

# The Effects of Affecting Factors Minimize the Students' Foreign Language Apprehension through Psycho-Social Pedagogy

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**Abstract--***This paper aims at analysing the communication skills of rural learners and the following pedagogical perspectives in the classroom teaching. It also examines the differences existing in the teaching mode and its educational practices followed by teachers and learners attribute towards the requirement of amenities in the **teaching** space. A set of rural learners from Vellore district has been chosen for this analysis and given the questionnaire based on classroom amenities, management concern on syllabus, and techniques followed by teachers and learners' proficiency level. This survey method is carried out based on the self-report questionnaire and identified the obstacles. Taken survey (questionnaire) from 65 students on how their teachers teach to learners and learning environment. The data were analysed by applying the frequency table. Its impact affirms the inadequacy of communication training between learners and teachers' interaction, and between the learners in an authentic situation. From the questionnaire report, the following constraints are followed in the classroom. The interactive learning platform was not given among the learners, which cause dissatisfaction, involvement and commitment from the teachers are not up to the benchmark level and the absence of following up strategies like activities and techniques seem very less for the rural learners. Discussion and suggestions of this work reflect the same wherein all educational authorities and teachers have to provide adequate prospects to the rural learners to get rid of their nervousness, reluctance and communication apprehension. The English Language has established its roots firmly in the field of the employment sector and ascertaining it as a language meant for formal communication. This created an urge to achieve mastery in language fluency and accuracy to have proper communication in and around the globe. Subsequently, enhancing oral communication and proficiency are the trending subsistence for learners.*

**Keywords--** *Communicative competence, speaking disruptions, speaking performance, motivation, teachers characteristics, cognitive learning*

## I. INTRODUCTION

Improving and enhancing oral proficiency and competence in the English language is one of the hard-hitting tasks for rural learners in India. However, the English language is not regularly followed and practiced among the learners; further, this situation is worsened more when there exists an insufficient interaction in the classroom. This progress happening in the teaching mode which limits the learners' exposure in the foreign language that

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ultimately affects their proficiency level. Exam-oriented teaching and learning methods are carried out in many institutions. This procedure has been followed in the practice of traditional classroom decorum. This method leads less comprehension among the learners and it widened the gap of communication skills with no development progress. Basically, rural students are unaware of the importance of practicing the English language. Lack of exposure and performance in the language skills remain at the basic level after their schooling. It results them to be stressful to meet the practical challenges.

Second language learners are basically rigid about their speaking skills in the target language while performing in front of teachers and peers. Due to some factors, learners resort to their native languages, which has to be tuned to increase the communicative competence of the global language. Awareness and importance of language skills have not known for the learners. As of now, proficiency in the English language has been regarded as an official code and it has been considered as the most preferred language for many countries and even extended its roots irrespective of cultures and values. In order to maintain social relationships, effective communication skills are required. Hence, there is a need to focus on the strategies to pop their language skills. Moreover, it unites the people in and around the world to share the knowledge in the field of science, education, industrial facts and other knowledge-oriented concepts. Every learner should have a goal of enhancing their communicative ability and to communicate meaningfully not only based on academic perspective but also socially. Though organization and educational experts are assigned enough materials and curriculum like puzzles, challenging tasks, well-structured texts provided to students. Even then learners couldn't achieve oral proficiency in language skills. The role of teachers and students' content knowledge take charge towards directive acts on language skills. Self-perception, teachers' coordination and perception of others intense the attitude and allow the students to participate actively in the learning contexts. Effective strategies are to be followed and maintained to get rid of the affecting factors. Henceforth, conversational consistency is also needed for learners which extends their communication skills. It is necessary to take proper steps to clear the way of language learning skills such as 1. Oral competence can be achieved after the proper training with confidence, 2. Faculties have to implement flexible approaches with effective strategies like lessons based on realistic situations, 3. Practice the activities continuously without reluctance and create interest among the learners to fulfil the challenges in the academic and social context. Here, teaching methodology is the basic factor which increases the level of confidence among the students in oral competence from the affecting factors.

## **II. RESEARCH PROBLEM**

The majority of rural learners are unsuccessful in achieving the oral proficiency in the target language. Various reasons have been observed in the absence of language proficiency among the rural learners. Some of the reasons like teachers-learners interaction in their native language. There is a defect in following policymakers related to authentic sources in the classroom practices. It results low literacy attainment and unenthusiastic attitude of learning concept. Moreover, the influence of the mother tongue is also one of the major hindrances for learners to cope with errors in the norms of target language.

### **III. RESEARCH QUESTIONS**

1. What are the major reasons that perceive rural learners' low or limited oral proficiency in the second language?
2. Do teachers of English and educational authorities follow interactional strategies or any techniques based on teaching in the classroom?

