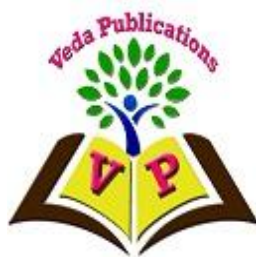


SKILL ENHANCEMENT- TEACHING LSRW FOR UG STUDENTS

Dr. Neerukonda Viswasarao

*(Head, Department of English,SVKP College, Markapur.)***ABSTRACT**

In the globalized backdrop, good LSRW skills are the keys to unlock the doors to success. These skills help to build strong relationship and better understanding which are so vital in our personal and professional life. To be successful in any field one need to know and understand how to communicate effectively. Professionals having strong hold on communication skills are considered assets for any organization. Such professionals set higher level of standards and add value to the organizational set- up. At present times besides domain knowledge employers look for sound communication skills in job aspirants. These undergraduates need a specific set of language skills for their success in education and career. Employers are also voicing their concerns about the need for better LSRW skills among students. The professional profile of a modern qualified should include well-developed communication skills and high English language proficiency to help him achieve success in the modern highly competitive global work arena. When students graduate from the college and become real professionals, they will find that English appears even more crucial. For non-native English speakers, unfortunately, most of the professionals speak English as the first language or the working language. In order to understand and coordinate with their colleagues and accomplish their projects smoothly, professionals have to speak good English.

Keywords: *LSRW Skills, Language, Literature.*

INTRODUCTON

In the present scenario education of English language has its own importance in framing the future of every student. Both the education and the teacher with morals and ethics will play a pivotal role in constructing a good and strong character of student. The education which failed to build the fruitful future of student is of no use. The importance of English language teaching came into existence by the influence of major events of 16th Century. The style of English language used in the English literature by the different author's and writers in different way is to bring enthusiasm and joy of reading for the reader and the instructors

The main motto behind introducing the English language at school level is to make their citizen to face the competitive world. If we observe keenly the 3/4th part in the English subject prescribed both at school and college level has more literature part when compare to Grammar because grammar is only required to learn the rules of usage in the language where as the literature deals with the communication and vocabulary of the language. In my view using various kinds of methods in the classroom has always been a challenge which made teachers and students to think with creative and practical ideas. This enables teachers to meet various needs and interests of their students. The English teacher can impart the quality education among the students through teaching English language and literature because most of the literature works in English especially, poetry and drama deals with the nature and humanity of different characters. Different characters exhibits their own nature in the context through which a teacher can trace out the differentiation between the good and evil. Through teaching the literature teacher will make to realize the student that "Good is rewarded and evil is punished." Language is tool used for both construction and destruction of relationships. Teachers who teach language through literature usually use the traditional method of lecturing on topics like theme, characterization, diction, symbolism, summary, plot, motifs, etc. They don't give any emphasis on the stylistic/linguistic aspect of the literary texts.

Of course, students must be taught literature and it must be taught by creating an awareness of linguistic possibilities and sensibility. So in this way, the idea of literature through language becomes relevant. The teacher should encourage reading literature through reading and analyzing a wide range of literary books students will understand and develop intellectual behavior about a particular character narrated by author whose life and attitude may be different from others.

With the close examination of the contemporary works in English the students will learn to observe, describe and analyze the subject based on the situation which basically helps the students in developing the creative thinking and creative writing. Further coming to the language in literature the main concern of a teacher is not to teach about language, but to develop learners' abilities to make them capable of using the language for a variety of communicative purposes. There is a difference between teaching about the language and communicating in the language. The language can be developed through dialogues in drama,

verbal and non-verbal communication, short stories, narrations, conversations, and interviews.

The following are the steps which help the teacher in teaching the language through literature to enhance Listening, Speaking, Reading and Writing (LSRW) Skills among the students. Teacher should make the students to listen to a recorded lecture repeatedly and ask them to write down the vocabulary which she/he has used during his/her lecture. This kind of activity will enhance both the vocabulary and listening skill. Teacher should assign the paragraph from the text prescribed and ask them to read and give a brief lecture on the topic through which a student can develop the speaking skill. Teacher should ask the students to read the text from the book or newspaper on the stage loudly through which the students will develop the reading skills with the help of skimming and scanning. Teachers should assign a paragraph to the students. Ask the students to identify any two literary words and write their meaning with the help of dictionary with this type of work the students will enhance the word power and writing skill.

