A Study of English Language Skills for The Professionals Developing Towards Teaching Model

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Abstract

The study of the main problems in English education at the undergraduate level shows clearly that the Universities in Maharashtra fail to meet the hour needs. "Everyone acknowledges that ELT at tertiary level in the Universities of Maharashtra has not been able to react effectively to global and national communication requirements in English by maintaining an out dated English teaching curriculum. The research focuses on the improvement of the English abilities of management studies students in Maharashtra to make them available for usage. When the Indian economy opened up, the Management Sector saw a flood of jobs for the appropriate people. Improving skills has become an economic requirement that has far-reaching implications for our nation's development and prosperity. Only if the nature of the communication issue of the study population is understood will an English proficiency programme succeed. This helps to set the appropriate course goals and ensures that the targets are accomplished. This is essential for a course design targeted at improving language skills in a certain population, since the time window for producing outcomes is extremely restricted. In this respect, the researcher performed a pilot test to determine the type of the communication issue that the study population needs to be rectified. Theoretical foundations Receptive and productive linguistic research is based on language theories formulated by Chomsky and Saussure, which partly reflect what we now understand as one of the earliest linguists to differentiate between language skill and performance by making a fundamental distinction between speaker skill and language.

Keywords: *English Language Skills, Professionals Developing, Teaching Model, English education, speaker skill and language.*

1. INTRODUCTION

The many activities in the course may keep students involved in their study and enhance their LSRW abilities. The English instructors have no contradiction as to what we say and what we do throughout training. They take students to Language Laboratory to assist them practise phonetics and listen to the native speakers' voices. They emphasised on listening with personalised learning to the repeated actions This gives them the right pronunciation. Hearing audios and videos paves the path for the correct use of the circumstance. There is no unfairness in language instruction in the classroom. The English language classroom provides a diverse backdrop, and the English medium and non-English medium pupils bring in many elements. Teachers and trainers do not ignore or overlook any element of their class throughout placement training. They do not meet the requirements of any specific class section.

Recently, English has expanded all over the globe and appears to be the key to every aspect of life, for it's vast vocabulary, beautiful manner and dignified usage. The teeming educated classes of India continue to be fascinated by English. No doubt, some sectors of society strongly opposed this terminology throughout the first decade of independence. English, however, survived all storms and became the principal medium for communication between States and nations. English was behind the Indian Renaissance a major power.

It is true in the sense that in India's socio-cultural and political Renaissance, English literature reproduced. English literature is broad and developing and is of the highest importance and interest to us. It's been inspired. In the English classroom the Renaissance of India and political fervour came into being and were moulded and formed, and the works of Wordsworth, Shelley and Tennyson, Carlyle and Ruskin, Rousseau and Burk, are incomprehensible. Denying English language and literature to the next generation with all its wealth, diversity and high quality will be intellectual hunger and a denial of pleasure. Even after the first introduction of English to the nation for more than 150 years, the educational significance of the language cannot be underestimated. No one can refrain from effectively carrying out higher studies in medicine, technology, engineering, economics, mathematics, physics, chemistry and many other disciplines without English. The number of young people in today competitive environment who want to achieve success in specialised courses must be fluent in a particular foreign language of some value. English is the only foreign language which is easily accessible to educated Indians. It is a foreign language known by Indians for over two centuries.

Marathi and Tamil next to Bengali. English is the language recognised across the nation among educated individuals. Therefore, we need the understanding of English in order to have interstate connections in commerce, administration and management, social affairs, cultural and educational exchanges. "The language through which we may express our viewpoint in global events was correctly recognised by Pandit Nehru. 6 At home too, English has been a linking language in the country's national life. While regional languages quickly become a method of communication, they continue to be established in a particular social environment. It is wonderfully woven into the texture of India's millions of social lives. It has a major function in a good social situation and is present in many social groupings in the nation. All social contact between states would be halted if English was eliminated from India's lives and activities. A madrasian gentleman may ask for his Bengali breakfast in English and a gentleman from Gujrat can ask for his Punjab supper in the same language. English is in a sense a unifying force, an uniting connection in the social life of the nation and a unifying element.

