RESEARCH ARTICLE

'THE RESEARCH SCOPE FOR THE DEVELOPMENT OF LANGUAGE SKILLS AMONGST THE STUDENTS OF DEGREE COLLEGES'

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ABSTRACT

The degree college students' language skills are not developed as it is expected and needed to be developed. The students studying at cosmopolitan cities do face the difficulty in communicating either in verbal or non-verbal communication it is because amongst them language skills are not developed accordingly. The students of English medium do have the flow of talk and writing, but they also do make numerous mistakes. One cannot imagine the kind of threat of English language the vernacular medium students have. Maximum numbers of vernacular medium students do face a lot of problems while communicating. Many of the students do not open their mouth at the time of viva (oral examination) and many of the mistakes they do make in the write-up. The spoken mistakes are vocabulary, grammar, pronunciation, construction of the sentence and flow. The written mistakes are spellings, grammar (especially tenses), sentence construction and diction.

Key words: Research, scope, development, language, skills, students, degree colleges.

INTRODUCTION

The language skills are developed at different scale amongst the students at cosmopolitan cities, at urban and rural India. The language teacher is expected to conduct result oriented remedial classes so as to help the second learners of English.

In foreign universities, many of the scholars did research on the development of speaking, writing, reading and listening skills from various points of view by keeping in front the various sample groups. In India, hardly few scholars could have touched this topic from various angles, but the fruit of their hard work is not reached to the learner of language. Even today, L2 does face lot of difficulties in communicating; it is because their language skills are not developed. Language learning is an activity and learners' active participation is needed to develop the skills of language.

How many scholars work on how many topics? Many scholars doing research on many

topics are not the matter. Are the findings useful to the people and solving the difficulties of the learners? In case of the four skills of the language, scholars did a lot of work, but they are not coming with the permanent solution to the difficulties of the language learners. Therefore, I find there is a much scope of research in developing the language skills among the learners of a second language.

The following study of Mumbai's commerce and management colleges in the development of language skills will enable us to understand the problem and we will come to the conclusion, yes definitely there is a scope and need to work on the development of language skills.

To study the quality of the following language skills used by communication teachers at first year degree of Mumbai's commerce and management colleges

a) To study the quality of speaking skills

Table of Descriptive Statistics of Speaking Skills

Speaking Skills	N	Mini	Max	Mean	Std. Deviation
SS-1=conducts individual presentation session in the class.	500	1	5	3.12	1.44
SS-2=conducts group discussions/debates.	500	1	5	3.21	1.359
SS-3=prepares us for dialogue (conversation).	500	1	5	2.95	1.452
SS-4=provides us various situations like making an enquiry, giving reply to an enquiry.	500	1	5	3.59	1.392
SS-5=encourages us to speak in English Language.	500	1	5	4.04	1.356
SS-6=prepares us to respond to any speaker in various situations.	500	1	5	3.48	1.406
SS-7=gives us guidance to deliver a speech like welcome, introduction of speaker, vote of thanks etc.	500	1	5	3.54	1.445
SS-8=helps us in building self confidence.	500	1	5	3.95	1.283
SS-9=teaches us different speech sounds (pronunciation).	500	1	5	3.46	1.454
SS-10=speaks with proper English intonation pattern.	500	1	5	4.02	1.303

Graph of Quality of Speaking Skills

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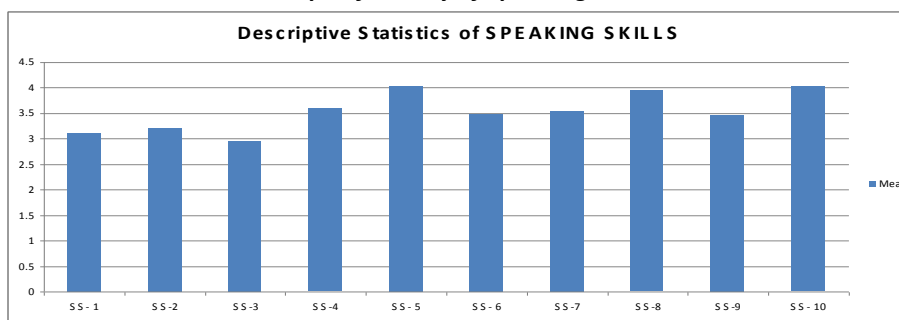
Interpretation-

