



## EFFICTIVENESS OF TEACHING COMMUNICATION SKILLS AMONG RURAL AND URBAN BASED U.G.STUDENTS

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### ABSTRACT:

*Social advancement has to be matched with the development of efficient techniques of communication to sustain the tempo of growth as modern profession organizations as great deal of scope is therefore attached to English communications. As we observed the importance of English communication knowledge in every walks of life, it has increased interest in rural areas, the success of rural students in today's life has been a correlative to acquisition of good communication skills. This paper discusses how rural students can do better on their communication skills by integrating special curriculum and training with a conventional curriculum*

**KEY WORDS:** *Special Curriculum, correlative, communication skills.*

### INTRODUCTION

C.L.T is a new approach in teaching English. C.L.T Means focused on competence and performance of language competence and performance of language rather than a structure. This Idea gives raise to the concept of CLT. Conceptual basis for CLT was laid in 1970 by the linguist Michael Holliday.

CLT raised in early 1980. Due to the increase demand for language learning in this light communication has gained greater significance in the era of globalization and I.T revolution. According to one of the linguists being a good communicator is half the battle won. But unfortunately the mode of teaching in the classroom is still the traditional one, which does not match the English learning context. Rural students fails to acquire communicational skills compare to urban students.

In this research, researcher has conducted pre and post tests to test the communication skills of Urban and rural students of UG level of Chitradurga District. For the present study researcher has randomly selected 6 college out of these 3 college students are selected as control group and 3 college students as experimental group.

**OBJECTIVES OF THE STUDY**

- To survey the level of communication skills in English of Rural based degree students.
- To suggest the proper learning methods to teach communication skills.
- To study the impact of training given to develop communication skills of rural U.G.Students.
- To compare and contrast the standard of communication skills of sample learners of rural and urban based U.G.Students.

**HYPOTHESIS OF THE STUDY**

- 1) There is no significant difference in Pre-test scores between rural base UG students and Urban based U.G.Students.
- 2) There is no significant difference in post test scores between rural base UG students and Urban based UG students.
- 3) Conventional method of teaching is more effective than the new approaches to develop communication skills
- 4) Present curriculum is more effective to develop communication skills than the special curriculum.

**METHODOLOGY**

Researcher has selected experimental method for the present study. Among the experimental designs, out of which parallel group design is selected. For the present study experimental method was selected. In experimental method there are several experimental designs out of which parallel group design was selected.

**Sampling**

For the present study 512 students of Rural and semi urban based under graduate students were selected for the study six U.G. Colleges of Chitradurga district are selected they are.

Sl No	Name of the College	Type of College	Total number of Students
1 2 3	Govt. Arts College, Chitradurga SJM Women's College, Chitradurga Govt. First grade College, Holalkere	Urban Colleges	217
1	Vani First Grade college, Hiriyr HPPC College, Challakere Govt. First Grade College, Bharamasagara	Rural Colleges	295
	Total		512

**Tools**

Achievement test in English designed by the researcher was used as tool for the collection of data. For the present study the researcher has selected test and re-test method to know the effectiveness of teaching communication skills.

**HYPOTHESIS- 2**

It states that “There is no Significant Difference in Pre-test Scores between Rural-base UG Students and Urban-Based UG Students”

**Table -2**

Table showing the mean scores , S.D and ‘t’ values of Pre- test Scores of Rural Base UG Students and Urban Base UG Students

Sl No	Groups	No. of Students	Pre-test Scores		t- Value	Significance
			Mean	S.D		
1	Rural	295	25.9	7.5	9.67	Significant at P=0.05
2	Urban	217	33.2	9.1		

**INTERPRETATION:-**

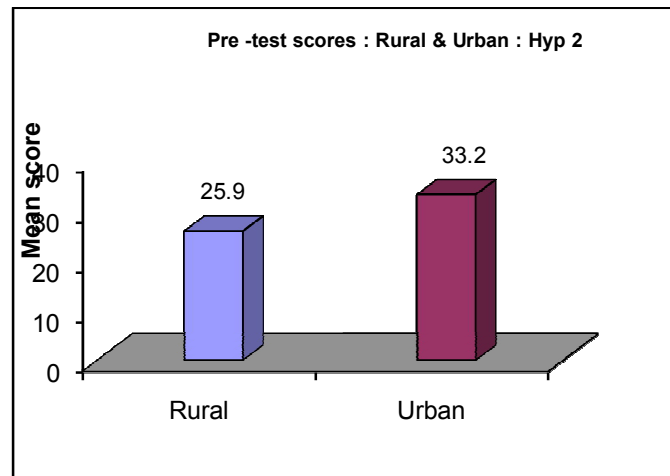
The obtained ‘t’ value is 9.67, which is higher than the table value of  $t=1.96$  at degree of freedom 512.

