

Teachers' Teaching Strategies, Methodology and Learning Outcomes of the Students in the Respect of LSRW

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Abstract

The tactics used by English instructors to improve students' learning results in terms of Listening Speaking Reading Writing (LSRW) are described in research on English teachers' strategies. Also, it is the best method for enhancing students' speaking abilities. Although there is numerous research on teachers' speaking abilities in India, there are still few that indicate that instructors may increase students' speaking abilities and learning outcomes by using their speaking tactics. The goal of this study is to identify practical teaching tactics that teachers may use to boost their students' learning outcomes in English and LSRW, as well as effective learning strategies that instructors can employ to enhance their students' learning outcomes. The qualitative research approach is used in this study. The information is gathered from 400 students of 30 schools in the NCR that are linked with C.B.S.E. and are either public, private, or both. Regression analysis is carried out to identify the most effective amongst LSRW for each teaching strategy.

Keywords: Teaching Strategies, Listening, Speaking, Reading, Writing, LSRW

INTRODUCTION

An established universal language is English. The English language and its widespread use throughout the world are not under immediate threat. The language is recognized as a global official language. Everyone who speaks English is united by the language. The language seems to marginalize and, in some instances, endanger the location of residence, which is often outside the scope of a foreign language. Overall, the goal of teaching English as a foreign language is to motivate students to develop communication skills for both academic and professional contexts while also helping them become fluent in the language. English will undoubtedly take over as a key language for communication in the future (Aparna 2018).

Because of current globalisation, English has become a universal language. It serves as the universal language of diplomacy, tourism, trade, and instruction. It has also evolved into a worldwide tongue of communication. To be a part of our globalized world, one must be able to read, write, and speak English. There is an astonishing trend in English language learning because of the language's expanding use and demand across the world. The teaching of English has expanded as a result of this remarkable trend in language acquisition for a variety of objectives. The English language is being taught in numerous organizations and schools all around the world (Bhattarai 2021).

According to (Acheson & Gall 2003, quoted in Uygun, 2013), effective teaching requires the capacity to deliver instruction that supports the students in developing the various information, abilities, and

understandings required by curricular objectives. Students learn regardless of their qualities. Effective English language instruction helps students pick up the language quickly. It implies that students quickly develop the ability to speak effectively in the English language. In a classroom where English is being taught effectively, students show a comprehension of meanings rather than merely memorizing information (Ghimire, 2019).

Teacher

In order to teach English effectively, teachers play a crucial role. English language teachers and instructors must be successful in order to effectively teach English. According to Clark & Walsh (2002, cited in Uygun, 2013), an effective teacher possesses a variety of skills, including subject-matter expertise, general pedagogical knowledge, curriculum expertise, pedagogical content expertise, knowledge of learners' characteristics, knowledge of educational ends, purposes, and values, and knowledge of educational contexts.

For effective language education, teachers should be technologically savvy. He or she should possess ICT literacy and the skills necessary to use ICT effectively in language instruction. More so than content and pedagogical expertise, teachers need to keep up with technology knowledge since it is always changing (Harris, Mishra & Koehler, 2009). In order to effectively teach languages in this generation, teachers must first be ICT literate and stay current with new ICT developments. The instructor should be comfortable with the pupils and be familiar with their needs, interests, and skill levels. The ideal qualities of a successful second language instructor are fairness and accessibility to students, knowledge and command of the target language, the capacity to organize and explain the contents, elicit and maintain student interest and motivation, and knowledge and command of the target language (Uygun, 2013). Additionally, a good English language teacher should be clear and passionate while imparting knowledge of phonology, grammar, vocabulary, pragmatics, and sociocultural to their students(Bhattarai 2021).

Significance of the study

Students generally believe that speaking English is challenging and difficult. But it is defeatable. A lot of practice is required. However, a teacher can captivate and hold pupils' attention with the use of methods. The pupils' curiosity in learning more will be piqued by these techniques. The ability to comprehend the unfamiliar and grasp new ideas may also be attractive. No time restrictions or other restrictions apply to students. With a teacher's assistance, they can learn. The so-called slow learners will benefit much from the study. They are free to labour when it suits them. The pupils will learn English speaking skills. With English, they can deal with the matter effectively.

