

Research Article

Ineffective Training On The Global Language Turn Rural Learners As Life Victims

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Abstract

This Paper Aims At Analysing The Communication Skills Of Rural Learners And The Following Pedagogical Perspectives In 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 Effective Analysis. The Students Were Given A Set Of Questions Based On Classroom Amenities, Management Concern On Syllabus, Activities 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 Facing In Classroom Learning. 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 Affirm The Inadequacy Of Communication Training Between Learners And Teachers Interaction And Among Learners To Perform 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 Causes Dissatisfaction, Involvement And Commitment From The Teachers Are Not Up To The Benchmark Level And Also 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 For An Employee As Well As For An Employer To Achieve Mastery In Language Fluency And Accuracy To Have Proper Communication In And Around The Globe. Subsequently, Enhancing Oral Communication And Its Proficiency Level Is The Most Trending Precedent For Learners.

Keywords: Communicative Competence, Speaking Disruptions, Speaking Performance, Motivation, Teachers Characteristics, Cognitive Learning

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 Learners Or Students; 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 Ultimately Affects Their Proficiency Level. Due To Some

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Factors, Learners Resort To Their Native Languages, Which Has To Be Tuned To Increase The Communicative Competence Of The Global Language. 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 To Local Regions Across The Culture 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.

Research Problem:

The Majority Of Rural Learners Are Failed To Achieve Oral Proficiency In The Target Language. Various Reasons Have Been Observed In The Absence Of Language Proficiency Among 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, Low Literacy Attainment And Finally Unenthusiastic Attitude Of An Individual Towards The Learning Concept. Moreover, The Influence Of The Mother Tongue Is Also One Of The Major Obstacles For Learners To Cope With Errors In The Norms Of The Target Language.

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 Connecting Rope And Bridges The Gap Between Various Countries Irrespective Of Their Colour, Creed And Religion. Furthermore, Its Popularity Reached An Unprecedented Height When It Is 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. The Reason, Upbringing States Of Urban And Semi-Urban Students Can Get Opportunities To Learn And Cultivate Their Language Skills Via Schools Or Surroundings; Whereas Rural Learners Experience Less Exposure 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. Since, The Educational Consultants, Teachers And Learners Are Maintaining The Art Of Traditional Mode Of Learning And Teaching, The Students Lack Ineffective Communication. Being Maintained Silence By The Learners In The Framed Classroom And Their Ignorance In Understanding Causes Difficulties In The Learning Space. 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)

Statement About The Former Students And Graduates Have Fewer Standards In Fluency And Accuracy In The English Language, Which Are Highly Required Quality By The Labour Marketplace, But It Results, The Graduates Remain Jobless. Despite The Fact That They Are Educated In The Traditional Decorum, They Trained As Listeners Or Observers Than Interactor Leads Facing Critical Situations. (Ishtiaq, Ali, & Salem, 2017) Explains That Teachers Centred Classroom Limits Their Creative Thinking Capability And Trains Them To Work On Concentrate, Observe And Repeat Mode Instead Of Active Interactive Mode. Hence The Versatility Of An Individual Is Partially Muted. This Attitude Followed By The Learners Literally Stops Them To Pursue Active Learning And Completely Transforms Them To Live In A Submissive State Without Proper Guidance. It Results In The Learners' To Get Stuck With Anxiety, Hesitation, And Nervousness. Irrespective Of Their Strong Technical Skills, Their Inability To Express Their Knowledge Makes Them A Failure. 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 Depth In The Knowledge Of The Candidate. Despite Of Less Proficiency Among Rural Learners In The Communication Skills Follow Anxiety, Reticence And Apprehension While Interaction/Collaboration. Generally, Rural Learners Are Encountering Some Of The Limiting Factors In The Second Language.

High Proficiency Learners Positively Comprehend With Their Constitute Knowledge To Get Through The Levels In The Target Language. But, Low Proficiency Learners 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 Reasons Need To Undergo By The Learners Like Concentrating And Utilizing The Alternative Approach To Obtain The Target Language Proficiency And 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 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.

Effective Strategies Are To Be Followed And Maintained To Get Rid Of The Affective 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 And Confidence, 2. Faculties Have To Implement Flexible Approaches With Some Effective Strategies Like Lessons Based On Realistic Situations, 3. Practice The Activities Continuously Without Reluctance And Create Interest Among 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 Students In The Oral Competence From The Affecting Factors.

