

The Important Language Skills of Students In The Class Room To Build Strategic Way – A Study

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Abstract

Absence of language is mere dearth of communication. The role that language plays is immense, since time embarked. Speaking is all special. This skill is as important as the others. When you have words read, ideas written and thoughts heard, all you need is to express your speaking skill. What you speak will determine the expressiveness in you. Speaking has many masks public, friendly or academic contexts are few from the lot. Each context has the same need for the skill. Language serves many purposes. Identified as the need of the hour, the four necessities in language or commonly known as the four skills Reading, writing, listening and speaking plays a vital role in any language learning quest. The four skills are the pinnacles of language. They are separate yet bound together with an inseparable bond. The four skills are inseparable in terms of their use, research on the teaching of the four skills typically focuses on one component skill with the aim of better understanding the processes involved in the acquisition of that specific skill. The research draws upon developments in the fields of psychology, linguistics, psycholinguistics, and cognitive science. In the sections that follow, the research and theories related to each of the four skills are presented.

Key words: Language, Skills, Students, and Class Room.

I. Introduction

Speaking is all special. This skill is as important as the others. When you have words read, ideas written and thoughts heard, all you need is to express your speaking skill. What you speak will determine the expressiveness in you. Speaking has many masks public, friendly or academic contexts are few from the lot. Each context has the same need for the skill. Statistics reveal that when you talk, you use about five syllables per second and there are more than forty different speech sounds. Thus, every time you talk, your audience must catch all the five syllables per second out of the air, must recognize the forty sounds in them, must translate the syllables into words and finally they must translate the words into thoughts- you got to help them succeed in doing so. If you slur or muffle sounds, or project the sounds weakly, the listener will miss a lot, failing you as a good speaker. Therefore, proper pronunciation, diction and building a good vocabulary should be on your prioritized list.

To have complete mastery of the language, individuals must be competent in these four skills. Yet the four skills do not exist as separate entities within the language; to the contrary, all of the skills are interrelated. When students are in a conversation, they are not just speaking, but also listening. When students listen to a lecture in class, they may also take notes. At the same time, it is possible for students to be more competent in one skill than another. Students from some language backgrounds may have no trouble reading and writing in English, but find the sounds of the language more difficult to produce. On the other hand, students from orally-based cultures may find it easier to speak than to write. Some students can speak a lot, but cannot understand much of what they hear. The task for the language teacher is to provide instruction that facilitates the development of all four skills.

While the four skills are inseparable in terms of their use, research on the teaching of the four skills typically focuses on one component skill with the aim of better understanding the processes involved in the acquisition of that specific skill. The research draws upon developments in the fields of psychology, linguistics, psycholinguistics, and cognitive science. In the sections that follow, the research and theories related to each of the four skills are presented.

II. Segregated skill approach

In the segregated skill approach, the mastery of discrete language skills such as reading and speaking is seen as the key to successful learning, and language learning is typically separate from content learning. This is contrary to the integrated way that people use language skills in normal communication, and it clashes with the direction in which language teaching experts have been moving in recent years. Skill segregation is reflected in traditional ESL/EFL programs that offer classes focusing on segregated language skills. Why do they offer such classes? Perhaps teachers and administrators think it is logistically easier to present courses on writing divorced from speaking, or on listening isolated from reading. They may believe that it is instructionally impossible to concentrate on more than one skill at a time.

Even if it were possible to fully develop one or two skills in the absence of all the others, such an approach would not ensure adequate preparation for later success in academic communication, career related language use, or everyday interaction in the language. An extreme example is the grammar translation method, which teaches students to analyze grammar and to translate from one language to another. This method restricts language learning to a very narrow, non-communicative range that does not prepare students to use the language in everyday life.

III. Integrated skill approach

The integrated-skill approach, as contrasted with the purely segregated approach, exposes English language learners to authentic language and challenges them to interact naturally in the language. Learners rapidly gain a true picture of the richness and complexity of the English language as employed for communication. Moreover, this approach stresses that English is not just an object of academic interest or merely a key to passing an examination; instead, English becomes a real means of interaction and sharing among people. This approach allows teachers to track students' progress in multiple skills at the same time. Integrating the language skills also promotes the learning of real content, not just the dissection of language forms. Finally, the integrated-skill approach, whether found in content-based or task-based language instruction or some hybrid form, can be highly motivating to students of all ages and backgrounds.

IV. Two forms of integrated skill instruction

Two types of integrated-skill instruction are content-based language instruction and task-based instruction. The first of these emphasizes learning content through language, while the second stresses doing tasks that require communicative language use. Both of these benefit from a diverse range of materials, textbooks, and technologies for the ESL or EFL classroom. "Content Based Instruction" In content-based instruction, students practices all the language skills in a highly integrated, communicative fashion while learning content such as science, mathematics, and social studies. Content-based language instruction is valuable at all levels of proficiency, but the nature of the content might differ by proficiency level. For beginners, the content often involves basic social and interpersonal communication skills, but past the beginning level, the content can become increasingly academic and complex. The Cognitive Academic Language Learning Approach (CALLA), created by Chamot and O'Malley shows how language learning strategies can be integrated into the simultaneous learning of content and language.

At least three general models of content-based language instruction exist: theme-based, adjunct, and sheltered. The theme-based model integrates the language skills into the study of a theme (e.g., urban violence, cross-cultural differences in marriage practices, natural wonders of the world, or a broad topic such as change). The theme must be very interesting to students and must allow a wide variety of language skills to be practiced, always in the service of communicating about the theme. This is the most useful and widespread form of content-based instruction today and it is found in many innovative ESL and EFL textbooks. In the adjunct model, language and content courses are taught separately but are carefully coordinated. In the sheltered model, the subject matter is taught in simplified English tailored to students' English proficiency level.

"Task-Based Instruction" In task-based instruction, students participate in communicative tasks in English. Tasks are defined as activities that can stand alone as fundamental units and that require comprehending, producing, manipulating, or interacting in authentic language while attention is principally paid to meaning rather than form. The task-based model is beginning to influence the measurement of learning strategies, not just the teaching of ESL and EFL. In task-based instruction, basic pair work and group work are often used to increase student interaction and collaboration. For instance, students work together to write and edit a class newspaper, develop a television commercial, enact scenes from a play, or take part in other joint tasks. More structured cooperative learning formats can also be used in task-based instruction. Task-based instruction is relevant to all levels of language proficiency, but the nature of the task varies from one level to the other. Tasks become increasingly complex at higher proficiency levels.

For instance, beginners might be asked to introduce each other and share one item of information about each other. More advanced students might do more intricate and demanding tasks, such as taking a public opinion poll at school, the university, or a shopping mall.

V. CONCLUSION

These are just some of the problems that teachers with large classes face when teaching speaking activities in the classroom. These problems are not new nor are the solutions offered above. Teachers all over the world continue to face the same hurdles, but any teacher who has overcome these difficulties and now has a large class of energetic students talking and working in English in groups together will tell you it is worth all the trial and error and effort at the outset. If you believe in the importance of teaching speaking skills in the classroom but are having difficulties making speaking activities work in your classroom why not contact your local teaching associations. Maybe they run workshops for teaching speaking skills, or maybe they can put you in contact with other teachers in similar situations but with more experience teaching speaking skills who will be willing to share their experiences with you.

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