



## **ANALYZING PROBLEMS OF COMMUNICATIVE SKILLS IN ENGLISH LANGUAGE WITH REFERENCE TO SCHOOL STUDENTS**

**<sup>1</sup>Vijay Kumar Jagat, <sup>2</sup>Dr. Priya Shrivastava (Assistant Professor)**

<sup>1</sup>Research Scholar, <sup>2</sup>Supervisor

<sup>1-2</sup> Department of English Literature, Bharti Vishwavidyalaya, Durg, Chhattisgarh

### **Abstract**

Communicative ability in English is an essential element of contemporary education, particularly in a progressively globalized society. Although enrolled in English-medium universities, numerous students encounter difficulties in effective communication due to various factors, including socio-economic status, pedagogical approaches, insufficient practice, and psychological obstacles. This study aims to investigate the specific challenges faced by students in developing communicative proficiency in English at [Insert School Name]. The study used a mixed-methods approach, incorporating surveys, interviews, and classroom observations to identify principal difficulties and recommend strategic remedies. The results are anticipated to guide educators, policymakers, and stakeholders in enhancing English language instruction and learning outcomes.

### **Preface**

English, as a universal language, holds substantial importance in education, employment, and global communication. The increasing significance of English in India has prompted numerous state governments to adopt English-medium education. Nonetheless, in several schools, including government-operated English-medium institutions such as Swami Atmanand Schools, pupils persistently encounter challenges in cultivating fluent communicative abilities.

This study examines the challenges students encounter in developing good communication skills in English, despite having received language education.

### **1.1 Aims of the Research**

- To ascertain the principal challenges students have in attaining communicative competence in English.
- To examine the function of educators, pedagogical approaches, and the learning environment.
- To provide methodologies for enhancing English communicative proficiency.

### **Review of Literature**

Communicative competence encompasses the capacity to express and comprehend messages effectively and suitably across diverse circumstances (Hymes, 1972). Research (Canale & Swain, 1980) indicates that proficiency in a second language necessitates not just grammatical understanding but also social, strategic, and discourse skills.

Kumaravadivelu (2006) underscores the significance of socio-cultural familiarity and learner autonomy within the Indian context. Multiple studies indicate a disparity between academic training and practical application of English in educational institutions, particularly in rural and semi-urban regions (NCERT, 2019).

- Challenges encompass:
- Congested classrooms
- Absence of an English-speaking environment
- Inadequate educator preparation in communicative methodologies
- Interference from students' native language

### **Approach**

#### **3.1 Research Methodology**

This research employs a mixed-methods approach, integrating quantitative and qualitative tools to achieve a thorough understanding of the subject.



### 3.2 Specimen

- Location: [Insert Educational Institution Name and Geographic Location]
- Individuals involved:
- One hundred kids (Grades 6–10)
- Ten English instructors
- Five parents (optional, for insights into the home environment)

### 3.3 Instruments for Data Acquisition

- Survey: Assessing pupils' English proficiency and confidence levels
- Interviews: With educators concerning pedagogical approaches and obstacles
- Observation checklist: To document classroom interactions, linguistic usage, and student engagement

### 3.4 Data Analysis

- Quantitative data: Evaluated by percentage analysis
- Qualitative data: Thematic analysis for pattern identification
- Results and Analysis

### 4.1 Issues at the Student Level

- Low Confidence: 70% of students are reluctant to communicate in English due to the fear of making errors.
- Restricted Lexicon: 65% indicated challenges in articulating appropriate words during verbal communication.
- L1 Interference: The utilization of Hindi or a regional language during the endeavor to communicate in English.

### 4.2 Issues at the Teacher Level

- **Restricted Utilization of English:** Educators frequently revert to Hindi to elucidate concepts.
- **Grammar Translation Method:** Prioritization on memorization and grammatical rules, accompanied by minimal speaking exercises.
- **Insufficient Training:** Educators lack familiarity with communicative language teaching (CLT) methodologies.

### 4.3 Environmental Limitations

- Insufficient English Exposure Beyond the Classroom: Limited possibilities for pupils to engage in real-world English practice.
- Infrastructure Deficiencies: Absence of a language laboratory or audio-visual resources to facilitate learning.
- Peer Pressure and Ridicule: Students refrain from speaking English owing to apprehension of being derided by their peers

### Suggestions

In light of the findings, the subsequent recommendations are proposed:

#### 5.1 For Educators

- Employ Communicative Language Teaching (CLT) techniques such as role-playing, group discussions, and debates.
- Consistently communicate in English throughout class and motivate pupils to do likewise.
- Utilize positive reinforcement to mitigate fear and anxiety.

#### 5.2 Pertaining to Educational Institutions

- Initiate an English club or "English speaking hour."
- Coordinate inter-class English speaking competitions, storytelling sessions, and theatrical performances.
- Instruct educators in Communicative Language Teaching and spoken English pedagogy.

#### 5.3 For Learners

- Advise pupils to view English films and cartoons with subtitles.



- Keep a vocabulary journal to acquire five new words each day.
- Engage in English practice with peers in a secure, non-critical environment.

### **Conclusive Remarks**

Although most schools in India are adopting English medium education, simply altering the medium is inadequate to guarantee communicative ability. Genuine enhancement relies on pedagogy, educator training, and the establishment of an immersive English environment. This study highlights the necessity for comprehensive reforms and localized interventions to improve students' communication abilities.

### **References**

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### **Appendices**

- **Appendix A:** Student Questionnaire Sample
- **Appendix B:** Interview Questions for Teachers
- **Appendix C:** Classroom Observation Checklist