Fear Of Comprehension, Unpleasant Experience Is The Major Defect Of The Learners. Lack Of Linguistic Resources Makes The Learners Less Accurate In Describing The Situations. Generally, Interaction Is The Active Process To Vanquish The Communication Disruptions. Further, Achievement And Reduction Strategies

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Are Assisting Factors For Learners To Help-Seeking, Self-Repairing Etc. Communication Strategies Are Systematic Techniques That Strengthen The Target Language And It Also Helps Learners To Overcome Difficulties. Moreover, Continuous Interaction Raises Their Competence Level To A Greater Extent.

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 Interaction Strategies Or Any Techniques Based Teaching In The Classroom?

Objectives:

By Conducting This Study, The Researcher Expected To Reach The Following Objectives:

1. To Find Out The Major Reasons That Perceive Rural Learners' Low Or Limited Oral Proficiency In The Second Language And Suggest Possible Measures.
2. To Examine The Rural Learners' Difficulties In Learning Second Language Skills And 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.

Barriers In Language Learning:

Several Factors Acting As Barriers For Effective Learning Are Limited Amenities, Lack Of Role Models, A Large Number Of Students Dumped In The Classroom, Teachers' Inability To Complete The Syllabus On Time. Basically, Rural Students Are Unaware Of The Importance Of Practicing The English Language. Moreover, Dynamic Rules Of Grammar, Communication Apprehension, Limited Knowledge In Vocabulary Increases Their Difficulty In Active Communication. 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 Happens Through The Practice Of Traditional Decorum. This Method Provides Less Comprehension Among The Learners And It Widened The Gap Of Communication Skills With No Development Progress Among The Students. Awareness And Importance Of Language Skills Have Not To Be Known For The Learners.

The Major Defects Are Unenthusiastic Attitude In The Classroom, Less Support From Family And Surroundings, High Anxiety Contributes To The Low Factors Of Mastering The Competence Level. Students Were Given Fewer Opportunities To Play The Role Of Learner's Rather Passive Seekers. Second Language Learners Are Literally Haunted With A Lot Of Queries In Active Skills Like Speaking And Writing. Since They Have Gone Through Inadequate Words And Usages.

The Process Of Learning The Target Language Is Adopting The New Culture And Its Norms. This Kind Of Transformation Makes Learners In Frustrated Mode And Causes Inconvenience In Numerous Ways. The

Majority Of The Learners Have Less Confidence In Their Language Skills. This Mind-Set Of Learners Stuck With Their Ideas, Knowledge And Skills. Learners Are Unwillingly Participating And Feeling Apprehensive Of Being Criticized.

The Majority Of The Rural Learners Have Not Crossed Practical Ways Of Learning Rather Profoundly Focused On The Subjects And Received Bookish Knowledge To Present Exam-Oriented Standards. Probably, Non-Native Learners Are Finding Difficulties In An Active Learning Process, Which Is Not Familiar To Them. Manifestly, A Transformation Has To Be Monitored Among Learners As Well As Adopt The New Culture And Its Norms. This Process Noticeably Projects Cultural Shock. Moreover, The Model Of Transition Standards In The Target Language And Its Chore Implementation Is Quite Hard To Comprehend And Followed By The Students. Evidently, Learners Of The Second Language Who Has Been Studied Ten To Twelve Years, Even Then, They Find Insufficient Linguistic Resources To Be Applied In The Forum Or In An Interview. It Was Found That Learners Have Not Got 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.

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 Needs Of Learners' Requirements. Educational Authorities And Teachers Have To Figure Out The Affecting Factors Of Learners In The Target Language Skills. Higher Officials Of The Education Department Have To Take Steps On To Afford Proper Materials, Provide Adequate Facilities Like Activity-Based Learning And Teaching. It Has To Be Implemented In The Classroom To Exceed Language Proficiency. As Well Teachers Have To Follow Some Techniques Like Quiz, Games Like Jigsaw Make The Students Curious To Learn And Enjoy To Express Their Natural Flow Of Words To Find Themselves. Gradually Revamping The Syllabus Structure And Quality Of Teachers And So On.