Hence the null hypothesis is rejected

It confirms that “there is significant difference in Pre- test Scores between Rural-base and Urban-base UG Students in Communicative Skills ”

**GRAPH -2**

Graphical Representation showing the mean scores of Rural-base UG Students and Urban-Base UG Students in Communicative Skills

**HYPOTHESIS- 4**

It states that “There is no Significant Difference in Post-test Scores between Rural Base UG Students Urban base UG Students”

**Table -4**

Table showing the mean scores , S.D and 't' values of Post- test Scores between Rural base UG Students and Urban Base UG Students.

Sl No	Groups	No. of Students	Post-test Scores		t- Value	Significance
			Mean	S.D		
1	Rural	295	44.7	12.2	0.81	Not Significant P> 0.05
2	Urban	217	43.8	13.0		

**INTERPRETATION:-**

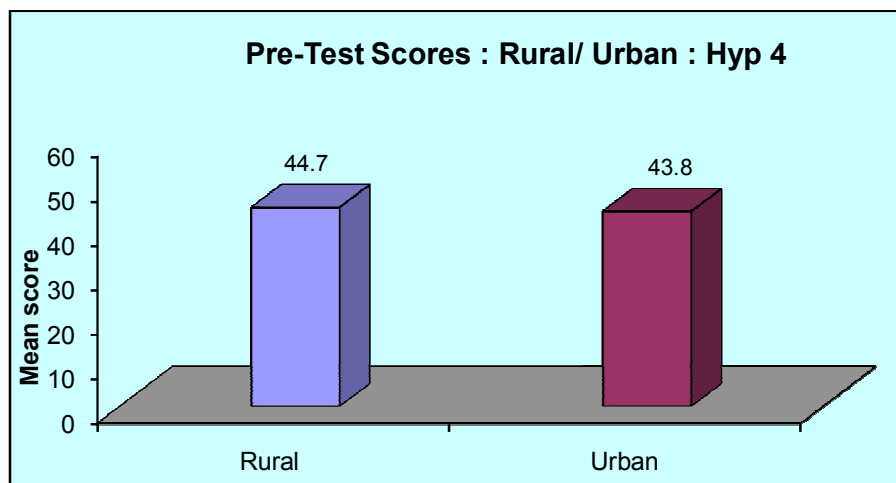
The obtained 't' value is 0.81, which is less than the table value of  $t=1.96$  at degree of freedom 512.

Hence the null hypothesis is accepted.

It confirms that "there is no significant difference in Post-test scores between Rural-base UG Students and Urban-Base UG Students"

**GRAPH -4**

Graphical Representation showing the post test mean scores of Rural Base UG Students and Urban Base UG Students in Communicative Skills

**FINDINGS OF THE STUDY**

The Pre-test performance of the rural students has revealed that they are lacking behind the communicational skills compared to urban U.G.Students communicational skills.

- For the rural students a pressing need to harness the hidden potentiality through academic exercises, training, activities and exposure to English environment is needed.
- The tangible difference in post-test scores and Pre-test and the rural students have excelled better in the post test scores.

- Test results bring and the significance of the scientific method of training and activity oriented skill practice benefit the Rural U.G. Students
- Post-test results reflects the necessity of introducing need- based academic training, intensive training and constant guidance, good atmosphere and students centered class room. Strengthen the student's effort to acquire communication skills in English.

### CONCLUSION:

Present research work concludes with the recommendation for the inclusion of certain special curriculum which is relevant to rural students to improve communication skills. Communication is a process of social activity, it can be learnt by practice by using it and not by knowing how to use it, so researcher has trained the rural students with language activities to develop four important skills of English, through the acquisition of skills. Rural UG students excelled in communication skills compared to the Pre-test scores. By providing necessary tasks conducive learning environment definitely we can develop good communications skills of Rural UG Students.

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