### **IV. OBJECTIVES**

By conducting this survey, the researcher projected the obstacles and suggest objectives:

1. Notice the major reasons that perceive rural learners' low or limited oral proficiency in the second language and recommended possible measures.
2. To observe the rural learners' difficulties in learning the second language skills and how to extend the interactional classroom sessions in the teaching method.
3. There should be an update among the teachers of English and educational authorities to produce proper materials to extend the pedagogical outlooks of the target language and it helps the learners to be productive in their oral communication skills.

### **V. LITERATURE REVIEW:**

Communication is inevitable for every living being to express their needs and to deliver the messages. Further, it is an effective tool, which connects people all over the world. (Khan, 2011) declared English as a globally recognized language since it has been practiced as a formal language for communication all over the world. Moreover, it acts as a connecting rope and bridges the break between various countries irrespective of their colour, creed, and religion. Furthermore, its popularity reached an unprecedented height when English has been incorporated as an official in the educational fields like schools and colleges as well in the working sectors in many countries. Perhaps, learning a new language is one of the critical tasks, which tests learners' proficiency. Concurrently, language proficiency is highly required to formulate ideas to reveal. Here, urban and semi-urban students are somehow managed to cope with language skills. Because of their upbringing situations of urban and semi-urban students can get opportunities to learn and cultivate their language skills via schools or surroundings; whereas rural learners experience is less to enhance their language proficiency. It brands them unqualified and resorted in passive mode and its effects lead to be victimized after graduation.

In the rural zones, right from the school, students are learning with the influence of their mother tongue. Here, English language skills have been deprived and biased towards the learning contexts. Being maintained silence by the learners in the framed classroom and their ignorance in understanding causes difficulties in the learning space. It results ineffective communication among the learners. After receiving the graduation, learners are speechless (Samaranayake, 2016) the author declared the importance of language proficiency in the employment sector. He stated that the World Bank (2005) declaration about the former students and graduates have fewer standards in fluency and accuracy in the English language, which are highly required in the labour fields, but it results, victimized . Despite the fact that they are educated in the traditional decorum, they trained as listeners or observers

than interactor which leads critical situations. (Ishtiaq, Ali, & Salem, 2017) explains that teachers centred classroom limits learners creative thinking process and trains them to put effort on, to concentrate, observe and repeat. Instead of being active and interactive mode, learners partially muted or stops their learning without proper guidance. It results the learners' to get stuck with anxiety, hesitation, and nervousness. Irrespective of strong technical skills followed by their inability to express their knowledge makes discontent knowledge and performance. It acts as a major hindrance to describe or elucidate their own ideas and matters in front of the pioneers. Moreover, Communication breakdown poses a great threat in the universal acceptance of their findings in a technical forum, which questions deeply based on competence rather technical knowledge of the candidate. Subsequently, less proficiency among rural learners in the communication skills follows anxiety, reticence and apprehension while interaction/collaboration. Generally, rural learners are encountering the limiting factors in the second language.

High proficiency learners are basically positive towards comprehension with their constitute knowledge to get through the levels in the target language skills. But, low proficiency learners are intrinsically obtain with difficulties during the interaction. It has to be compensated with the help of strategies. (Nakatani, 2010) insists that sufficient opportunities make the learners productive. Literally, it bridges the communication breakdowns. Some of the possible aims need to undergo by the learners like concentrating and utilizing the alternative approaches to obtain the target language proficiency that subsequently maintain the conversational flow. Strategies are made to enhance the learners' output to recognize themselves like self-diagnose, self- monitor, and self-reflection. (Nakatani, 2010) the author illustrates that learners' active behaviour allocates self-repairing and maintaining interaction. There are two main strategies such as achievement or compensatory and reduction or avoidance strategy need to follow. Latter it reflects competence in the communication skills with the help of achievement and reduction strategies.

Fear of comprehension and unpleasant experiences are the major defects of learners. Lack of linguistic resources make the learners less accurate in describing the situations. Generally, interaction is the active process to vanquish the communication disruptions. Further, achievement and reduction strategies are assisting factors for learners to help-seeking, self-repairing, etc. Communication strategies are systematic techniques that strengthen the target language skills and support the learners to overcome difficulties. In addition, continuous interaction raises their competence level to a greater extent.

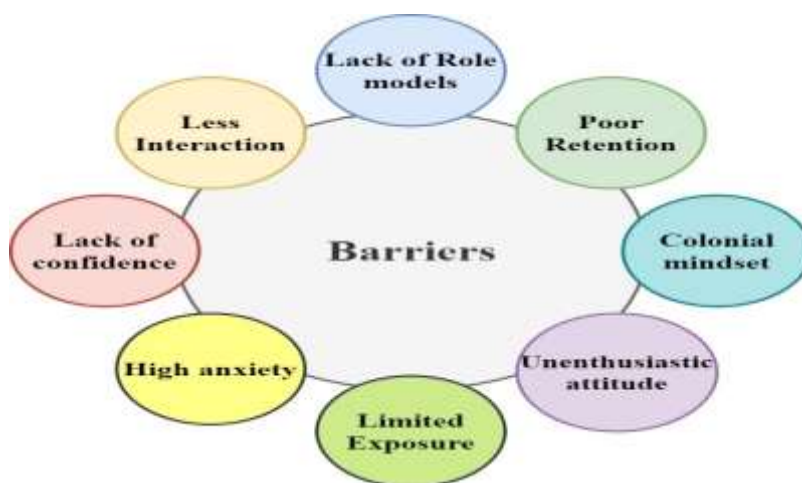
## **VI. BARRIERS IN LANGUAGE LEARNING:**