English is our key commercial connection throughout the nation and abroad. India is now one of the world's top exporting nations. Indian products create their markets quickly. Whether ready-made, hot products, leather goods, machine components etc. In the global marketplaces, Indian technological competence is applauded. Indian producers and merchants succeed in establishing new commercial connections via the English language. No surprise the Indian industry would remain a bad national endeavour, without the understanding of the English language. The worldwide language par excellence is English. The following remark in French (1950), however, is very apt: 'The number of geographical distributions of the houses, industries and offices in which the language is spoken, written, and read cannot be compared to English, whether ancient or contemporary.' English's worldwide position is supported on a different basis. It is one of the few languages in the world that has every significance and interest in every area of human activity and in every region of the globe.

2. PRESENT INTERNATIONAL SCENARIO OF ENGLISH LANGUAGE

With regards to a worldwide meeting, English as a language is officially the language which is followed throughout the world and one can to go any part of the globe and carry out one's job whatever it is, without any difficulty from any quarter. The present scenario of English as a language can be known through the following points:

(i) English as the first language is spoken mostly in the following countries:

- USA -English

- United Kingdom- English

- New Zealand-English-

- Australia-English-

- Canada-English

- South Africa-English

(ii) English is used as a 2nd Language is spoken by the majority of people in the following countries:

- India- English

- Sri Lanka- English

- Pakistan- English

- France- English Chinese is spoken only in China, while English is used in all parts of the world.

(iii) Language of UNO, and the link- the language of the Common Wealth republics.

(iv) Ten per cent people in the world follow English; fifty per cent reading material by way 9 of newspaper, magazine, periodicals, and about seventy-five per cent of mail is available only in English. The above points show the present international scenario of the English language.

3.   USE AND POSITION OF LANGUAGE:

English is taught as the first or second language across the globe. It is regarded or is taught as a second language and even as a first language. It is a language of contact both at home and abroad. There are many. There are several. Three language formulae have been adopted. British people have reigned for a long time in our nation. In our schools, they did English as a way of teaching and it was the official language. The superior literature and 10 technical literatures were accessible in English. It was the contract language of our country that certain points expressed the necessity for second language English instruction.

a)   Economic cause: employment, economic facilities and central services. Contact language: English is our country's contact language. Social standing: English is becoming a symbol of social status in our nation, he is pleased and satisfied as a student at an english medium university. Three language formula: it is a second language in all countries of our nation for English. Social, historical and political load for second-language English. Opportunities for education: - Competitive examination In English, IAS, PCS and other entry exams are conducted. Time factor: English is economically an apprenticeship language.

b)   Population: in our country, a huge population can comprehend and speak English. Language use - people feel fortunate to speak English Language skills: the primary focus is placed on the English language through conversing in Sanskrit. The English language is thus more popular.

c)   Social status: it is typical to believe that English speaking is an indication of social standing. Encouragement and Motivation: Parents generally urge their children to learn English. Environment: The English language is spoken both for families, society, community, schools, games and sports, work, business and communication. Other nations contact: English is a worldwide language. We have touch with every nation in the globe via the English language medium. First and second, the sense of a global citizen and internationalism may be fostered via English.

4.   ENGLISH AS A SECOND LANGUAGE IN INDIA

The gap between mother tongue learning and second language acquisition is considerable. Mother language learning occurs in a very natural manner. After the birth of akid, he is surrounded by the mother tongue. So listening to the kid continues on and after a few months there are meaningful cries. Without straining the intellect, everything is learned very unconsciously. In every instance, it is learned at home to listen and talk, and the kid is sent to school to learn to read and write. Second language English learning is an artificial process. This procedure is the same since before reading and writing is listening and speaking. But the listening and speaking environment has been established for a while and this is not so natural as we do with our mother language. It is true while studying any language, be it mother tongue or second language or a foreign language, maybe English or any other language. The entire procedure is extremely natural when the mother language is learned. The process remains artificial, whether

the medium of school - English or mother language - when studying English. In the case of English, the listening or speaking environment has been established for a while, but it is not as natural as we do with a mother language.

5.   CONDITIONS UNDER WHICH ENGLISH IS TAUGHT

Some of the shortcomings in our English curriculum are:

1.   Failure to adopt a clear policy: It is recognised in all respects that the English quality in our schools and universities has fallen. "Government policy on teaching and learning in many states has changed often." "We have instances of more than one state where English was taught as an obligatory language just a few years ago and yet, when competency was lacking, pass marks had to be obtained in the English paper for the examination of high schools. Today, mainly due to the growing anxiety created by the dangerously high % of failures in the subject and the exams at the end of the year, governments have decided that success in English should no longer be regarded necessary for entrance to university undergraduate courses. The consequence is that language is not taught as a topic of skill as it should be taught, but as a subject of information so that, at the conclusion of the course, students have very little ability in the language that actually matters.

