

# The Awareness Of Teaching English Language Skills At Higher Secondary Level

J. Udhayakumar

D.T.Ed., M.A., (ENG) M.Ed., HDCA.,  
B.T Assistant (English), ACS Matric. Hr.Sec. School, Irumbedu, Arni

*Abstract: In view of the fact that there has been a recurrent modification in the teaching methods and modus operandi all over the world in each subject, English language teaching methods and techniques necessitate beneficial and fundamental changes considering the challenging career requirements in the comprehensive set-up. English language teaching in tamilnadu in general in particular needs to be looked at from the standpoint of prospective advantages for the new generation. Therefore, it is required to take into consideration the requirements of the students studying at the Secondary Level. Adequate, advantageous and authentic solutions cannot be suggested until we appraise the problems faced by the students in learning and acquiring complete knowledge of the English language. The solutions will offer a new stance to the operational methods of teaching English language at secondary level it will also help the teachers of English in the other parts of the country having similar educational scenario.*

*Keywords: Teaching English language skills, Secondary level.*

## I. INTRODUCTION

English is the most dominant language in the world today. The importance of English as a global language has reached such a height that people all over the world aspire to learn English and acquire proficiency in the language. There are several reasons for the popularity of English language: English is the language of opportunities; it is the link language of the people of the world; the language of science and technology; trade and commerce and international language. The Radhakrishna Commission (1948-49) stressed the value and importance of English in these words, English is a language which is rich in literature humanistic, scientific and technical. (IntakhabAlam Khan: 2005). However the Kothari Commission (1964-66) has made it clear that English can only play the important role in the process of higher education as a "library language". (IntakhabAlam Khan: 2005). Furthermore, English is treated as a (link language) in India.

This is because there is no direct communication in a plural cultural and multilingual society like ours. At every step, whether it is a business affair or trade, at offices and organizations, and in various domains we badly need English to do works and to achieve aims and objectives. English helps

in bringing out the national integration and it is a 'must' to develop an international understanding. Hence, there is no denying of the fact that without English, it is impossible to fare in the world.

## II. ENGLISH IN INDIA

English in India is taught as second language in most of the schools and colleges in the country. In some of the states, English is the official language even today. Proficiency in English language is considered as an asset for employment opportunity and social recognition. However, it has been observed that after years of learning English at the school and college level, Indian learners of English do not have the required level of proficiency in the language. This could be due to several factors such as: examination and information oriented teaching and learning rather than developing linguistic skills of the learners, inefficient teachers, lack of exposure to listen to and to practice English. And lack of opportunities to use the language outside the classroom, along with other sociocultural and cognitive factors. Even after completing graduation many ESL learners are unable to write

correctly an application for a job or to write a paragraph correctly and coherently. This calls for an investigation to identify reasons for such poor proficiency level of the learners in English so that necessary measures can be undertaken to address the problem.

S.NO	FIRST LANGUAGE	SECOND LANGUAGE
1	Subconscious process	Purely conscious process
2	Informal activity	Formal activity
3	Uses grammatical 'feel'	Uses grammatical rules
4	Depends on attitude	Depends on aptitude
5	Stable order of acquisition	Simple to complex order of learning

Table 1.1: Differences between the first language acquisition and second language Learning

Acquiring proficiency in a language involves the ability to perform efficiently in all the four language skills viz. listening, speaking, reading and writing. Since the present work attempts to study proficiency at Undergraduates level and at this stage English is used mainly as a language of reference, The study have tried to identify pragmatic components such as following the student's pre-existence knowledge, invisible meaning, contextual meaning, deixis, reference, inference, antecedent, anaphora, speech acts, and politeness.

### III. TEACHING OF ENGLISH AT HIGHER SECONDARY LEVEL

The basic assumption on which this work is based on is that the undergraduate students of Tiruvannamalai district who speak Tamil as their mother tongue possess low proficiency levels of English even though they are pursuing highest level of education.

As mentioned earlier, knowledge of English and the ability to use it has assumed greater importance in modern India. While in the past English was associated with elitism and good upbringing, nowadays even the man of the street prides himself in using English words and phrases, particularly when addressing himself to his social superior. The use of English has become a hall mark of social standards and prestige. In a multilingual country like India, English also acts as an important link language. Its significance as a window to the world and as a means of gaining access to knowledge in the ever growing field of science and technology has been well in schools and colleges. It is therefore imperative that students aim at learning it well and gaining adequate proficiency in it so as to be able to use it profitable whenever recognized by the educational policy markets. Hence English is retained as a compulsory subject of studies needed.

### IV. CONCLUSION

The English language has exercised a great influence over the past two centuries in shaping the political, social, economic, intellectual and cultural life of India and still serving as a dynamic instrument of social changes. English is today one of the widely used international languages of the

world. It provides easy access to the world's rich literature, science and technology, radio and T.V and ever-growing number of books, periodicals and newspaper.

We in India have gained immensely by being part of this great heritage through the English language. The teaching of college and English learning by students are facing lot of hurdles, especially at Tiruvannamalai district of Tamilnadu, because their socioeconomic back ground, circumstances and parental education are poor. For the past few decades many efforts have been carried out for improving the performance of the students in English language. But still there exists some linguistic impairment in the process of English Language learning. Based on the recent researches taken place in English Language Teaching (ELT) in India in general, and in Tamilnadu in particular, it is understood that the students who learn English as a second language are not able to perform at the expected level in English. Some early studies reveal a bitter fact that the students studying in the college encounter plenty and numerous of problems which hurdle the language user to excel in their linguistic behavior.

Therefore, the students of undergraduates are not able to fair well in writing skill of English language. The views of English teachers and learners towards the characteristics of an effective English language teacher could change overtime. The findings are therefore open for confirmation through replicating the research using more in-depth qualitative analyses. Furthermore, besides the positive characteristics to be possessed by an effective English language teacher, the qualities that could influence a teacher's efficacy negatively should also be studied and investigated.

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