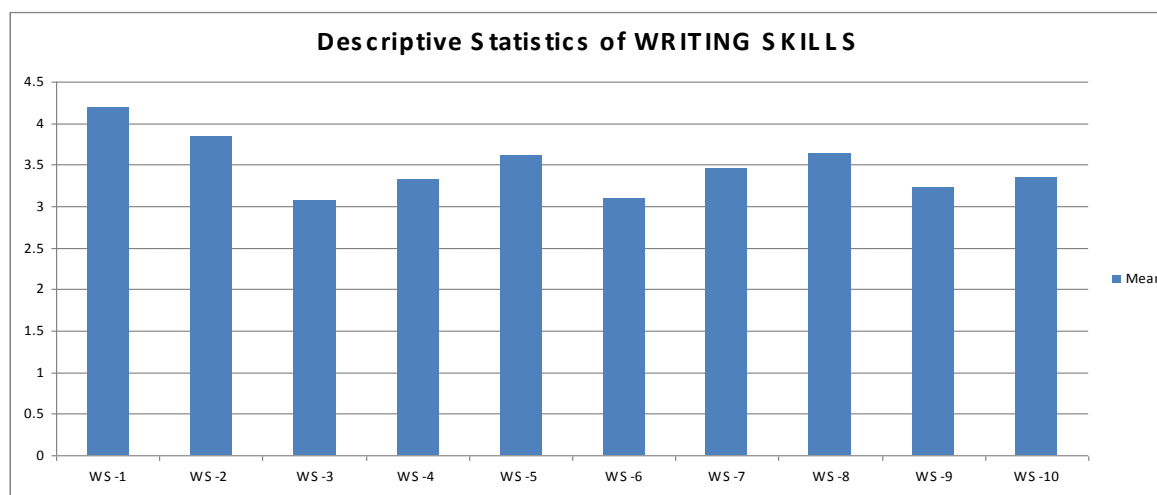From the above table and graph, we understand that SS-5 and SS-10 are used excellent (mean score 4.00 to 5.00) and SS-1, 2, 4.6,7,8, and 9 are used at good (mean score 3.00 to 3.99) SS-3 (mean score 2.00 to 2.99) is used on an average. The Communication teacher needs to prepare their students for dialogue (conversation).

b) To study the quality of writing skills.

Table of Descriptive Statistics of Writing Skills

Writing Skills	N	Mini	Max	Mean	Std. Deviation
WS-1=constructs a very proper sentence in simple language.	500	1	5	4.2	1.135
WS-2=chooses an appropriate tense and spellings while drafting.	500	1	5	3.85	1.282
WS-3=encourages us to use dictionary.	500	1	5	3.07	1.553
WS-4=gives us different situations to draft an application letter.	500	1	5	3.33	1.378
WS-5=does corrections of our letters and gives us appropriate feed-back.	500	1	5	3.61	1.456
WS-6=gives us vocabulary enhancing exercise like synonym, antonym, homonyms etc. so as to develop writing skills.	500	1	5	3.09	1.444
WS-7=helps us to draft(formal business situations) routine letters like enquiry, reply to enquiry, placing an order, memos etc.	500	1	5	3.46	1.438
WS-8=gives us proper tips of writing unfavorable letters like complaint, adjustment and obtaining payment letters.	500	1	5	3.64	1.35
WS-9=gives brain-storming sessions to develop writing skills.	500	1	5	3.23	1.376
WS-10=helps us in selecting proper diction (words) to fit in the context.	500	1	5	3.35	1.431

Graph of Quality of Writing Skills

Descriptive Statistics of WRITING SKILLS

Interpretation-

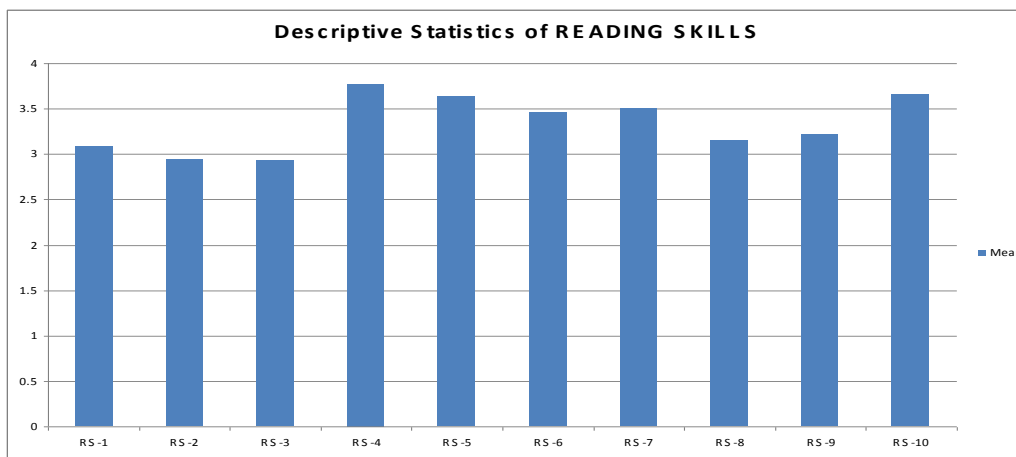From the above table and graph, we understand that WS-1 is used excellent (mean score 4.2) and WS-2 to 10 are used good (mean score 3.00 to 3.99) by the communication teacher. The interaction techniques used by communication teacher are appropriate to develop the writing skills of students for business communication.

c) To study the quality of reading skills.

