



AN INNOVATIVE APPROACH TOWARDS COMMUNICATION SKILLS IN SECONDARY EDUCATION

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Abstract: The main objective of this paper is to high light the teaching and writing skills. Writing skills are an essential requirement to lifelong learner success yet the way teachers teach and provide feedback to their learners on writing is quite challenging. This study sought to explore the teaching strategies to improve writing skills as an essential requirement for effective learning in some Indian schools. were find eight main findings, which are as follows: Lack of support for teachers, lack of a culture of learning amongst learners, and lack of competence in English for both learners and parents, which need to be addressed; and strategies proposed to improve writing skills are: the importance of creative writing; regular feedback and the importance of drafts.

Index Terms: Indian schools, Writing, Proficiency, Communication, Competence,Traditional approach

LINTRODUCTION: English is mostly used in urban areas, especially in the city, for economic purposes (Nomlolo: 2007). According to Al.gomoul (2011) writing is one of the four main language skills that teachers often neglect. Meanwhile, almost all

English language teachers in the study by Al.gomoul (2011) expressed their concern with the low level of achievement in writing skills of their students. They confirmed that only 5% - 10% of learners can write legibly. Kannan (2009) in his statement argues that “even though students are studying English, they are not able to produce even a single sentence without any grammatical error in English”. With teachers and learners residing in the townships where communication occurs mostly in isiXhosa, problems in language proficiency, in particular writing in English First Additional Language, are often encountered. The schools are also located in isiXhosa-speaking communities, and teachers and learners are only exposed to English in the classroom environment. According to Gabrielatos (2002) a product approach is “a traditional approach in which students are encouraged to mimic a model text, usually is presented and analyzed at an early stage”. For example, in a typical product approach-oriented classroom, students are supplied with a standard sample of text and they are expected to follow the standard to construct a new piece of writing. According to Barbie and Mouton (2006), the purposeful sampling method may be used to “study a small subset of a larger population in which the subset is easily identified”. In this research the larger population included all high schools in the Cradock Education District. The logic and power of purposeful sampling lie in selecting information-rich cases for study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the inquiry, thus the term purposeful sampling. Kroll (2001) defines process approach as an umbrella term for many types of writing courses. What the term captures is the fact that student writers engage in their writing tasks through a cyclical approach rather than a single-shot approach. They are not expected to produce and submit complete and polished responses to their writing assignments without going through certain stages. The overview of research methodology employed in this study and describes the procedure that was utilized to address the Limitations of the research. It includes descriptions of Teaching Writing Questionnaires, Instructions to the students, Writing Strategies, The reading process, Elements of Comprehension, Use of Vocabulary, Use of Keywords, Classroom Procedure, Teaching Reading Comprehension adopted for the analysis of the research. This is the combination of quantitative and qualitative technique of research adopted by the investigator. It is the modest attempt and also a model to the other future researchers.

The experimental method is used in this study at the beginning. It is the way of gathering information. The researcher has collected/gathered ten reading comprehensive passages separately from different aspects for sake of high school students in india. These reading passages are provided to get the opinion of the students whether they are interested or not and students related to the necessity of teaching reading passages.

The study is made in certain indian schools , Reading passages have been administered for students of certain high schools and analyzed the responses to know the necessity of learning vocabulary/ different words and teaching reading passages. Later, experimental method is adopted for the identification of the students developed vocabulary through reading passages at secondary level. Here, the researcher has selected different words as keywords from current text books and current issues of state council of secondary education.

Table No: - 1 List of Teaching Writing Questionnaires

Si. No	Questionnaire's Number	Name of the Questionnaire	Name of The Test
1.	Questionnaire- 1	Formal letter	Pre-Test
2.	Questionnaire- 2	Informal letters	
3.	Questionnaire-3	Resume Writing	
4.	Questionnaire-4	Cover Letter Writing	
5.	Questionnaire-5	E-mail Writing	Mid-Test
6.	Questionnaire-6	Technical Report Writing	
7.	Questionnaire-7	Narrative writing	
8.	Questionnaire-8	Descriptive writing	
9.	Questionnaire-9	Argumentative writing	
10.	Questionnaire-10	Expository writing	Post-Test

The researcher taught the Teaching Writing Questionnaires in certain selected high schools in different convenient dates. The researcher has used some selected schools of india to carryout this work .

II. Description of Teaching Writing Questionnaires

The researcher has used three Teaching Writing Questionnaires - SI No -1, 5 and 10 for testing the Writing ability. Each Teaching Writing Questionnaire contains content and basic information as exercises.

A. DIFFICULTIES FACED BY STUDENTS

In this situation every English language teachers should find the easy solution i.e grammar, punctuation, good established class rooms with equipment and supportive drilling to the students practice with appropriate words and sentences, rigorous practice. First the teachers should make the students confident and avoid the fear of target language.

Some of the problems faced by students while learning, writing skills in English are because of the peculiar nature of the target language. There is no correspondence between spelling and pronunciation; the same letter is pronounced in different ways when it occurs in different words; almost all rules have exceptional cases; the list goes on like this. This complex nature of the language baffles learners. In most of the schools, teachers who teach English are not graduates in English language and literature.

This makes teaching difficult for them because most of the time they themselves are not equipped with the knowledge of the language. Factors of a heterogeneous nature varying from place to place and situation to situation do exist and create difficulties. In many cases, unmanageable numbers, poor classroom conditions, poor motivation, lack of support from home and society, pressures of fun wield syllabus in the subjects, too many subjects to be studied at the same time and unhealthy attitudes of authorities are factors that interfere with the teaching and the learning of English. It is in this context that the investigator decided to identify and study the pertinent influence of some relevant variables on English language acquisition with special focus on writing skills.