Objectives of the study

To find Teachers Teaching strategies for developing LSRW.

To compare the English language Teachers Teaching strategies for Improve LSRW skills of the students.

Statement Of The Problem

Even though educators have made several attempts over the last few decades to improve the situation of English language instruction in India, the current situation is quite pitiful. Finding the true causes of English language slow learners is crucial. It is presumable that the students are reluctant to use English. It's crucial to get them to lose their hesitancy. Students' attitudes towards LSRW will be positive.

LITERATURE REVIEW

Teaching Methods

- a) Direct Method
- b) Grammar Translation Method
- c) Audio Lingual Method
- d) Structural Approach
- e) Bilingual method
- f) Dr. West's New Method
- g) Eclectic Method

THE FOUR LANGUAGE SKILLS: LSRW

The 'four skills' of hearing, speaking, reading, and writing are typically used to teach and evaluate languages. Speaking and writing are considered "productive" abilities, but listening and reading are considered "receptive" skills. Speaking and writing are two abilities that need language users to produce. In the sense that the language user receives information from the written or spoken form of the language, listening and reading are receptive abilities. The person employing the language frequently employs a variety of abilities. For instance, during a conversation, a person must both listen and talk. Oral abilities for public speaking, presentations, bargaining, dispute resolution, and information sharing; written skills for creating reports, proposals, instruction manuals, memoranda, notices, official correspondence, etc. Effective communication skills also involve listening skills. Additionally, it entails a blend of verbal and nonverbal abilities characterized by adequate and unique articulation, a suitable pause, and voice modulation. A certain level of expertise in English is required if it is the language of communication. Learning language skills is therefore a need (Uppe et al., 2019).

Every everyone in the world strives to succeed in their line of work, according to Mahajan (2015). The business environment of today is the most cutthroat. A person must have adequate technical knowledge and job-related abilities in order to survive in this day and age, yet they are not enough. Professionals' lives depend heavily on their ability to communicate. The position of engineers is expanding due to demands and problems at work. Professional managers in multinational corporations always demand that their staff members have strong communication skills in addition to technical proficiency.

Ahmad, (2016), Speaking, listening, and comprehending are systematic and ongoing processes that go into effective communication. Although most individuals are physically able to speak, we must learn how to speak clearly and successfully. By monitoring others and basing our actions on what we observe and sense, we may improve our speaking, listening, and understanding of verbal and nonverbal clues. A few communication skills are also explicitly taught to us in the classroom. by putting those abilities to use and having them appraised. Due to the numerous cultures that globalisation has introduced to India, contemporary India has undergone a significant transformation. In today's competitive environment, no organization wants to stay small; instead, they want to grow globally.

Hamzah and Begum (2017), A child's success in school and their ability to read is a crucial life skill. This essay focuses on techniques to pique students' interest in reading comprehension as well as reading comprehension abilities. The schema theory was used as the study's model. The degree of education, the qualifications required of instructors, and the standards for hiring teachers in India's public schools all play a significant role in this research.

Using various teaching techniques

The language teacher should instruct the classes using various teaching techniques. They ought to be aware of the needs of the students and able to meet those demands. They may employ a variety of techniques, like as (Uppe et al, 2019)

1. Audio lessons to suit the auditory learners.
2. Videos to suit the visual learners.
3. Design various activities to suit the kinesthetic learners.

Peter Watkins lists the typical stages that may be used in a reading or listening lesson as follows: 1.

Build interest.

1. Pre-teach vocabulary (if necessary)
2. Set a gist or scanning task
3. Learners read (or listen)
4. Learners compare answers
5. Check answers with the teacher
6. Set an intensive reading (or listening) task
7. Learners read (or listen)
8. Compare answers
9. Check answers with the teacher
10. Set an extensive activity.

CONCLUSION

The English language is important in determining a person's personality and profession. The need for English is unavoidable, from the classroom to the workplace. The urgent requirement is to ensure that appropriate steps are done to give required training in communicative English that would enable the young people to find profitable employment. It will then benefit all parties involved, including business and government, leading to better individual and national incomes and the growth of the country.

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