Several factors act as barriers for effective learning are limited amenities, lack of role models, numerous students dumped in the classroom, teachers' inefficiency to complete the syllabus on time. Moreover, Dynamic rules of grammar, communication apprehension, limited knowledge in vocabulary increases the difficulties in communication skills. Here, students are loaded with a vast syllabus, wherein the teachers should complete the syllabus with time constraints. Once the teachers completed their assigned portions, constantly exams will appear. Students, obviously mug up the entire object from the lesson and clear the exams. This cyclic process causes the major defects are unenthusiastic attitude, high anxiety, colonial mind-set in the classroom. Besides, less support from family and surroundings contribute to reach the low factors of competence level. Students were given fewer

opportunities to play the role of learner's rather passive seekers. Since they have gone through inadequate words and usages. Learners are literally haunted with a lot of queries in active skills like speaking and writing.

The process of learning the target language is adopting the new culture and its norms. This kind of transformation leads frustration among the learners it cause inconvenience in numerous ways. The majority of learners' mind-set probably stuck with their ideas, knowledge, skills and hesitation. When learners' confidence level is low, it literally stops or unwillingly participate and feeling apprehensive of being criticized.

The majority of rural learners have not crossed practical ways of learning rather profoundly focused on the subjects and received bookish knowledge to present exam-oriented standards. Basically, non-native learners are finding hard in the active learning process. Second language learners almost take ten to twelve years of studying but results are limited or probably less attitude in the language skills. Causes are learning a new language and its culture and norms is quite difficult to adopt. This transformation projects cultural shock. Even though implementation happens academically but insufficient linguistic resources remains constant. It was found that learners have not get the opportunity to be cultured with explicit skills and it allows them to indulge with certain issues like nervousness, reluctance and communication apprehension leads the rural graduates as victimized or unemployed. Specifically, rural students face personal issues like poverty, which is one of the most noticed factors for learners to get drop down from their education. Less family income, domestic violence at home, personal repairs, and several unexplored bases have to come across that shake their educational concept to widen the gap.



**Inferential obstacles:** Government and educational specialists have to concentrate on the undeveloped or unimplemented prerequisites of learners' necessities. Authorities and teachers have to figure out the affecting factors of learners in the target language skills. Higher officials of the educational department should take steps on to afford proper materials, provide adequate facilities like activity-based learning and teaching. It has to implement in the classroom to exceed language skills. As well teachers ought to update their knowledge to follow some techniques like quiz, games, puzzles make the students curious to learn and enjoy which express their natural flow of words to find themselves. Gradually revamping the syllabus structure and improving the quality of teachers are possibly make the effective classroom.

Though the majority of learners communicate with the help of the first language and in between they tend to use the English vocabularies and continue the sentences with the bilingual format. As of now, learners are facing more difficulties in choosing appropriate vocabularies and framing the sentence with proper usage of tenses.

Learners are anxious when compiling into sentences which causes reluctance and end up with a mess because of insufficient language practices. Instead of giving them continuous verbal tests in the language classes, implement interactive session that up brings confidence level to enhance their conversational sequences. In point of fact, young people can easily acquire the language skills when compared to an adult. Stengal states, "The adult will learn the new language more easily, the more of these infantile characteristics he has preserved" (478). If children do something wrong in the language they usually dusted up and continue their learning process but being an adult their attitude is literally hesitant. It shuts the door of learning.

Students stated over dissatisfaction about teachers' presence in the classroom and teaching methods. In institutions, teachers are allotted with some official works. It affects students learning progress in the initial days and it extended the same, for a certain period it causes ineffective language skills among the learners. Since they have been followed and bred with native languages. It results less productive in the functions of language skills. Because they have been trained with less exposure in the classroom that leads obstacle to their higher education. So they are facing trouble at the earliest stage of college. This progress stops the learners' growth otherwise strive hard to switch over it. Most of the graduates are working hard to get employed. Moreover, graduates are facing challenges, related to their competence level. Evidently, basic language skills are highly required to get rid of the challenges in the working sector. If graduates are unable to implement their basic acquaintance, they are considered as unfit for the job. It leads to unemployment and turns as a professional victim.

