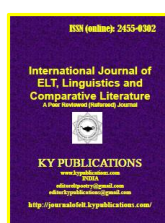# EQUIPPING FOUR-FOLD SKILLS OF ENGLISH LANGUAGE AMONG SECONDARY SCHOOL STUDENTS THROUGH ONLINE TEACHING

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ABSTRACT

Fourfold skills of English language are the pillars of this language which need to be focused always and the acquisition of language is based on acquisition of these skills. When there occurred a shift from offline mode to online mode, students of English language face much difficulties. The present study is intended to analyse the perception of students in relation to the online teaching of English language. The sample of the study is secondary school students of Aligarh district from the state of Uttar Pradesh. 100 secondary school students were selected through simple random sampling technique. Questionnaire to analyse the present method of teaching English language with focus on vocabulary acquisition, motivation, reinforcement, skill acquisition, acquisition of grammatical structures and language evaluation was prepared by the investigator and data was collected through google form. The data was analysed through the technique of percentage analysis. The result of the study revealed that effective strategies should be implemented in the English language classroom to make the teaching-learning process more effective.

Key Words: Fourfold Skills, English Language, Secondary School Students, Online Teaching

Introduction

Language is a bonding glue between people from different cultures and boundaries. English language, the window on the world, makes the said statement in practice. English language shatters the boundaries created by the multi-cultural world and helps to maintain a cross-cultural relationship. The cultural understanding could be strengthened through effective communication. Power of communication has been recognized from time immemorial in all the events including wars and tensions in the country. Communication has the magic of establishing peace and security in the country. Nothing is possible through language, without acquiring mastery over the skills of listening, speaking, reading and writing. Language is not a content subject. It is a skill subject and mere learning of words and rules of grammar won't help you to apply the skill of communication when situation demands. Studying alone will not meet this demand, until the skills are built in an effective way.

Our students have little experience on using language in the actual situations even through real classroom situation. Present online teaching is far away from this. English language learning has been confined to learning the question and answers by heart and learning the rules of grammar for the sake of passing in the examination.

The heavy component of language skill could be achieved through sustainable practice. Time and space should be allotted to the students for getting acquaint with the communication skills of English language. They have to listen properly to read and read in a better way to speak. Speaking with proper pronunciation will lead to a better writing skill. That time of 'teacher talk' in the class has expired and now it is the time for learners to talk in the English classroom.

Need and Significance of the study

The seamless blending of the skills of Listening, Speaking, Reading and Writing make communication more effective and worthwhile. Unfortunately, it is to be mentioned here that, our classrooms are focusing only on the skill of writing. Many factors are hindering our students from speaking in the target language. Students are afraid of making mistakes and getting teased in the classroom and they keep mum to protect their dignity. They are afraid of retribution in the classroom. English language, the gateway to success, should be learnt as a passion by considering the necessity of the situation.

In the midst of the Covid19 pandemic, it is very much true and appreciable that our teachers are trying hard to establish the bond between student and teachers through online education. It is, no doubt, a herculean task for the teachers to keep the learners engaged and evaluate the progress of students in an effective way. While considering the content subjects like science and social sciences, it is easier to teach the content and concepts through online video lessons and also by sending notes through the social media. But the problem lies with the teaching and learning of language, especially English language. In this technetronic world, no one could hide themselves from the use of information and communication technology. Sending videos in the classrooms on the prose and poetry and also sending notes on question answers may help the students to learn the content, but never help them in the acquisition of the skills. Our students need much more effective and interesting strategy as English is a foreign language. There is a need to acquaint skills through effective strategy of online mode so as to acquire the four-fold skills of listening, speaking, reading and writing.

Research objective

- To analyse Student satisfaction in acquisition of skills of English language through online teaching

Methodology

The study has been based on descriptive survey method and the data was collected from secondary school students from the district of Aligarh in the state of Uttar Pradesh. A sample of 100 secondary school students were selected randomly and the data was selected using a questionnaire through google form.

