
SIGNIFICANCE OF LISTENING TO IMPROVE THE SKILLS OF SPEAKING WITH A GROUP ACTIVITY: INVIEW OF RURAL – TELUGU MEDIUM CLASSROOMS

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Abstract

This paper throws the light on how rural children are unable to learn English as they come from Telugu medium background. This is about my experience when I was working in an Engineering college which is located in a rural area and the background of the students, who are studying there, is Telugu and most of the students studied in Telugu medium till +2. While observing the competency of the students speaking skills in English, I have found two interesting things among them which make me to present this paper. Some students who even studied in English medium since their schooling can't speak in English properly. Some students who have secured 90% of marks in English subject in 10th class as well as in +2 can't speak in English well.

This paper focuses on the importance of Listening for improving Speaking and it suggests a Group Activity through which the skills of speaking in English will be improved by providing the source of listening in the classroom itself and it might be useful to the teacher who deals with students coming from rural as well as Telugu medium background.

Keywords: Native medium, competency, skills, Group Activity.

1.1 Introduction

Listening and Speaking are the primary skills among fourfold skill. Listening and Speaking come naturally to the native of the first language while reading and writing are learnt or taught in a formal way. From the formative days, the baby listens to the sounds, sound cluster, words and word combinations of the first language and understands the language. The environment itself provides the source of listening. Listening leads to imitation. Imitation leads to the baby speak in her first language. Without listening no speaking is possible. So in order to speak, one has to listen. In the context of the second language, it is different. Learning rules of grammar may not help to acquire the skill of speaking and the environment does not provide any source of listening of second language. So the classroom itself should be the centre for providing listening. Listening and speaking may not be successfully dealt in the classroom where most of the students hail from Non English medium as well as rural areas. It could be the reason the students might fail to speak in English. This paper focuses on the importance of Listening for improving Speaking and it suggests the methods and remedies that might be useful to the teacher who deals with students coming

from rural as well as Telugu medium background.

The circumstances make me to present this paper: I am working in Swamy Vivekananda Engineering College in Kalavarai, which is located in a rural area and the background of the students is Telugu and most of the students studied in Telugu medium till +2. While observing the competency of my students in English speaking skills, I have found two interesting things among them which make me to present this paper.

- Some students who even studied in English medium since their schooling can't speak in English properly.
- Some students who have secured 90% of marks in English subject in 10th class as well as in +2 can't speak in English well.

1.2 The reasons for the above problems are:

- If it is Telugu medium classroom, the teaching and communicating language is Telugu. Here the students do not get opportunity to listen English
- If it is English medium class room, the teachers teach their subjects in English but most of the times they converse with students in mother language.
- The students in general communicate themselves in Telugu in both classrooms.
- The impact of listening on speaking

Learning process begins with Listening. Without Listening, speaking

will not be possible. For example, take the first language, an illiterate who can't write and read in his/her first language but he/she can speak and understand. The reason is that since his/her childhood, he/she listens L1 and he imitates and speaks in L1. We can understand that speaking is possible when listening happens. In case of the rural Telugu medium students regarding speaking skills in English is different. They can write and read in English but they can't speak in English. The reason is that they don't get much opportunity to listen to English. He/she listens to language when the teacher teaches the subject English if it is Telugu medium classroom. If it is English medium, they listen to the subjects teaching in English but conversation between the students and teacher and among the students is going on in mother language. So they do not get the opportunity to listen English much time since his/her childhood at home, school, college, market etc., but they write and read in classroom itself only. It emphasizes the need of providing listening resource in the classroom.

1.2 Group Activity

In the learning of the first language (L1), we do not think of the four fold language skills in any specified order, listening and speaking come naturally to a native speaker of any language while reading and writing are learnt or taught in a formal way. We cannot teach speaking without teaching listening. Speaking is a natural mode of expression. We speak more than we write. Without listening no speaking is possible; so in order to speak, one has to listen. One's speaking is the

resource of another's listening. Based on this principle, the activity is prepared.

It may be difficult for the language teacher to take up some special activities to teach speaking and listening skills as he needs to complete the syllabus in the particular time as per curriculum. So the teacher should make the activities in the part of curriculum. Group Activity is a suggestible activity which can provide the source of listening and speaking.

1.3 The Principle of the Activity

Speaking in English will be made mandatory in class as One's speaking is a source of listening for others. Listening leads to imitation; imitation leads to speaking.

1.4 Structure of the Group

The entire class will be divided into 12 to 15 groups based on the strength of the class. Each group may consist of 4 to 5 students. One student from every group is identified as a mentor of the group who can speak in English well.

Procedure and outcome of the Group Activity

- After finding 12 to 15 students as mentors from all the groups, all these are instructed to speak in English in class as well as try to keep the classroom as English speaking class.
- Since English has been taught as one of the subjects since schooling, the students (who can't speak or who manage to speak in English properly) have enough passive vocabulary to understand. The passive vocabulary will be turned into active vocabulary in speaking by listening to English.

- This number occupies 20 percent of entire class. If these students start to speak in English, it will be a resource of listening to the other students.
- If this practice is continued, the students who manage to speak in English can speak in English in 2 or 3 months. Then the percentage will be increased from 20 to 40.
- If this 40 percent students start to speak, the remained students will imitate and start to speak in English. If it goes such way, all students can speak in English in 6 months.

1.5 Conclusion

Anyone can learn how to speak any language. This is a confirmed truth by each person in the planet. All and sundry can converse at least one verbal communication. Whether you are intellectual, or requiring some intellect power, you are able to chat one language. This was accomplished by being in the region of that language at all times. In the country, you attend to and verbalize your language frequently. You will perceive that several people who are good at English speakers are the ones who premeditated in an English speaking school. They could speak in English because they had an environment with them so that that were able to speak as there was only necessity for and a forced environment. The ambience of speaking English would enable the speakers to provoke them to communicate in English with each other. There is also a survey which shows that people who study in

foreign still unable to communicate with each other fluently. One can only need to surround oneself with English. One can do this by making rules with one's existing friends that who can speak in English.

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