Descriptive Statistics of Reading Skills

Reading Skills	N	Mini	Max	Mean	Std. Deviation
RS-1=gives us practice of reading.	500	1	5	3.09	1.483
RS-2=helps us to do silent reading (independent).	500	1	5	2.95	1.471
RS-3=provides us various articles, drafts for comprehensive reading.	500	1	5	2.93	1.374
RS-4=loud reading helps us to understand correct pronunciation of words.	500	1	5	3.77	1.378
RS-5=loud reading helps us to understand intonation. (ups & down in speech)	500	1	5	3.63	1.386
RS-6=uses quality books to read.	500	1	5	3.46	1.498
RS-7=gives us the list of reference books.	500	1	5	3.5	1.466
RS-8=gives equal opportunity to everyone to read in the class.	500	1	5	3.15	1.53
RS-9=conducting reading sessions are meaningful practices.	500	1	5	3.22	1.476
RS-10=motivates us to read text book, reference-books and reference material.	500	1	5	3.66	1.454

Graph of Quality of Reading Skills

Interpretation-

From the above table and graph, we understand that communication teachers are making good use of RS-1, and 4 to 10 (mean score 3.00 to 3.99) and RS-2 and 3 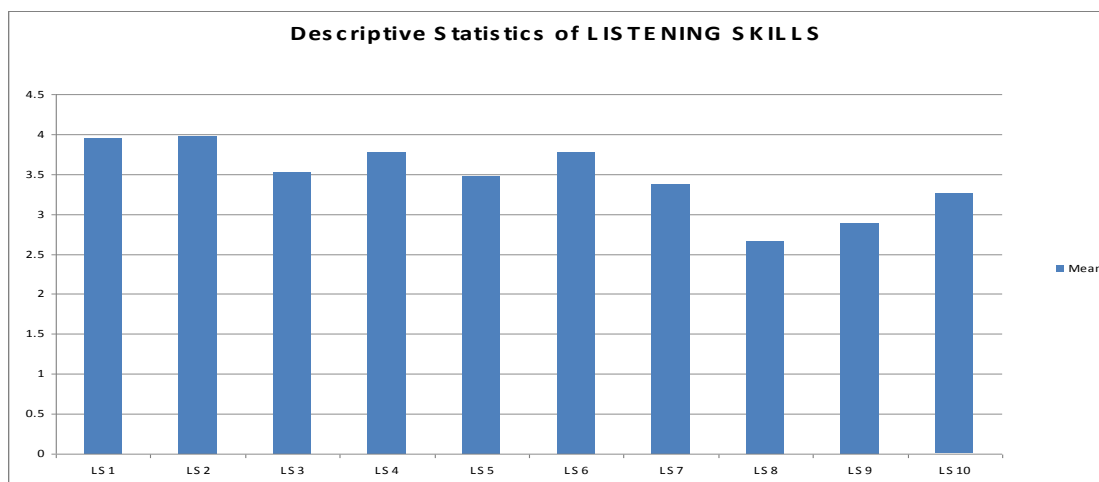are used on an average (mean score 2.00 to 2.99) Therefore, communication teacher needs to help their student to do silent reading and also provide them various articles, drafts for comprehensive reading.

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d) To study the quality of listening skills.

Descriptive Statistics of Listening Skills

Listening Skills	N	Mini	Max	Mean	Std. Deviation
LS-1=-gives us listening opportunity many times throughout the session while lecturing, narrating and describing etc.	500	1	5	3.95	1.257
LS-2=allows us to interact with him during the session and that helps to develop our listening skills.	500	1	5	3.98	1.177
LS-3=allows us to interact with other class-mates which help us to develop our listening skills.	500	1	5	3.53	1.333
LS-4=presentation in the class helps us to develop our listening skills.	500	1	5	3.78	1.325
LS-5=conducting group discussion helps us to develop listening skills.	500	1	5	3.48	1.39
LS-6=general conversation in the class also helps us to develop our listening skills.	500	1	5	3.78	1.273
LS-7=reading of draft also helps us to develop our listening skills.	500	1	5	3.38	1.301
LS-8=plays recorded conversations and that helps us to develop listening skills.	500	1	5	2.66	1.492
LS-9=gives us listening comprehension tests and helps us to develop listening skills.	500	1	5	2.89	1.482
LS-10=teaches us pronunciation, pitch and accent as part of speech and that helps us to develop our listening skills.	500	1	5	3.26	1.473