B. Scope and Application: Text comprehension can be used for studying how people comprehend text in a second language with the help of multimodal instructional materials. An example of writing ability is vocabulary knowledge: there may be a causal connection between vocabulary, knowledge and writing skill. Another example is related to a cognitive aspect. A learner selects relevant information from what is presented and constructs mental representations of the text. This process is moderated by individual differences, such as prior knowledge, abilities, preferences, strategies and effective factors.

C. Helpful Testing Hints: More than 56% of the time, the main idea of a writing passage is stated in the first sentence of the paragraph. Sometimes the main idea or topic sentence comes at the end of the paragraph and, on occasion, anywhere in the

paragraph. They may not be stated at all, but simply implied. Make a habit of writing the opening and closing statement of each paragraph. The most effective way to answer the main idea question is to ask to students what the whole passage is about, not just a portion of it. The answers that cover specific details are either too narrow or too broad. The correct answer is usually a restatement of what is said in the whole passage; therefore, the options that have the same words from the reading are almost always incorrect.

Main Idea Questions:

- What is the main purpose of the teaching writing questionnaire?
- What does the teaching writing passage mainly discuss?
- With what topic is the teaching writing passage mainly concerned?
- Which of the following does the teaching Writing passage mainly discuss?

They help to understand the relationship between the ideas within a paragraph(s).

- Cause-and-effect words — as a result, therefore
- Time words — meanwhile, before
- Contrast words — in contrast, conversely
- Addition words — also, in addition
- Emphasis words — more important, remember

Watch for questions from Questionnaires that test students' knowledge of the relationships between the topic and the supporting ideas. Understand definitions, recognize examples, understand explanations, find similar or unlike characteristics of two things or whatever, learn what produces a result and what its effects are.

- Go over the passages with familiar subjects. Then read the teaching writing questionnaires whose topics are less familiar.
- Description of the types of questions tested in the teaching writing passages.
- Main idea questions test students understanding of the whole teaching writing passage rather the individual parts.

Specific detail questions are based on the supports presented in the reading. Scan the passage to spot the key words for the specific details. Some specific details questions are negative and are singled by the words not, except, most, and least. If they cannot find the correct answer for negative specific details, eliminate the choices given in the writing and choose the choice that remains as the correct response.

Inference questions as to draw a logical conclusion from what they write in the teaching writing questionnaire. The answers to these types of questions are not explicitly stated.

- Language expression questions include pronouns and vocabulary questions.
- Pronoun questions as to spot the correct antecedent or noun to which the pronoun refers to... To locate the correct answer to these types of questions, concentrate on the sentence(s) before and a few sentences after the pronoun appears.
- Vocabulary questions as to the meaning of a word or phrase within the context of the passage.
- Questions about the organization of the passage, the author's point of view, analogy, or the following paragraph are not as common as the other types.

III. Lack of Social Support

School students do not have support from outside the family or friends. So they have to travel long distance to fetch water and also find time to go to the grocery store once in a week to buy some necessary things. Food storage may not be possible for them, because of the insufficient money. Many times teachers' complain that students are forced to work as seasonal labour to earn their livelihood. Plucking of flowers, groundnuts or reaping is away.

They have to earn their money on their individual. Because old grandparents are not in a position to work in fields. Poor attendance, record exhausted working hours, shorter duration of sleeping time effects a lot on student's academic performance. It increases the factors like anxiety, stress which leads to shortened attention span and also increasing number of errors in writing their notes. Students who attend the classes regularly do not have much interest on their studies. It becomes highly impossible for a learner who is already exhausted with daily work.

Writing primarily involves selection and organization of information, the students must think about those things that they would need to select for the purpose and present them in a coherent manner. The student should organize and develop the content in a logical manner, with an ability of direction. There must be coherence of ideas and structural cohesion. The student must employ the appropriate linking devices. Therefore must be introductory and concluding paragraphs with full of effective transition elements-words, phrases or sentences which link and move ideas with the writing paragraph and between the paragraphs. The points must be logically improved using a sequence as time order and space order etc.

IV. Factors that Impede Learner's Education

Many students revealed that English is the subject for them. When the researcher asked they came up with a number of answers. They said that they do not know how to write properly. They do not know grammar; many times they do know correct spellings. They do not know how to speak good English as it is a foreign language to them. They also said that they do not get any chance to listen English other than the classroom. As they come from rural background they do not have access to any English story books or newspapers, so they do not read them.

In addition to this they also reported that many times mother tongue is used to teach English language so that they can understand English lesson properly. Even if they want to develop themselves by attending tuition classes they cannot afford the fee as their parents are carpenters, labours, house maids and stone cutters. To feed their children is highly difficult for these parents. In such cases how can we expect them to attend tuition classes in the town till late night? After the school, these learners are forced to do certain household duties like collecting fodder to the cattle, cleaning the sheds, bringing fire wood for house, assisting their father's in agricultural fields.

The children should help their mother in cooking, cleaning the house or washing clothes or she has to help her in fetching water from a long distance which they cannot refuse. The entire family of these learners live in small thatched houses, which is very congested. By this we can understand that these learners do not have suitable environment to study at home. From this we can understand that many factors impede on the education of these learners.

V.CONCLUSION: This research article initiating teaching and writing skills in some schools of india. This tells that there is still a lot that needs to be done to improve the learners' writing skills. Students should be motivated to play an important role in improving their writing skills. Teachers who lack the skills should be also be given specific training in teaching writing skills. Teachers regarded process approach as being effective and important in the teaching of writing skills. The study not only suggested the need to for new language teaching approaches, but also suggested the need for enrichment programmes to empower both educators and learners to improve the writing skills.

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