2.   A lack of professorship: Not all English instructors are properly prepared to do their responsibilities. Some individuals think there is no need for specific training to teach this language. In certain instances, instructors teaching English at school did not teach this topic at a school. Those who did so were not able to profit much from their instruction by adopting regular ways of school entrance. In general, English instructors themselves are ignorant of the newest language teaching methods. Their linguistic understanding is inadequate and their pronunciation poor.

3.   Deficient methods: The more wasteful translation technique is still used in most schools. Oral work is ignored. However, most educational agencies and school boards in the nation have chosen the school board Haryana (HBSE) and CBSE. These books are methodically produced and devoid of the disadvantages mentioned above.

4.   4 Inadequate material facilities: The quality of English language instruction cannot be improved unless such material resources are supplied.

5.   Deficient examination system: a student may pass under this system if he is concerned with recalling answers to specific inventory questions. He may not have read the texts recommended

6.   Unhygienic physical circumstances: English is taught in tight, sanitary and unpleasant physical settings in Indian classrooms. The big class problem has already been discussed. In the first place, the other unfavourable conditions include the poor sitting arrangement.

7.   Large classes: a three-seater bench bears the weight of four to five pupils, which congests and suffocates the environment. Secondly, the classrooms are not properly aired or sufficient light may spread within.

8.   non-correction work: the most essential correction of exercise books does not pay proper attention from our teachers. It's hard for a single teacher to attend because many students in a class are very numerous. Students then are not used to remedying the errors pointed out by the teachers. Thus, the mistakes pointed out by the teacher remain entirely pointless only on the pages of the students' workbooks. In fact, the proper way to correct a copybook is in the presence of the students to correct it, which is not possible in overcrowded classrooms.

9.   Conservative Headmaster's Domination: At times a moderate Headmaster or Principal has a problem for a dynamic educator. The moderate head is more worried with outstanding evaluation outcomes than on the language of understudies. Thus, the instructor may wish to use a similar outdated, stereotypical and judgmental approach to the topic. He would not allow the instructor any variation.

10. Parental interference: some parents interfere with excellent instructors' job. They assess their children's development in the topic by the number of pages covered by the reader, translation tasks and the grammar

lessons provided during the English sessions. When the coverage is not to your satisfaction, they would remark on the work or technique of the instructor.

Unlike history or science, which is a content or a knowledge subject, learning a language is a skill subject. History has something to teach about and what goes on in the classroom is teaching about the subject matter. In language work what we are teaching is the language itself. It is not information about the language that the pupils require. What they need is practice in the use of language. In fact, English is an over-learned skill.

6. AIMS OF ENGLISH TEACHING

The aims are very important in the teaching-learning process. For teaching any subject to the teachers, aims are fixed up. Then efforts are made to attain those aims. In the teaching learning of English as a second language, some aims have been fixed up by the authorities. Before taking up anything - say a lesson on prose, poetry, composition etc., Aims should be decided first. Once the destination is fixed, then all efforts should be made to achieve the fixed aims. A careful language teacher can decide about the aims of teaching the target language. The careful thinking out of detailed and well-defined objectives for lessons will do more than almost anything else to improve a teacher's work and to make it effective." The special aims of teaching English in India are as under:

1. Every learner should understand English when it is spoken and written.

2. He ought to likewise have the option to talk and compose English.

The investigation of each language has four significant angles, in particular, Listening, Speaking, Reading and Writing. None of these parts of a language can work in seclusion. They should work in co appointment with each other. We have acknowledged English as a subsequent language just as a library language. In this setting, the above perspectives can become into the accompanying general points:

1. Reception: Reception means responding to language. It involves:

a) **Listening and understanding:** listening is the basis of everything. By using the mother tongue, listening skill comes first. For this purpose, the teacher may use certain audio-aids such as tape-recorder, linguaphile, radio etc. The goal should be that students' study and respond to the sounds used as the English language produced in quick succession.

b) **Reading and Understanding:** Besides responding to spoken symbols, the learner must also learn to respond to written symbols. Reading is also a good means of receiving language. It includes a silent reading of the language with full understanding. Here to read means reading with full understanding. In reading the learner should have a reasonably good speed of reading.