## **VII. ENTANGLEMENT OF SPEAKING SKILL**

Learners are facing difficulties especially in oral communication and its performance. Listening skill is highly required to achieve the speaking skill. The process of grabbing the vocabularies and its tone while listening is the base that provides the pathway to regurgitate and pronounce the words or sentences. This reflective perception is the influence to step in proficiency of the language skills. But learners have been trained, teacher-centred classrooms and traditional ways of teaching and passive listening. Here, listening skill plays a major role but there is less reflection and very less interaction mode has been formulated in the traditional decorum. Sometimes interaction may take place with minimum words to answer the teachers' questions.

Some of the complications undergo by learners like mispronunciation, inappropriate vocabularies, grammar structure, and sentence pattern leads to incomprehension. Learners of English often facing hurdles with the language and its norms without proper practice. Acquisition in the second language is not an easy task. Syntactically and morphologically students are excluded in the target language sequence. Learning a new language and its norms is one of the critical tasks for learners. Here, the toughest job is to execute like a native speaker. Education insights are highly focused on linguistic competence and grammatical competence. But graduates should know the socio-linguistic competence in order to sustain. Once students passed out from the schools or colleges. Communicative competence and sociolinguistic competence are needed to enhance their employability skills. If students are not qualified enough, consequences are too hard to be switch over in the field activity. Most importantly, learners' prerequisites plays the prominence role of language proficiency.

## **VIII. UPHOLD LEARNING VISIONS**

After conducting the survey for the rural students'. The existing complications are revealed about the teaching method, quality of teachers and inadequate facilities undergo by learners. However, learning a second language is difficult for the unknown. It's quite hard to acquire the target language skills until and unless surroundings and the person co-operation. (Nakatani, 2010) the author states that recognizing the communicative ability and find out the strategy is the path to raise up the independent learners.

Affective factors are scrutinized and some of the remedies needed to provide, like classroom filled with amiable stretch, uphold motivational subjects, intense purposes of learning in the language skills with approaches and methods. (Yousef, Jamil, & Razak, 2013) elucidates that classroom learning can possibly get learners' involvement and participation which reduces passivity. Basically, students are interested in the games. In this competitive world, learners must aware on communication skills. At this point, knowing the importance of language is the basic or first step to get into language. But, executing the proficiency over language skills is the masterwork. Therefore, language functions have to be fascinated to observe the learners' attention, concern and psychological perception is the pathway to enhance the learners' motive. In order to provide required facilities in the teaching, the foreground is the platform to accomplish the English language skills.

This development progress make the students' mind to fulfil their acquaintance at the earliest stage which allows to keep forward. This increases the values of learners and it extends career improvement. From the learning perspective, right from the beginning, enthusiasm and attitude are the basic factors to learn the language with ease. It deliberately shows the positive effects which assure proficiency skills. Some of the strategies are highly recommended for students to practice the foreign language.

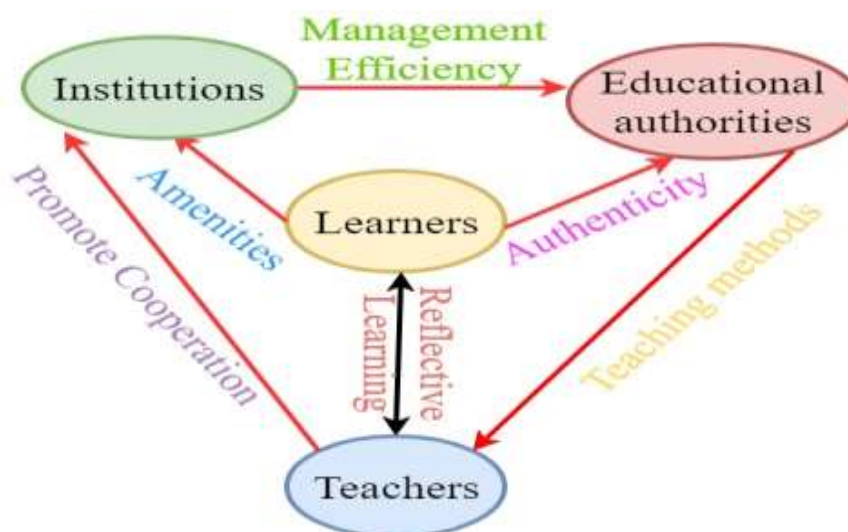
## **IX. ROLE OF TEACHERS' IN LANGUAGE CLASSROOM**

The role of English teachers is undoubtedly crucial in making rural learners less anxious and more productive. (Khan, 2011) explains the factor of teachers' role is an instrument. Hence, teachers play a central role like a facilitator in the classroom. So teachers' co-operation is highly recommended in the teaching concepts as well gradual improvement is needed in the learning contexts. The major responsibilities of teachers are knowing the dynamic learning system in the classroom and beyond the classroom setting to understand and speak appropriately. When teachers carry out the activities with proper implementation in the target language is the base of learning skills. (Khan, 2011) emphasize that teachers have to be updated and equipped to face the challenges with predictable mode. Teachers' preparedness should achieve an advanced growth and opportunities towards the learning process among the learners which gives huge satisfaction. Cognitive approaches is the stem to apply naturally their self-perception of competence. It is an essential part to get satisfactory results from the learners.