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 Practice. Instead Of Giving Them Continuous Verbal Tests In The Language Classes, It Makes The Learners Be In Touch With Some Effective Tasks Which Enhance Their Conversational Sequences. This Kind Of Upbringing Style Makes Them Confident In Their Language Skills. Another Concept, Young People Can Easily Acquire The Language 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 Like After Graduation. Less Confidence

Plays The Role And Stammering Happens Finally Speechless Process In The Forum. It Shuts The Door Of Learning.

Students Stated Over Dissatisfaction About Teachers' Presence And Teaching Way. And Also Teachers Are Allotted With Some Official Works. It Affects Students Learning Progress In The Initial Days And It Extended The Same, Over A Long Period Of Time Causes A Tough Time. Since They Have Been Followed And Bred With Native Languages. Consequently, Students Were Not Productive In The Language Skills And Its Functions. Because They Have Been Trained Distracted And Negligent In The Classroom Lead With A Lot Of Troubles To Cope With Higher Education. So They Are Facing Trouble At The Earliest Stage Of College. It Makes Students Very Well Resorted In Their Native Language And It Results In The Competence Level Of Students In The Target Language Is Very Less. This Kind Of Progress Stops The Learners' Growth Otherwise Strive Hard To Come Over It. Most Of The Graduates Are Working Hard To Place The Job. Moreover, Graduates Are Facing Challenges, In Order To Prove Them Especially 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 To Be Unfit For The Job. It Leads To Unemployment And Turns As A Professional Victim.

Entanglement Of Speaking Skill

Learners Are Facing Difficulties Especially In Oral Communication And Its Performance. Listening Skill Is Highly Required To Cope With Or Mastery Over 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 Kind Of Reflective Perception Is The Power To Step Into The Proficiency In Language Skills. But Learners Have Been Trained, Teacher-Centered Classrooms And Traditional Ways Of Teaching And Passive Listening. Here, Listening Skill Plays A Major Role And There Is Less Reflection And Interaction Has Been Formulated In The Traditional Decorum. Sometimes Interaction May Take Place With Minimum Words To Answer The Teachers' Questions. So Lack Of Exposure And Performance In The Language Skills Remain In 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.

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 To Execute Like A Native Speaker. But, Learners Have Been Trained To Concentrate On Academic And Exam-Oriented Standards. 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 Pass Out Of 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 To Detect The Prominence Of Language Proficiency And Have To Be Achieved By Some Of The Communicative Strategies.

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. So It's Quite Hard To Acquire The Target Language Skills Until And Unless Surroundings And The Person Has To Co-Operate And Breed To Be Refined And Polished In Competence Level Of Language Skills. (Nakatani, 2010) The Author States That Recognizing The Communicative Ability And Find Out The Strategy Is The Path To Raise 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 Nurture Learners' Involvement And Participation Which Reduces Passivity. Basically, Students Get Interested In The Games. Though, Learners Have To Know The Importance Of Communication Skills In The Competitive World. 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. 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.

This Kind Of Development Makes The Students' Mind To Fulfil Their Acquaintance At The Earliest Stage Which Allows Them 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.

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 And Implementing The Target Language Needs To Be Perfect And Clear In The Classroom. (Khan, 2011) Emphasize That Teachers Have To Be Updated And Equipped To Face The Challenges With Predictable Mode. Teachers' Preparedness Provides Advanced Growth And Opportunities Towards The Learning Process Among

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Learners Give Huge Satisfaction. Cognitive Approaches To Practicing The Stems From The Natural Threat To Their Self-Perception Of Competence. It Is An Essential Part To Get Satisfactory Results From The Learners.

Karunaratne (2003), Asserts That Teaching Methods Can Alter By Teachers. But They Follow Blindly Textbooks And Being Influenced On A Structured Framework Rather Than Following Or Co-Ordinate With The Clt Approach. Therefore, In The Classroom Teaching Most Probably Less Authentic Sources Are Taught By Teachers, Teacher-Prepared Materials Are Found From Course Books Is Detected And Some Of The Communicative Activities Were Used To Be Trained For Students. (Samaranayake, 2016) Has Concluded That The Teacher-Student Collaboration Is Quite Naturally With Native Languages. Therefore, Learners Received No Opportunity To Improve Their Communication Skills In The Target Language. Teachers Are Highly Focusing On Academic Rapports And Conventions.

