**Strategies for Skill Development and Speaking Improvement of Students in Rural India**

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**Abstract**

The focus of this paper is on the task of speaking English. Indian countryside. Teaching policy in Indian schools has become a social and social problem personal problem. English classes in most Indian schools include a very disturbing picture. language skills of teachers, how to handle language, Materials are an important factor in determining the quality of English learning just the countryside The situation for students is very difficult because urban students do not have a chance. Language laboratories and audio-visual materials are available.  
Think of English as a subject rather than a language. That's the main obstacle for them. Most students study only for exams. They are not known to recite poetry, but they are quite good at memorizing it. In fact, rural students are afraid of English. On the other hand, many teachers do not have a broader vision of their students' lives. You just focus on your investigation.

**Introduction**  
  
 English is considered to be the most commonly used language. Over 450 million consider a local. ... Knowledge of the vocabulary and grammar of this language is required  
Very necessary for studying abroad. Oral English is a mandatory part of the English program in many educational institutions in rural India. This course is the basis for the further development of other courses related to grammar, reading and writing skills. Because learning English and using the spoken language are closely related, the classroom should be a place where the use of the spoken language is empathetically encouraged and where active listening is encouraged and valued. The act of speaking allows students to make connections between what they know and what they are learning, and listening helps them acquire knowledge and explore ideas. And those who communicate more effectively are more successful in school and other areas of life. In fact, the skills that make the difference between minimal and effective communication in English can be taught, practiced, and improved. Rural students are unaware of the importance of English as a language of communication, even though it is the most important aspect of the world language.

**Problems faced by students by rural areas**

Fear or unpleasant feelings about their English learning experiences “Courage is resistance of fear, mastery of fear – not absence of fear.”–Mark Twain

Especially if you have native speakers or their colleagues. Students from English The medium cannot express even a single sentence accurately, but he is confident that he can do it and communicate in English.

In developing countries like India, most of the rural students are afraid of it. They converse in English because they have recited their teacher's amnesia. it only takes one way give lectures to students. Education is typically teacher-centered, with concerns of monotonous instruction, lack of activity, and passive listening. Teachers play an important role in this kind of education because they cannot give students a voice. Poor language exposure prevents students from improving their oral skills.

Most primary and secondary education curricula have not yet adapted to our ever-changing world. Most of the curriculum is based on traditional methods. The only purpose is to output the results of the final exam. It will in no way help students improve their skills for future chapters. In fact, there are classes in the English curriculum that use cassette tapes and CDs for listening and speaking practice, but due to school resources and individual teacher habits.

Nonetheless, the influence of mother tongues on English is very evident....   
The most common reason is infection or impairment through the mother tongue. Mispronunciations are generally caused by differences in phonetic systems and spellings between the native language and English. Most students complete their education in their native language. H. Telugu. Despite their English proficiency being still very low, they are doing very well in their core subjects. For years, students have had an eternal fear of the unknown in English. Another problem for ESL learners is that 68% of students have started learning English.  
Basic level, i.e. from class VI onwards. A lot can be covered in a very short period of 3 years  
Curriculum until entering junior high school. They are suddenly thrown into the English sea and are very difficult to swim properly without the right skills. That's why they are afraid of English.

**Recommended techniques for teaching spoken English:**

Oral English instruction should be fundamentally different from written English instruction. Teachers, therefore, wherever they teach, use English as a second language, avoid possible language problems, and eliminate possible language barriers by following a few simple teaching methods. It is recommended to use method. This is especially true for oral English lessons. However, let's take a quick look at some language teaching methods proposed by some linguists improve student competency skills, effective speaker.

**Oral Approach/Situational Language Teaching:**

The difference between the oral approach and the direct method is that the methods developed in this approach have theoretical principles that guide the selection of content, difficulty grading of exercises, and presentation of this material and exercises. The main advantage proposed was that such theory-based organization of content would provide better context for presented vocabulary and grammatical patterns and less cluttered sequences of learning events. Finally, all speech points should be presented in a "situation". This focus led to her second name for this approach. Such situational learning helps students develop good habits of repeating themselves in appropriate situations. Teaching methods focus on PPP (presentation (introducing new content in context), exercises (controlled exercise phases), and production (activities designed for less controlled exercises).

**Spoken language method:**

This "information method" has been very successful with small classes and ambitious learners. The main difference lies in the policy of structural linguistics, which focuses on grammar and contrastive analysis to find the differences between the student's native and target languages ​​and to prepare specific materials to solve potential problems. It was the development of the audio language method along. With these materials, drilling is being strongly promoted as a way to avoid or eliminate these problems. In this method, four students listen and watch recordings of speech modalities acting in context. Students do a variety of exercises and teachers always emphasize the use of the target language. The idea is that by reinforcing the "right" behavior, students will turn it into a habit.

**A positive language learning method:**

Prospective language learning (commonly called feedback training). Methods) emphasize simultaneous cognitive, motor, neural, and neurodevelopment. Listening as part of a comprehensive language learning process. It is emphasized that each part of the speech process should be trained simultaneously. Therefore, proprioceptive methods focus on training spoken language and are primarily used by those who want to perfect their speaking skills in the target language. Virtual prospective method

It stands alone as a second language acquisition method in that its methodology is based on the language pathological model. Emphasize that it is just knowledge (in the form of vocabulary or knowledge). Grammar memory is not the only requirement for mastering spoken language, the vocabulary and grammar stored in the head while the maid receives real-time feedback from auditory, neuroreceptors in the mouth and related organs. You need to constantly adjust your memory. Therefore, according to the positive method, the participation of all students must take place at maximum volume. Furthermore, in order to train memory, after first being acquainted with the repeated sentence, all oral language exercises should be responses to the narrated sentence, allowing students to do it independently of reading the text must be repeated (or answered).

Facilitators can help students to:

• Develop a positive attitude towards accuracy

• Be aware of the impact of pronunciation on your dialogue during the tutorial session.

• Recognize prosodic features of speech (stress, intonation, rhythm).

• Develop communication skills

• Conduct awareness training on stress, volume and pitch. These exercises help learners highlight and recognize differences curriculum without stress.

• Present stress pronunciation rules. For example, teach to learn this Reflexive pronouns always emphasize the word “self”.

• Teach word stress when teaching vocabulary. For example, always very new

Point out to the learner where the most emphasis is placed when the word is introduced.

**Conclusion**

Spoken English is an important part of the English Arts curriculum and is the foundation for developing reading, writing and listening skills. Learning and using spoken English skills are inextricably linked, so the classroom should be a place where the use of spoken language is sensitively encouraged and where active listening is developed and assessed. Talking helps students make connections between what they know and what they are learning. Listening helps us acquire knowledge and ideas. Therefore, the skills to listen critically and express yourself clearly and effectively contribute to a student's success in school and later in life. For students, teaching oral English learning is a challenge, but it is a vital area in learning English as a second language. The various techniques covered in this article provide insight into expected pronunciation characteristics and learner goals and motivations for improving pronunciation. So we proposed this through inclusion Current research findings and their impact on teaching techniques help facilitators. Students acquire the skills necessary to communicate effectively in English.

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