Sometimes problems lie with teachers because they are non-native speakers. They may not practice well enough to communicate their viewpoints in the target language. Some of the teachers were not confident and proficient to deliver the chore knowledge to the learners efficiently. It affects the learners from the beginning, it has to be change otherwise after their graduation, they realize the demands of society and suffering will happen. Soon after, learners go back to roots and go through the language skills to defend. Gradually, they strive hard to interact. Knowledge is required to perform the language skills it will make the graduate shine in the working field.

But, it is not possible for all of the students to achieve language proficiency with a minimum amount of time. If graduates are failed and keep on neglecting to interact with the society he/she become victimized.

Teachers ought to prepare separate materials, curriculum, activities, and techniques for learners. It makes sensational striking towards the learners to interact. When the sessions are lively, learners are interested to participate. While communicating the information related to specific materials with proper enactment and coordination which makes the classroom effective. It also provides experience with situational contexts enable the learners to express their feelings and attitudes. It gradually promotes oral fluency. This kind of setting leads them to get off from shyness, hesitation, anxiety. For learners, speaking skill plays the predominant role to sustain in the professional contexts.



The cognitive approaches uphold the language skills which promotes the ability to acquire constant knowledge. When learners are doing mistakes, teachers should encourage and spot the errors with explanations. Some of the specific concepts are hard in language skills, so teachers plan accordingly to split the work schedule and implement the procedure too favourably to reach out the students. Framing the questionnaire is examining the student's behaviour in general, teachers and management in particular.

## X. METHOD AND PARTICIPATION OF THE STUDY

The present study is a survey method, it helps to find out the teaching practices are followed by English teachers in the rural school context. The objective of the paper is to find out the learners' language skills. Through the questionnaire, the researcher has found out the inadequate sources are prompting in the classroom observation. The study was conducted in Vellore district rural learners. The participants in this study belong to higher secondary studying in Grade 12 from rural areas. Moreover, the questionnaire has revealed that the majority of the students come from a poverty-stricken or impoverished background. It causes relatively fewer opportunities to use the English language outside the classroom.

## XI. DATA ANALYSIS



Analysis of the Data collected from rural learners through the questionnaire.

Questions for the students (To what extent students required the fundamental criteria in language learning in the classroom

Gender

Particulars	Frequency	Percent
Male	29	44.6
Female	36	55.4
Total	65	100.0

Source: Primary data

As noted above, the researcher collected the data through survey method from 65 rural higher secondary students. Samples are: Male 29 and female 36

Teachers has efficiency	Frequency	Percent
Always	13	20.0
Often	21	32.3
Sometimes	30	46.2
Never	1	1.5
<b>Total</b>	<b>65</b>	<b>100.0</b>

Source: Primary data

The above frequency table represents **teachers' efficiency** ranging from always to never (higher to lower score). Students' rating percentage follows. Sometimes 46.2%, often 32.3%, always 20.0%, never 1.5%. The data directs that overall teachers' efficiency is moderate level. Therefore, the highest percentage is Sometimes.

Adequate facilities	Frequency	Percent
Always	15	23.1
Often	18	27.7
Sometimes	27	41.5
Rarely	4	6.2
Never	1	1.5
Total	65	100.0

Source: Primary data

The above frequency table reveals **adequate facilities** are available in the classrooms and the range is followed from higher to lower percentage. Sometimes 41.5%, often 27.7%, always 23.1%, rarely 6.2%, never 1.5%. It is clear that students' response highly focused on sometimes. It is inferred that adequate facilities are limited to acquire language skills like language labs and communication strategies.

<b>Special techniques</b>	<b>Frequency</b>	<b>Percent</b>
Always	14	21.5
Often	9	13.8
Sometimes	20	30.8
Rarely	18	27.7
Never	4	6.2
<b>Total</b>	<b>65</b>	<b>100.0</b>

Source: Primary data

The above frequency table discloses about **special techniques** and it's ranging feedback from students. Sometimes 30.8%, rarely 27.7%, always 21.5%, often 13.8%, never 6.2%. The majority of students emphasized and given data concluded that sometimes teachers are handling special techniques like quizzes, puzzles, and jigsaw games and so on. But this kind of setting is important to create interest in learning.

<b>(Using materials) Course books</b>	<b>Frequency</b>	<b>Percent</b>
Always	36	55.4
Often	11	16.9
Sometimes	8	12.3
Rarely	3	4.6
Never	7	10.8
<b>Total</b>	<b>65</b>	<b>100.0</b>

Source: Primary data

The above tabular column was given the data of teachers **using materials -course books**. The percentage of data comes under higher to lower. Always 55.4%, often 16.9%, sometimes 12.3%, never 10.8%, rarely 4.6%. It is inferred that the majority of students rating teachers are following course book or academic given materials which is insufficient to reach a milestone in the learning contexts.