2. Expression: Expression means using language. The expression of ideas and facts, in a second language, is an important aim. Anything that the learner 'has in mind' should be first clothed in new symbols before it is 'expressed'. This involves a twofold process:

   i. To think of ideas and thoughts, and

  ii. To clothe them in new symbols. He should be given opportunities to use those verbal symbols in speech. This means:

  iii. The child is to make the sounds of English single sounds as well as sounds in the combination

  iv. He should know the use of proper stress and intonation

  v. He should be able to present self-confidante and Language is not a barrier for him;

7. OBJECTIVES OF ENGLISH TEACHING IN TERMS OF BEHAVIOURAL CHANGES

Fixing up the objectives of teaching in behavioral terms is the need of the hour for better classroom teaching-learning situations. The teaching objectives are achieved to change of execution of the students. These are explicit, immediate and handy in nature. These objectives in behavioural terms help the teacher in the following ways:

  i. In ensuring the Teaching process.

 ii. The teaching moves in the desired direction.

iii. To strike a balance in teaching and learning.

 iv. To enable the students expected to select questions for examination. Instructional Objectives and Specific Learning Outcomes of Teaching English Instructional Objectives Instructional Objectives of a language course (English in the present context) in school can be listed as below:

(I) Acquiring knowledge of

  1) elements of language (vocabulary and structures)

  2) useful grammatical relationships and principles

  3) forms of writing (para, essay, precis, letter, story, narrative, notice, memo, poem etc.) (This is instrumental to 'comprehension').

(II) Developing an understanding of

  1) elements of language

  2) useful grammatical relationships and principles, and (3) forms of writing to the point of using them. (This is instrumental to 'expression'.) (III) Developing 'the four basic language skills', namely,

  3) listening with understanding,

  4) speaking-clear, correct, precise language

  5) reading-with the understanding

  6) writing-clear, correct, precise language of these, listening and reading are both 'comprehensive', which involves intellectual processes, including employment of the perceptual mechanism of hearing/seeing and so almost all the specifications belonging to the 'cognitive domain.' Further, they must have many specifications in common. Speaking and writing are two modes of 'expression' which involves intellectual processes as well as motor responses. So, they must have specifications in the psychomotor domain. Further, they must have many specifications - particularly those in the cognitive domain - in common. So, it is logical and convenient to treat the basic skills A regrouped and classified as:

   (i) Comprehension

       a)   of spoken language

       b)   of written language

   (ii) Expression

       a)   in oral form,

    b)   in written form.

(iii) Developing Interest in English language and literature.

(iv) Developing appreciation of English literature. These objectives have been analyzed into specific learning outcomes given below. The specific learning outcomes under an objective may have a gradation, based on the difficulty level. All the objectives are to be attempted from the earliest level, but all learning outcomes need not be and cannot be attempted at each level. The specific learning outcomes to be attempted and the standards that can be attained are determined by the age and grade of the learner, the social and cultural background of the learner, the linguistic background of the learner, the year of study, the time available and the duration of the course, and the proficiency of the instructor.

8. CONCLUSION

The current research calls for the significance of a language teaching method centred on learners by providing the students chosen for the course of strategic training. The studies significantly support the notion that students receiving strategic training usually learn better than those receiving strategic training. Similarly, the findings of the speech evaluations of the post-test indicated in this experimental research that the experimental group that was exposed to the training sessions did substantially better than the control group that was not trained in that way. The main results of the research revealed that the strategic training of the experimental group had an important effect on their speech competence. It also made them aware of the broad methods that enabled them to improve their speaking skills. It also changed students' attitudes and prompted them to understand the significance of speaking abilities. During the current study effort, the following hypotheses were made up. They were the main reasons the researcher chose this subject and gave the students with poor levels of English strategy instruction. The current research has been conducted using the following hypotheses. When taught in strategy training modules, most students, particularly those with poor English skills, may communicate effectively in the target language at least to fulfil their fundamental communication requirements. The broad communication methods may assist pupils to improve their speaking abilities to a significant degree. Non-threatening ambiance may assist low motivated pupils to dispense with their inhibitions and perform effectively and actively engage in talking. The use of language exercises that concentrate on methods may easily assist children in gaining language abilities.

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