The main concern of English teachers should be to help learners acquire communicative competence, as it is more than acquiring mastery of structure and form. It also involves acquiring the ability to interpret discourse in its entire social and cultural context. It is un-debatable that the use of literature in the EFL classroom can provide a powerful pedagogic tool in learner's linguistic development or linguistic accuracy. It is also apparent that EFL speakers still have difficulties in comprehending the nuances, creativity and versatility which characterize even standard and transaction forms of English

The Importance of English Skills for Undergraduate Students

English is becoming more and more important today. That's why before starting teaching we must tell our students about it. For non-native English users, English is very important because it is widely spoken all around the world. Knowing English allows people to enjoy their life and work no matter where they are. For students whose mother tongue is not English, mastering English is even more important, not only for their academic life but also for their prospective career.

In order to master the subject knowledge and skills better, students should have English language competence. Most of the literary and scientific papers or journals in the world are written in English. Most of the graphs are also marked in English. Most of the professors in various universities also conduct their lectures in English. Hence, students should at least master the Basic English ability to deal with the countless English lectures, labs, projects and papers. When students graduate from the college and become real professionals, they will find that English appears even more crucial than it used to be. In order to understand and coordinate with their colleagues and accomplish their task fluently, professionals have to speak good English. All in all, non-native English students should try hard to improve their English ability, which could help to make both their school life and career more successful and enjoyable.

What is LSRW?

When we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to first, then to , then to , and finally to . These are called the four "language skills":

Listening Skills

Students should be given practice in listening to the sounds of the language to be able to recognize them, to distinguish between them to mark stress and recognize and use the right intonation in sentences.

Objectives

1. To enable students to develop their listening skill so that they may appreciate its role in the LSRW skills approach to language and improve their pronunciation.
2. To equip students with necessary training in listening so that they can comprehend the speech of people of different backgrounds and regions.

Speaking Skills: Objectives

To create awareness among students of the importance of speaking in English and its contribution to their success.

Strategies-Understanding paralinguistic attributes; Oral practice; Describing objects/situations/people ; Individual/Group activities

Reading Skills: Objectives

To create awareness among students of the significance of silent reading and comprehension and develop the ability of students to guess the meanings of words from context and grasp the overall message of the text, draw inferences, etc

Strategies. Skimming the text ; Reading and understanding of textual materials; Understanding the gist of an argument ; Identifying the topic sentence ; Inferring lexical (Use of Dictionary/Glossary/ Listing Jargons) and contextual meaning ; Recognizing unity, coherence and emphasis of sentences and paragraphs

Writing Skills: Objectives To equip them with the components of different forms of writing, beginning with the lower order ones.

Strategies

Basic skills of simple and short composition ; Writing sentences ;Techniques of creative and critical writing ; Use of appropriate vocabulary ; Paragraph, essay and précis writing ; Coherence and cohesiveness ;Narration / description; Note Making

Formal and informal letter writing

CONCLUSION

English language dominates the other languages of native speakers hence it has become a challenging task for the teachers to train and to teach English language for their students. This has made both the teacher and students ignore the literature part and made them focus only on grammatical part to learn language

There is a great need to frame course materials and develop methods and strategies so as to enhance LSRW skills of undergraduates. Students require LSRW skills to express and

share their experience, knowledge, ideas and thoughts in an effective manner and to harness a better understanding and harmony for the common benefit of the society.

REFERENCES

1. Torrance, H., H. Colley, D. Garratt, J. Jarvis, H. Piper, K. Ecclestone and D. James (2005), The Impact of Different Modes of Assessment on Achievement and Progress in the Language
2. ARG (2002), "Assessment for Learning: 10 Researchbased Principles to Guide Classroom Practice", Assessment Reform Group 2002, <http://arg.educ.cam.ac.uk/CIE3.pdf> Christensen, Linda. (2000).
3. Reading, writing, and rising up: Teaching about social Crooks, T.J. (1988), "The Impact of Classroom Evaluation Practices on Students", Review of Educational Research, Vol. 58(4), pp. 438- 481. Godwin-Jones, B. (1999)
4. <http://iteslj.org/Techniques/SavvidouLiterature.html>