<b>(Using materials)Stories</b>	<b>Frequency</b>	<b>Percent</b>
Always	8	12.3
Often	10	15.4
Sometimes	25	38.5
Rarely	10	15.4
Never	12	18.5
<b>Total</b>	<b>65</b>	<b>100.0</b>

Source: Primary data

The above frequency table displays the usage of **using materials-telling stories** to make interest and participate. Students' rating percentage is following higher to lower. Sometimes 38.5%, never 18.5%, often and rarely 15.4%, always 12.3%. It is inferred that the majority of teachers are following course books rather than telling stories to motivate the students' energy level.

<b>(Using materials) Videos</b>	<b>Frequency</b>	<b>Percent</b>
Always	3	4.6
Often	8	12.3
Sometimes	21	32.3
Rarely	19	29.2
Never	14	21.5
Total	65	100.0

Source: Primary data

The above frequency tabular column confirms the **using materials-videos** that can easily store in the minds of students. Students' rating % are as following higher to lower. Sometimes 32.3%, rarely 29.2%, never 21.5%, often 12.3%, always 4.6%. It is inferred that the majority of teachers are following course books rather than listening and watching videos.

<b>(Using materials) Supplementary books</b>	<b>Frequency</b>	<b>Percent</b>
Always	12	18.5
Often	9	13.8
Sometimes	15	23.1
Rarely	6	9.2
Never	23	35.4
Total	65	100.0

Source: Primary data

The above tabular column shows the **using materials-supplementary books** for students which considered an extra source. Students' rating percentage is following higher to lower. Never 35.4%, sometimes 23.1%, always 18.5%, often 13.8%, rarely 9.2%. The majority of teachers are following course books rather spend extra time to implement knowledge-oriented materials.

<b>(Using materials) Other sources</b>	<b>Frequency</b>	<b>Percent</b>
Always	12	18.5
Often	10	15.4
Sometimes	11	16.9
Rarely	11	16.9

Never	21	32.3
Total	65	100.0

Source: Primary data

The above tabular column displays the **using materials-other sources** for students which takes extra work to implement information. Students' rating percentage is following higher to lower. Never 32.3%, always 18.5%, sometimes and rarely 16.9%, often 15.4%. It is inferred that teachers' efforts on skill-based learning are very less rather focusing on academic perspectives. The majority of teachers are following course books rather than using extra time to go beyond the academic related materials.

Activities- Role play	Frequency	Percent
Always	16	24.6
Often	5	7.7
Sometimes	27	41.5
Rarely	6	9.2
Never	11	16.9
Total	65	100.0

Source: Primary data

The above frequency table illustrates the **role-play activity** used or followed in the classroom ranging from higher to lower score. Sometimes 41.5%, always 24.6%, never 16.9%, rarely 9.2%, often 7.7%. It above data results that sometimes role-play activities were carried out for learners.

Activities- Pair work	Frequency	Percent
Always	10	15.4
Often	20	30.8
Sometimes	21	32.3
Rarely	9	13.8
Never	5	7.7
Total	65	100.0

Source: Primary data

The above tabular column shows the **pair work activity** used in the classroom ranging from higher to lower score. Sometimes 32.3%, often 30.8%, always 15.4%, rarely 13.8%, never 7.7%. Results of the data clearly mention sometimes learners are allowed to perform their own standards but not always. Activities are highly recommended to enhance learners' skills.

Activities- Group work	Frequency	Percent
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Always	21	32.3
Often	13	20.0
Sometimes	21	32.3
Rarely	6	9.2
Never	4	6.2
Total	65	100.0

Source: Primary data

The above tabular column shows the **group work activity** used in the classroom ranging from higher to lower score. Sometimes and always 32.3%, often 20.0%, rarely 9.2%, never 6.2%. It is concluded that a balanced level of group work activity is following in classroom teaching.

Activities- Storytelling	Frequency	Percent
Always	7	10.8
Often	9	13.8
Sometimes	25	38.5
Rarely	14	21.5
Never	10	15.4
Total	65	100.0