General significance of the study

The result of the study will definitely help in identifying and analysing the satisfaction of students in the present online English classes and the method of teaching employed through online mode. The output of the study will be highly useful for the teachers to develop effective strategy for developing the skill of listening, speaking, reading and writing. The online teaching methods of English language are made and implemented mostly without any need analysis or background study. Online games and certain software are available for making the acquisition of English language more interesting to the students. The study will definitely signify the importance of such software. Though a few surface levels studies have already been conducted their impact is not up to the mark. The results will surely help in organizing a better teaching and learning strategy of English language.

Addressing particular concerns

There are certain particular concerns addressed in the study, especially related to the satisfaction of the students in English language classroom. Their satisfaction is positively correlated to their achievement in the classroom with regard to all the four skills. Speaking and reading skills are completely neglected through online teaching in English classrooms. Conducting evaluation through Google forms or other media is checking the skill of rote memorization only, not the level of level of language acquisition. Span of attention through the skill of listening is not evaluated by the teachers as most of them are sending either offline videos or notes. Lack of interest of the students is also one of the major concerns to be pondered on. Once they feel that they are not under surveillance, students have a tendency to take things lightly. Such concerns are given due importance in the study.

Analysis and Discussion

Analysing the perception of secondary school students on online teaching of English language

In this section the investigator is analysing the ongoing online teaching of English language in the perception of secondary school classrooms.

Table 1: *Analysis of the perception of secondary school students on online teaching of English language*

S.No:	Advantages	Percentage
1	Enriching vocabulary	45
2	Keeps motivated	45
3	Getting reinforcement	50
4	Interaction with teachers	30
5	Equipping listening skill	50
6	Equipping reading skill	50
7	Improving pronunciation	40
8	Space for speaking activities	20
9	Fluency in language	40
10	Improving writing skill	25
11	Learning grammatical structures	40
12	Clarifying mistakes	25
13	Student to student interaction	15
14	Evaluating speaking skill	20

From the table it is revealed that 45 % of the students are in the perception that online teaching of English language is helping them in Enriching vocabulary and keeping them motivated sustainably. 50% of the secondary school students opined that they are getting proper reinforcement from their teachers through online teaching and equipping them with the skill of listening and reading. Interaction with teachers is less through online teaching as only 30% of the students perceived that they are getting chances through online teaching to

interact with the teachers in the English classroom. Improving pronunciation is an important part of English language acquisition. 40% of the students opined that they are getting chance to improve their pronunciation in the online teaching of English. Attaining fluency in the classroom is more important as far as English language is concerned. Speaking activities are more important for the better acquisition of English language in the classroom. Whereas online teaching is concerned, only 20% of the secondary school students are in the perception that they are getting opportunities in the classroom for developing or improving their speaking skill. Writing skill is equally important as the other three skills of English language. In the online teaching, most of the students are not getting chances to improve their writing skill. Though the teachers are making the students to practice writing, students are less bothered about this, as they know that there will be no proper evaluation of their written assignments and there is no strict supervision of the teachers like what usually happened in the offline classes. Only 25% of the students opined that they are getting chance to improve their writing skill. Learning of grammatical structures is highly important to frame sentences in English language as there is structural differences in English language and mother tongue of the students. Proper acquisition of grammatical structures is inevitable to avoid the pull of mother tongue. 40% of the secondary students revealed that they are able to learn grammatical structures through online teaching and 25% of the students were in the opinion that they are getting opportunities to clarify their mistakes in the English language online teaching classes. Student to student interaction is very important as far as the students are concerned. Not only in English language classroom, in every class interaction is a factor which changes their character, modifies their behaviour and more over develops their personality. As per the survey result, only 15% of the students are getting chance to interact with their friends through online teaching. Evaluating speaking skill is usually avoided in the offline classes itself. When it comes to the online teaching, only 20% of the students opined that their speaking skill is being evaluated through online teaching of English language.

Conclusion

At this juncture of pandemic, it is unavoidable to use online method of teaching. Effective strategies should be used to get the students acquaint with skills as it is inevitable as far as English language is concerned. English language cannot be taught like content subject, instead it should be treated as a skill subject. As far as the result of the study is concerned, most of the students are not satisfied with the online teaching as they are not receiving enough reinforcement and motivation through online teaching. Its true that there is no substitute for offline teaching, but still games and other activities could be included in the online teaching of English language to make it more interactive.

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