



REVIEW OF RESEARCH

ISSN: 2249-894X

IMPACT FACTOR : 5.7631 (UIF)

UGC APPROVED JOURNAL NO. 48514

VOLUME - 8 | ISSUE - 9 | JUNE - 2019



ROLE OF TEACHER IN DEVELOPING STUDENTS' SKILL IN LISTENING, SPEAKING, READING AND WRITING (LSRW) IN ENGLISH

Dr. Karabi Konwar

Lecturer , Govt. Shikshan Mahavidyalaya (CTE), Nagaon, Assam.

ABSTRACT:

Language is a creation of man's social needs. It is an integral part of human thought and action. Language learning is a matter of habit formation and habits are developed through constant practice and use which include listening, speaking, reading and writing. . As language is a skilled subject, to learn a language means to get mastery over these four basic skills.

Language teaching and learning depends on a variety of factors. An individual's perception is not always static and may vary depending on his/her emotional state and social, linguistic, cultural etc. conditions. In India English has been accepted as second language and to learn this language the role of the teacher has immense importance. Therefore this topic has been chosen by the investigator for the present study as such a study may help in the planning of suitable teaching strategies where the learners' natural way of language learning is used.

The main objectives of the present study was to find out the role of the teachers in developing the four fold skills of English i.e. listening, speaking, reading and writing of the students of vernacular medium students of Dibrugarh district, Assam and to provide some suggestions for improvement of these skills.

The methodology adopted was descriptive survey method and the required information was collected from both primary and secondary sources. The respondents comprised of 600 students of Class IX selected from 16 Secondary Assamese and Hindi and Bengali Medium Schools under SEBA of Dibrugarh district. A questionnaire was prepared and standardized with reliability 0.99 with the help of split half technique. The study reveals that regarding the teaching style and creating a congenial environment for learning English and to practice the skills, the teachers did not pay much attention which affected the students' learning of English and they committed errors.

KEYWORDS: First language, Second Language, four fold skills of English, Secondary School.

1.0 INTRODUCTION

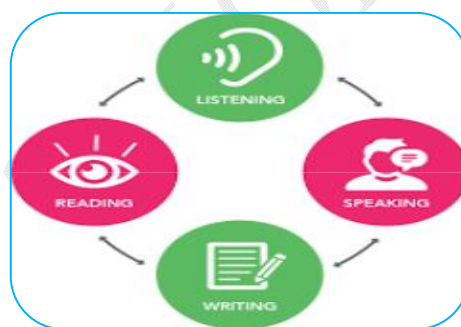
Language is a creation of man's social needs. It is an integral part of human thought and action. If there has been no language, it would have been difficult for man to communicate his/her views to

fellow human beings. Language is the ability to acquire and use complex systems of communication. Any language can be encoded into secondary media using auditory, visual or tactile stimuli. Language learning is a matter of habit formation

and habits are developed through constant practice and use which include listening, speaking, reading and writing.

2.0.SIGNIFICANCE OF THE STUDY

As language is a skilled subject,



to learn a language means to get mastery over the four basic skills (listening, speaking, reading, writing). In India English has been accepted as second language and to learn this language, basically the fourfold skills, the role of the teacher has immense importance. Therefore this topic has been chosen by the investigator for the present study as such a study may help in the planning of suitable teaching strategies where the learners' natural way of language learning is used and thus increase the students' competent knowledge of learning the second language.

3.0.TITLE OF THE STUDY

The present study is entitled, "**Role of the Teacher in Developing Skills in Listening, Speaking, Reading and Writing (LSRW) in English of the Students of Vernacular Medium of Dibrugarh District, Assam.**"

4.0.OBJECTIVES OF THE STUDY

The main objectives of the present study are (i) to find out the role of the teachers in developing the fourfold skills of English(LSRW) of the students of vernacular medium students of Dibrugarh district, Assam and (ii) to provide some suggestions for improvement.

5.0. METHODOLOGY OF THE STUDY

5.1 Method

Descriptive survey method was used for collection of data.

5.2 Population

The population of the present study comprised of all the students studying in Class IX in Vernacular Medium Secondary Schools of Dibrugarh district.

5.3 Sample

For the present study the sample consisted of 600 students, both boys and girls studying in Class IX selected from 24 secondary Assamese, Bengali and Hindi Medium schools under SEBA of Dibrugarh district.

5.4 Tool

A Questionnaire for students with closed ended was prepared and used as tool to find out the role of the teachers in developing students' LSRW. The reliability of the questionnaire was found as 0.99 with the help of split half technique.

6.0. PROCEDURE OF ANALYSIS OF DATA

For collection of data from the respondents, the selected schools were personally visited by the investigator and before undertaking the study permission was sought from the Heads of the concerned schools. Before administering the tool selected for collection of data, all the students were thoroughly briefed about the purpose of the study and the procedure of completing the test booklet.

7.0.FINDINGS OF THE STUDY

On the basis of the objectives, the following findings have been deduced from the study by the investigator:

A teacher has a great role in developing students' fourfold skills (LSRW) in English. It is revealed from 25.66% students that their teachers always encouraged them to speak in English during English period, according to 15.16% students their teachers frequently encouraged them, 24.16% students said sometimes, 17% students said rarely and 18.33% students opined never.

The data revealed that according to 28.16% students, the teachers always asked students to read lessons loudly, according to 15% students it happens frequently, 27.16% students said sometimes, according to 14.66% students, rarely, and 12.83% said never.

28.33% students said that their teachers always insisted on to pronounce and write correct English, 23.83% students said their teachers frequently did so, 24.16% said sometimes, 12.16% students said rarely and according to 11% never.

According to 33.50% students, their teachers always encouraged them to discuss and carry out tasks given in lessons, 14% of the students said frequently, 23.66% students opined sometimes, 17.50% students rarely and 10.50% students said never.