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 Chore Knowledge To The Learners Efficiently. It Affects The Learners From The Beginning, Which Lacks The Awareness Of The Importance Of Language Skills. But, After Their Graduation, They Realize The Demands Of Society. 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 To Enact With Proper Co-Ordination Which Makes The Classroom Effective. It Also Provides Experience With Situational Context To 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.

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.

The Cognitive Approach Upholds The Language Skills Which Promotes The Ability To Acquire Constant Knowledge. When The Mistakes Are Found While Students Are Speaking, Teachers Should Encourage And Spot The Errors. Some Of The Specific Concepts Are Hard In Language Skills, So Planning To Split The Work Schedule And Implement The Procedure Too Favourably To Reach Out To Students. Framing The Questionnaire Is Examining The Student's Behaviour In General, Teachers And Management In Particular.

Motivation Is The Keynote In The Learning Process Which Can Raise The Confidence Level Of Learners. (Yousef Et Al., 2013) According To Gardner, Motivation Helps To Raise The Effort To Learn. So Teachers

Have To Concentrate On Learners' Benefit In Order To Motivate Them To Bring Out A Positive Attitude In Language Skills. Meanwhile, Students Have To Inculcate In Their Learning With Self- Realization And Values On Empowering The Global Language. Here, It Brings A Positive Attribute Like Self-Directness. There Are Two Types Of Motivation, Integrated And Instrumental. Here, Learners Are Following Instrumental Motivation For Study Purposes. Use This Tool To Learn The Language For Job Sake. Some Of The Learners Follow Integrated Motivation To Know The Language Deeply In Order To Read And Know The Essence Of Language To Get Fulfilment.

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 Belonged To Higher Secondary Studying In Grade 12 From A Rural Area. 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.

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

As Noted Above, The Researcher Collected The Data Through Survey Method From 65 Rural Higher Secondary Students. Samples Are: Male 29 And Female 36.

Source: Primary Data

Teachers Has Efficiency	Frequency	Percent
Always	13	20.0
Often	21	32.3
Sometimes	30	46.2
Never	1	1.5
Total	65	100.0

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The Above Frequency Table Represents Teachers' Efficiency Ranging From Always To Never (Highest To Lowest 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 By A Higher To A Lower Percentage. Sometimes 41.5%, Often 27.7%, Always 23.1%, Rarely 6.2%, Never 1.5%. It Is Clear That Students' Highest Respondents Given Sometimes. It Is Inferred That Adequate Facilities Are Limited To Acquire Language Skills Like Language Labs And Communication Strategies.

Special Techniques	Frequency	Percent
Always	14	21.5
Often	9	13.8
Sometimes	20	30.8
Rarely	18	27.7
Never	4	6.2
Total	65	100.0

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 The 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.

(Using Materials) Course Books	Frequency	Percent
Always	36	55.4
Often	11	16.9
Sometimes	8	12.3
Rarely	3	4.6
Never	7	10.8
Total	65	100.0

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 The Students Rating Teachers Are Following Course Book Or Academic Given Materials Which Is Insufficient To Reach A Milestone In The Learning Context.

(Using Materials)Stories	Frequency	Percent
Always	8	12.3
Often	10	15.4
Sometimes	25	38.5
Rarely	10	15.4
Never	12	18.5
Total	65	100.0

Source: Primary Data

The Above Frequency Table Shows The Usage Of Using Materials Telling Stories To Make Interest And Participate. Students' Rating Percentage Is Following From Higher To Lower. Sometimes 38.5%, Never 18.5%, Often And Rarely 15.4%, Always 12.3%. It Is Inferred That The Majority Of The Teachers Are Following Course Books Rather Than Telling Stories To Motivate The Students' Energy Level.

(Using Materials) Videos	Frequency	Percent
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 Usage Of Using Materials Related To Videos That Can Easily Store In The Minds Of Students. Students' Rating % Are As Following From 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.