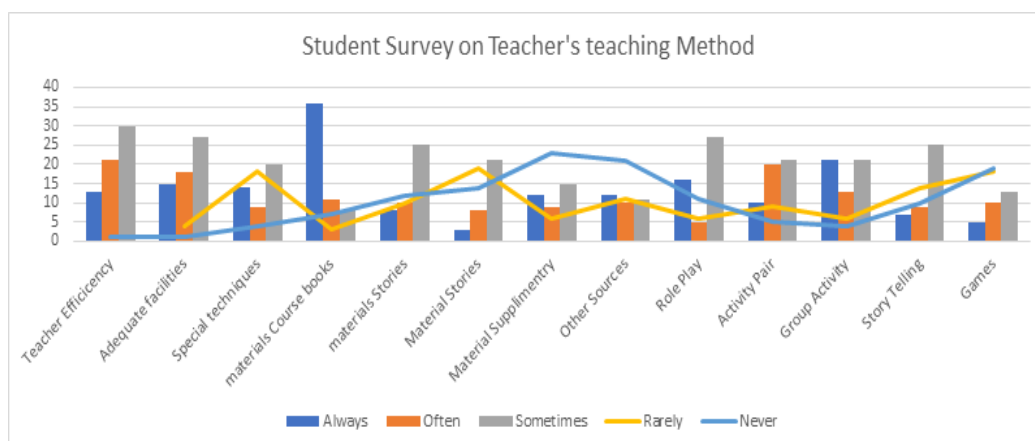
Source: Primary data

The above tabular column shows the **storytelling activity** used in the classroom ranging from higher to lower score. Sometimes 38.5%, rarely 21.5%, never 15.4%, often 13.8%, always 10.8%. It is one of the important activities, which gathers interest among the students to outperform the content knowledge.

Activities -Games	Frequency	Percent
Always	5	7.7
Often	10	15.4
Sometimes	13	20.0
Rarely	18	27.7
Never	19	29.2
Total	65	100.0

Source: Primary data

The above tabular column shows the activity like games used in the classroom ranging from higher to lower score. Never 29.2%, rarely 27.7%, sometimes 20.0%, often 15.4%, always 7.7%. The data reveals that games like jigsaw, puzzle, and quizzes are not carry out in the classroom. But it is highly recommended to improve their attitude of learning for learners.



Teachers encourage	Frequency	Percent
Strongly agree	27	41.5
Agree	26	40.0
Neutral	8	12.3
Disagree	4	6.2
Strongly disagree	0	0
Total	65	100.0

Source: Primary data

This frequency table shows the **teachers' encouragement** in the classroom performance ranging from higher to lower scores. Strongly agree 41.5%, agree 40.0%, neutral 12.3%, disagreed 6.2%. It is inferred that teachers are encouraging to perform in the classroom.

Teachers support	Frequency	Percent
Strongly agree	22	33.8
Agree	23	35.4
Neutral	15	23.1
Disagree	5	7.7
Strongly disagree	0	0
Total	65	100.0

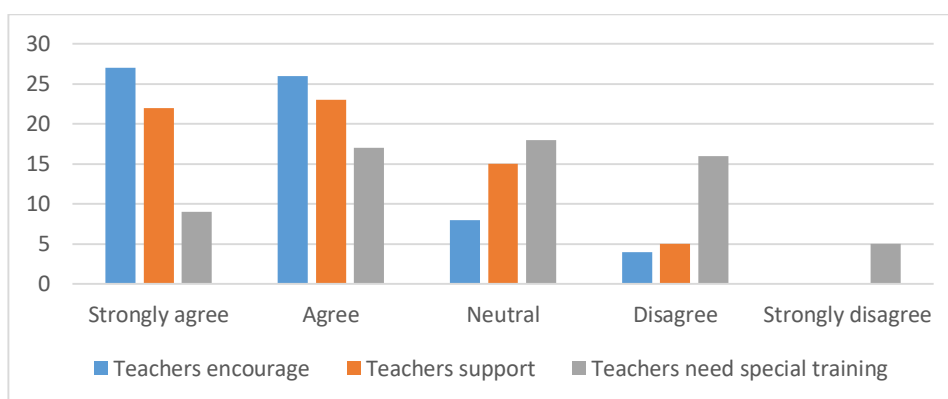
Source: Primary data

The above table displays that **teacher's support** for learners to enhance the language skills ranging from higher to lower score. Strongly agree 33.8%, agreed 35.8%, neutral 23.1%, disagree 7.7%. Teachers are supporting to improve the learners' skills but it is attain up to the level.

Teachers need special training	Frequency	Percent
Strongly agree	9	13.8
Agree	17	26.2
Neutral	18	27.7
Disagree	16	24.6
Strongly disagree	5	7.7
Total	65	100.0

Source: Primary data

This table illustrates the awareness of teachers' quality, interest, and improvement from the title called teachers need **special training** ranging from higher to lower score. Neutral 27.7% agree 26.2%, disagreed 24.6%, strongly agreed 13.8%, disagree 7.7%. It is concluded that teachers need special training to take classes effectively because students given reports indicates moderate level of teaching.



Member of training institute	Frequency	Percent
Yes	1	1.5
No	64	98.5
Total	65	100.0

Source: Primary data

The above table emphasizes the importance of a **member of a training institute**. Students are not aware of members of some reputed training institute. Majority of the students are not aware on any training institute to acquire language skills. Almost 98.5% learners are not aware on this process of learning method. Only one student has been part of the training institute to improve his/her language skills.