According to 12.83% students, their teachers always took spelling tests in English, according to 5.66% students frequently, 38.66% said sometimes, 16.50% said rarely and 24% students never.

9.50% students said their teachers always took dictation in English, according to 10.33% students, frequently, 28.33% students said sometimes, 26% students said rarely and according to 25.83% students it was done never.

The data revealed that according to 29.33% students, their teachers always encouraged them for group discussion in English, 9.33% students said frequently, 26.83% said sometimes, according to 19.83%, rarely and according to 14.83% students their teachers never did so.

7.83% students said their teachers always selected students to explain the textual lessons, 8.66% said frequently, 26% said sometimes, 24.16% said rarely and 33.83% students said their teachers never selected students to explain the textual lessons.

With regard to the role of English teacher in developing the skills of speaking and writing, 15.50% students said their teachers always taught them grammar along with the prose lesson, according to 10.66% students, frequently, 38% opined sometimes, 19.50% said rarely and 19.83% students said never.

Regarding teachers' use of English in classroom, the analysis showed that 24.33% students said their teachers always spoke in English while teaching, according to 14% students teachers frequently spoke, according to 27.83% sometimes, according to 20.66% rarely and according to 14.16% never.

From the students' questionnaire it revealed that according to 16% students, their teachers always interacted with their students in English, according to 8.16% teachers frequently used English at the time of interaction with students, according to 33.83% sometimes, according to 19.16% rarely and 22.50% students opined their teachers never interacted with them in English.

Regarding teachers' use of L1 (Assamese/ Bengali/ Hindi) while teaching, most of the students (60%) said that their teachers always used the mother tongue while teaching, 13% students said frequently, according to 19% students, their teachers sometimes, 4% students rarely and 4.33% students opined never used. The data revealed that regarding the teaching style and creating a congenial environment for learning English, the teachers did not pay much attention which affected the students' learning of English and they committed errors.

8.0. EDUCATIONAL IMPLICATIONS

The investigator believes that the English teachers should follow the suggestions given below for developing the four fold skills of the students (LSRW) and thus increase the students' competent knowledge of learning the second language:

- i)** The teacher should always encourage the students to speak. Teacher- student / student-student classroom interaction, both via oral and written modes, should consume the majority of the class time.
- ii)** To increase the proficiency level in reading, the teacher should democratically ask the students to read and learn correct stress, intonation pattern and rhythm. Opportunities should be provided to do as much reading as possible so that students are able to recognise common words and phrases and gradually become fluent readers.
- iii)** While evaluating students' writing, the teacher should highlight the problems and provide some informative feedback instead of just correcting the errors or punishing them. He/she should encourage them and ask them to check the correction work and notice how it has been done. They should also be encouraged for self- correction.
- iv)** Since in the vernacular medium schools, the use of L1 (mother tongue) can not altogether be eliminated, some guidelines ought to be framed by the teachers themselves to use L1 liberally in the

classroom. Even when the teacher needs the support of L1, he/she should mix it with much comprehensible English vocabulary as possible.

v) The English teachers should be trained properly to have sound knowledge on all aspects of the language. Moreover, teachers must be equipped with discovering new ways of creative teaching and designing interesting grammar games to make the students familiar with the rules unconsciously in the primary stage of second language learning.

9.0.CONCLUSION

English, at Vernacular Medium schools, has still been remained as a subject - not as a language for communication. So it can not be expected to remove the errors totally while developing the skills of listening, speaking, reading and writing due to the very less exposure to the language in the classroom situation. However, the classroom is the only place where they can get the opportunity to expose themselves. It is, therefore, the teachers who need total dedication and involvement to provide such an environment and teach the students to practice English and try to improve the poor background in learning the second language.

REFERENCES

- Ali, Md. Maksud (2011) *"The study of Errors and Feedback in Second Language Acquisition (SLA). Research: Strategies used by the ELT Practitioner in Bangladesh Address the errors their students make in learning English"*, 8(1),pp. 131-140, retrieved from [http://www. Bangajol.info>article>Ali](http://www.Bangajol.info/article>Ali).
- Anshu, Alemu Hailu (2004). *"An Evaluative Study of ELT Practices in Secondary Schools in Ethiopia"*, CIEFL, Hyderabad.
- Baruah, T. C. (1993). *The English Teachers Handbook*. New Delhi: Sterling Publishing House.
- Chang, Ya-Ching (2010) *"Students' Perceptions of Teaching Styles and Use of Learning Strategies"*, retrieved from <http://trace.tennessee.edu>cgi>viewcontent>.
- Ellis, R. (1986). *Understanding Second Language Acquisition*. Oxford University Press.
- Ellis, Rod. (2002) *The Study of Second Language Acquisition*, London Oxford University Press.
- Garrett, Henry. E (1966). *Statistics in Psychology and Education*, Bombay: Vakils, Feffer and Simons Ltd.
- Gilakjani, Abbas Pourhosein (2012). *"A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction"*, 2(3). pp. 119-128, retrieved from www.ijhssnet.com.
- Jayashree.S. (1989). *"Identification of Difficulties in Teaching and Learning English as Second Language among the High School Students"*, Educational Research 5(1), New Delhi: NCERT, p. 752.
- Khan, I. A. (1995). *"Difficulties Faced by Urdu/ Hindi Speaking Students in the Learning of English"*, Educational Review 101(10), retrieved from www.kau.edu.sa>show-Res.
- Riasati, M.J. (2013). *"EFL Learners' Perception of Factors Influencing Willingness to Speak English in Language Classrooms: A Qualitative Study"*, International Journal of Research Studies in Language Learning, 3(1). pp 115-122, retrieved from www.cousortiacademia.org>files>public.