Graph of Quality of Listening Skills

Descriptive Statistics of LISTENING SKILLS

Interpretation-

From the above table and graph, we understand that communication teachers are making good use of LS 1 to 7 and 10 (mean score 3.00 to 3.99) and LS-8 and 9 are used on an average (mean score 2.00 to 2.99) Therefore, communication teachers need to play recorded conversations and give listening comprehension test to students to develop their listening skills.

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To study the total development of language skills
Table of the Total Development of Language Skills

Language Skills	N	Minimum	Maximum	Mean	Std. Deviation
Speaking	500	11	50	35.38	8.988
Writing	500	10	50	34.82	9.336
Reading	500	10	50	33.35	9.443
Listening	500	10	50	34.7	8.585

Graph of the Total *Development of Language Skills*
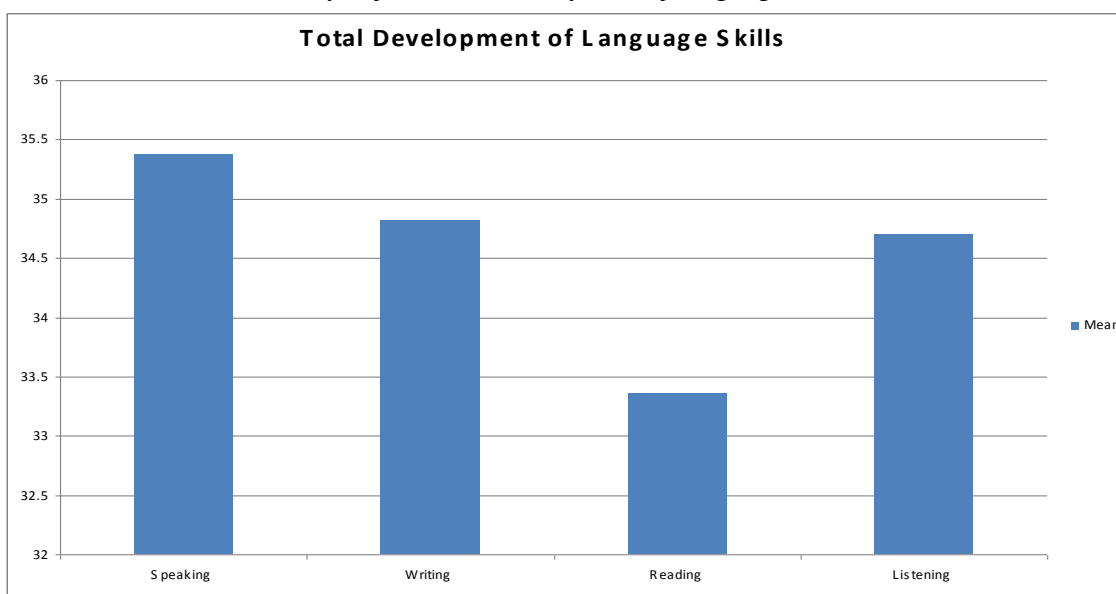
Interpretation-

From the above table and graph we understand that the mean score of speaking skills is the highest (35.38), writing skills (34.82), listening skills (34.7) and reading skills (33.35); communication teachers' use of classroom interaction techniques definitely help students to develop their language skills. Therefore, communication teachers need to use appropriate and more classroom interaction techniques so as to develop the reading skills of their students and at the same time, communication teachers need to use all other interaction techniques in a more effective manner so as to develop speaking, writing and listening skills among their students. Open reality is, many of the students don't have the flow of language, no clear pronunciation and confidence and in written they lack in a spell, tenses, and sentence construction and at the same time they are not the best listener.

CONCLUSION

Today, the so called graduates who have been instructed in English find it difficult to converse in English when they are on the job or looking for a job. Even many public personalities commit blunders when asked to react or respond to some query made to them in English. The height of this is that such people vouch for their regional or national language in order to hide their deficiency of spoken English. Therefore, English teachers are expected to take the research findings seriously and implement it in their teaching. They individually should go by the needs of the learners and accordingly do the action research in language to develop the language skills of their learners.

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