(Using Materials) Supplementary Books	Frequency	Percent
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

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The Above Tabular Column Shows The Usage Of Using Materials Supplementary Books For Students Which Considered As An Extra Source. Students' Rating Percentage Is As Following From Higher To Lower. Never 35.4%, Sometimes 23.1%, Always 18.5%, Often 13.8%, Rarely 9.2%. The Majority Of The Teachers Are Following Course Books Rather Than Using The Extra Time To Implement To Acquire Knowledge-Oriented Standards.

(Using Materials) Other Sources	Frequency	Percent
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 Usage Of Using Materials Other Sources For Students Which Is Extra Work To Implement For Knowledge Purposes. Students' Rating Percentage Is As Following From 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 Focus On Academic Perspective. The Majority Of The Teachers Are Following Course Books Rather Than Using The Extra Time To Go Beyond.

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 In The Show 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
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

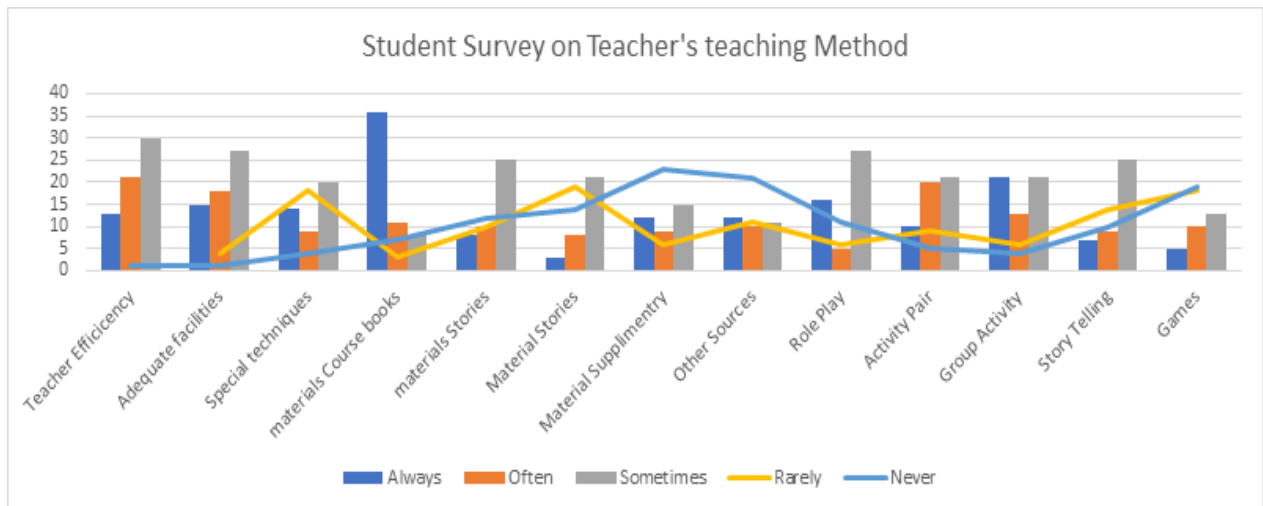
The Above Tabular Column Shows The Storytelling Activity Used In The Classroom Ranging From Higher To Lower Score. Sometimes 38.5%, Rarely 21.5%, Never 15.4%, Often 13.8%, Always 10.8%. It Is One Of The Important Activity Which Gathers The Interest Of Students To Outperform The Content.

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

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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, Quiz To Participate Enthusiastically To Improve Their Attitude Of Learning. But Unfortunately Is Not Carry Out 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 Encouraged 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

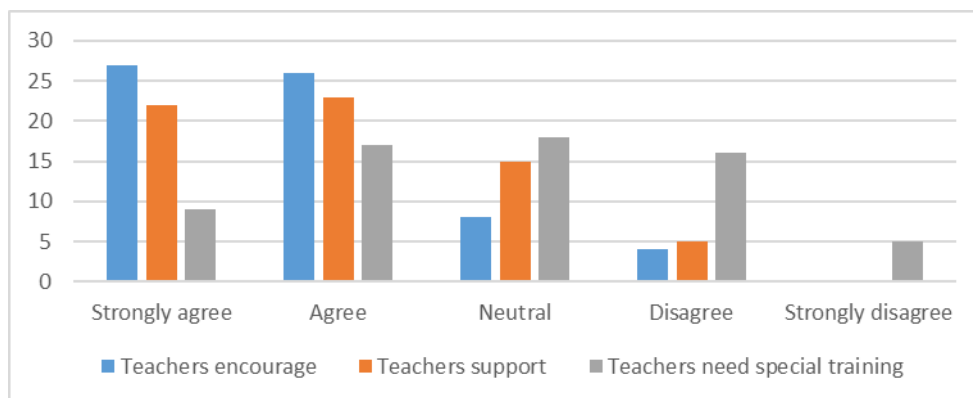
Source: Primary Data

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.