Distinguish features	Frequency	Percent
Yes	3	4.6
No	62	95.4
Total	65	100.0

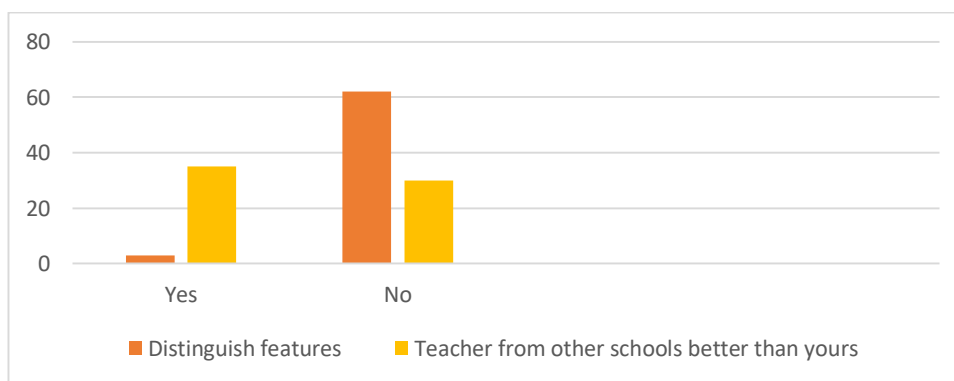
Source: Primary data

This table shows that teachers have **distinguish features** to teach in the classroom to enhance the improvement among the students. 95.4% students agreed teachers are not having distinguish features to teach and remaining students' data are 4.6 % is yes.

Teacher from other schools better than yours	Frequency	Percent
Yes	35	53.8
No	30	46.2
Total	65	100.0

Source: Primary data

This table shows that **teachers from other school are better than yours** school. It is relatively similar but the highest ratio is 53.8% reveals Yes and 46.2% students were given data are No.



## XII. CONCLUSION

This study has been focused on rural learners' and their language skills. This survey was conducted for grade 12 higher secondary rural learners in the Vellore district. Observation: As per the results of the survey, the researcher has captured and revealed that teaching materials, educational practices and pedagogical techniques are not adequate to support students' to complete their schooling. This progress increases the inadequacy in their language skills especially oral proficiency. Because oral communication plays a major role after schooling to attend an interview and express their viewpoints clearly in the forum. Hence, the study was an attempt to emphasize on following insights on teaching methods. It results; the system and procedure of classroom framework are too traditional, which makes students remain passive. From the pedagogical perspectives, it is not relevant and following uncertain empirical approaches to interconnect with current teaching trends. It absolutely makes the students ineffective in language skills. Results and findings of the study, emphasize the following reasons like unorthodox instructional methods, classroom practices, and unequipped techniques along with unaware of language skills and its significant level. Teachers are providing the unstructured resources and learners are following the same, which makes the student indecisive in their communication skills. Moreover, teachers and educational experts should avail the opportunities to intense the students' interest to acquire language skills. Karunaratne (2003) asserts that teaching methods can alter by teachers. However, they blindly follow textbooks



and being influenced on a structured framework rather than following or co-ordinate with the CLT approach or TBLT method. Therefore, in the classroom teaching most probably less authentic sources are taught by teachers, teacher-prepared materials are not found like self-prepared materials rather than following course books are detected and some of the communicative activities were not used to be trained for students. (Samaranayake, 2016) has concluded that the teacher-student collaboration is quite natural with native languages. Therefore, learners obtain very fewer opportunities to increase their communicative competence in the second language. Teachers are highly focusing on academic rapports and conventions. Hymes views of communicative competence are the proper understanding of both sides and make the situation acceptable to communicate with contextual knowledge. Speaker and listener should know the socio-linguistic contexts appropriately to carry out the comprehensive chores. Instructors should identify the effective strategies that turn on the ability to predict communicative competence depends on the requirement of the learners. Clearly, theoretical structure focuses on the classified strategies to implement the potential of learning, predominately it focuses on communication should take place individually. Action plan: management has to provide an upright infrastructure and required learning environment to support learners to learn, perform and execute in an authentic situation. Instructors need to employ the strategies with the proper measures of a cultural-based setting that supports the learners. Regulate this process in order to perform in an authentic state which formalizes the rural learners to cope with language skills and it also enhances their oral proficiency to fulfil their job opportunities. To sum up, motivation is the keynote in the learning process which raises the confidence level of learners. (Yousef et al., 2013) According to Gardner, motivation helps to promote the determination of learners. So, teachers have to concentrate on learners' benefits in order to motivate them to bring out a positive attitude in their language skills. Meanwhile, students have to inculcate their learning with self-realization and values on empowering the global language. Here, it brings a positive attribute like self-directness among the learners. A unified force should revolve around the students to enhance their language skills. Management and teachers should work together for students' enhancement to overcome the obstacles.

### **XIII. SCOPE FOR FURTHER STUDY**

Further research may focus on the ways to reach the advancement of learning English language from the middle school atmosphere onwards. Interesting activities, interactive platforms among the students, lively conversation with peers and the teachers may help the second language learners at middle school to enhance their efficiency.

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