it also shows 10. And the least marks in pre-test is one (1), while in post-test, it is 4. The average of the pre-test is 3.75, whereas in post-test, it is 8.75. In the same way, a single student happened to obtain the highest score, i.e., 10 in pre-test. In post-test, four (4) students scored 10 marks. In the same way, when we think about students' t-test, this t-test tells us that there is a significant difference between pre-test and post-test of English language skills of the students. This students' t-test is showing favourable result when compared the result between the two variables. When t-test is calculated, the researcher has hypothesized the Paired Two Sample for Means as a null hypothesis. This is equal to the critical T of 2.093 for an 'n' of 20. Notice the figure: 2 which explain about students' t-test.

t-Test: Paired Two Sample for Means

	<i>Variable 1</i>	<i>Variable 2</i>
Mean	3.75	8.15
Variance	5.776315789	3.186842105
Observations	20	20
Pearson Correlation	0.720690061	
Hypothesized Mean Difference	0	
Df	19	
t Stat	-11.80395414	
P(T<=t) one-tail	1.7101E-10	
t Critical one-tail	1.729132792	
P(T<=t) two-tail	3.4202E-10	
t Critical two-tail	2.09302405	

Figure: 2 t-Test: Paired Two Sample for Means

## 8. Conclusion

The findings of this study found that teaching with innovative techniques to the students can help them improve their English language skills. And using techniques will give students strategic ideas in order to learn quickly. In our classrooms, these techniques are very praiseworthy and operational for fostering the LSRW (Listening, Speaking, Reading and Writing) skills.

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