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 Is A 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. Most Of The Students Are Enrolled In Any Training Institute To Acquire Language Skills. The Majority Of Students Come Under Cater To No 98.5%. Only One Student Has Been Part Of The Training Institute To Improve His/Her Language Skills.

Distinguish Features	Frequency	Percent
Yes	3	4.6

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No	62	95.4
Total	65	100.0

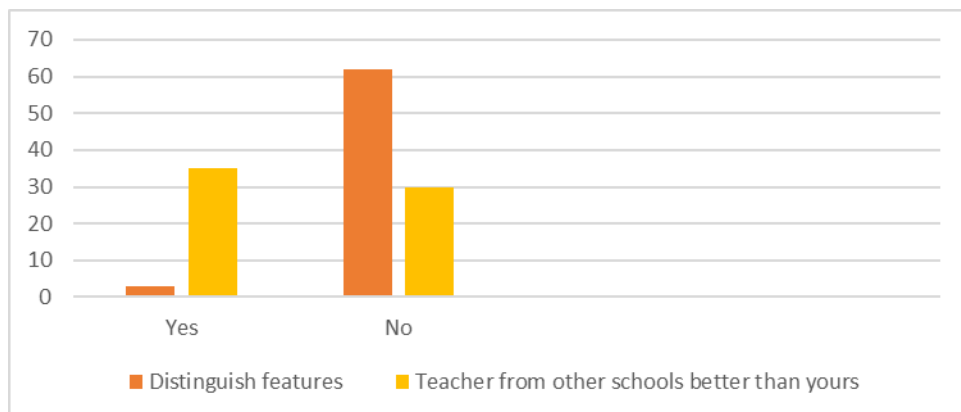
Source: Primary Data

This Table Shows That Teachers Have Distinguish Features To Teach In The Classroom To Enhance The Improvement Among The Students. The Majority Of The Respondents Emphasized Almost 95.4 % Of Students' Data Are No And Remain Students' Data Are Yes 4.6 %.

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 Teachers From Other School Teachers And The Required Facilities Are Better Than The Other Schools. It Is Relatively Similar But The Highest Ratio Is 53.8% Reveals Yes And 46.2% Students Were Given Data Are No.



Description

Taken Feedback From 65 Students On How Their Teachers Teach To Learners. Below Chart/Frequency Table Has Shown Data And I Have Given Suggestion On How To Improve Teachers Training Method On Each Category

Facility To Support Learning Environment/Infrastructure:

Observation: As Per The Results Of The Survey, The Researcher Has Captured, Adequate Facilities Are Not Available To Complete Their Education.

How To Improve: Provide A Supportive Learning Environment For Students To Learn And Perform In Authentic Situation

Action Plan: Work With School Or College Management To Provide The Required Learning Environment.

Conclusion

This Study Has Been Focused On Rural Learners' And Their Language Skills. This Survey Was Conducted For Higher Secondary Rural Learners In Vellore District. It Is Revealed That Teaching Materials, Educational Practices And Pedagogical Techniques Are Not Adequate To Support Students' Progress To Increase Their Language Skills Especially Oral Proficiency. Hence, The Study Was An Attempt To Emphasize On Following Insights On Teaching Methods. As A Result, The System And Procedure Of The Classroom Framework Are Too Traditional Which Makes Students Remain Passive. And Also From Pedagogical Perspectives, It Is Not Relevant Or Following Empirical Approaches 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 Formulated Resources Which Make 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. Regulate The Process In Order To Perform In An Authentic State. This Kind Of Attitude Formulates The Rural Learners To Cope With Language Skills And It Also Enhances Their Oral Proficiency To Fulfill Their Job Opportunities.

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 Platform 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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