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Development of Need Based Language Skills for Intermediate Students

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Abstract:

It is alleged that the nature of teaching English or whatever another language depends on the condition given to that peculiar language; first language, second language or foreign language. In recounting to the status of English, as it is discussed in the first place, English enjoys as a second language status in India. English is a language of education, science, and engineering, and it is a professional language, and an expression of style and technical progress of urban residential areas; the speakers of English identify themselves as sophisticated people in the company. The urban image of English also ensures a second language status to English.

In contrast to the urban situation, for the rural communities, English seems to be a different speech. In Stem's (1983) words, a foreign language usually requires instruction that is more formal and other measures compensating for the lack of environmental documentation. By contrast, a second language is often learned familiarly (picked up) because of its widespread use within the surroundings. Based on Stem's point of view, in India, the teaching of English in an urban situation resembles a second language status because English is widespread outside the schoolroom, the learners are provided with a great deal of environmental support facilitating them with exposure for the acquirement of the language and it does not need much formal education. Whereas, typical rural setting obstructs the learners' exposure to English. As a result, the learners require formal training to receive exposure to English in the classroom. The instruction of foreign language

significantly differs from the teaching of the second language regarding support needed (in methodology, approaches, and Techniques) by the apprentices.

Keywords: Second language, Residential institutions, Need-based language skills, Skills of listening and speaking, Skills of reading and writing.

English Language Teaching in Andhra Pradesh

Andhra Pradesh is one of the states in India that was organized on linguistic basis and again it was bifurcated as Andhra Pradesh and Telangana in 2013. However, Telugu is the state's official language, Urdu, Hindi, Marathi, Kannada, Tamil, and many other speeches are addressed here. Nowadays, with the exercitation of technology and globalization, the country has become a hub for multinational companies, corporate setups, Education, and Business. People arrive here not only from other states but as well from other nations for various purposes like to pursue teaching, business, tour, etc. In summation, it has become a land of fortuity. With all these modifications, this state has become a multilingual country. However, Telugu is the official terminology of the rules; all the official orders are published in English. Correspondence between ministries/departments of the government and the lower hierarchy is usually practiced in English. English is used for the acquisition of information. Papers, magazines, etc. are used for this function. Therefore, the country owns the newspapers The Hindu, New Indian Express, Deccan Chronicle, and The Times of India. English newspapers are the second largest selling papers in the country.

Instruction in the province is mostly disseminating through Telugu and English media. Still, English is an obligatory subject at school and college grades. In most of the private educational institutions, English is the medium of education. University teaching is usually transmitted in English medium. Globalization and Information technology (IT) have given to the awareness the eminence of the English language among the pupils.

The Board of Intermediate Education (BIE) introduced a new syllabus for Intermediate first and second-year pupils. This syllabus is set up by the language connoisseurs and senior most faculty of English and Foreign Languages University formerly CIEFL. Both the books Internet-I (Inter first yearbook) and Internet II (Second-year book) are grounded on the communicate approach. All universities in Andhra Pradesh give prerogative to English language teaching and scholarship.

In the educational system of Andhra Pradesh, English is given prominence. English is inducted in class V. At High school level in English medium and non-English medium schools, English is the third language while Telugu is the first and Hindi be the second language. At Intermediate and Graduate level, it is one of the two words in Part-I (Languages) and, at the Post-Graduation level; English is the vocabulary of higher training. Andhra Pradesh has been applying the three-language convention. English is taught alongside Telugu- the regional language and Hindi- the official terminology. If it is an English medium school, the students are taught the subjects (mathematics, scientific discipline, social surveys, and other disciplines depending upon the institution.) in English, and if it is Telugu medium school all the subjects are taught in Telugu and English and Hindi as a second language and third words. Across the state, the four language skills are taught and some training to need, and when it comes to listening and speaking, it is utterly despised and forsaken. The course of study and the test system itself clearly show that learners are stressed on rote learning and the ability to make the long essays as answers to the questions asked in the examinations. At that place, there is no place for skills like listening and speaking to be tested or evaluated. However, the previous and outdated teaching practices and teacher centeredness in the Indian classrooms have not been giving any scope for the learners of interaction and participation. Naturally, listening and speech production skills were most neglected skills in the second language classroom. Nageshwara Rao. E (199:68.69) laments the story affairs when he notes how teaching, speaking has only met with lip sympathy, with 'idealistic statements' made from time to time 'about its need, its content the methodology for instruction and testing of specialists in English.' To

language connoisseurs entrusted with the responsibility of preparing reports about what should fail into a spoken English class.

According to Bygate (1987), oral communication is needed to manage different sorts of interaction, such as ‘formal committee type meetings, public meetings, debates, informal chat with friend service encounter, social interaction, oral presentations, informal discussion, informal planning, and decision-making, game playing.

In most of the schools and colleges in India, learners have been taught to read and pen as the examination system demands it while not much effort or initiative seems to have gone imparting listening and oral communication skills. Extracurricular activities such as debate, elocution, etc. have been centered on a minority, leaving the majority tongue-tied and discouraged. As everyone takes speaking for granted, it continues to remain an undervalued skill. The neglect of speaking from academic discourse does not justify its continued absence or omission from the learning/teaching context.

As Bygate (1987), puts it, ‘speaking is, however, skills which deserves attention every bit as much as literary skills, in both first and second languages. Learners often need to be able to speak with confidence to carry out many of their most basic transactions’.

A considerable segment of the Indian population receives their education in a language other than their mother tongue, either because of choice or because of necessity. The effect if such instruction through the second language has not been systematically investigated says, Sridhar, as quoted by Fishman (1991). In most of the schools and colleges in Andhra Pradesh, ‘sequential bilingualism is followed.’

Objectives of the study

The following are the objectives of the present study

- To study the student’s primary language skills in practice
- To investigate the ability to use language skills in the classroom

- To explore the current learning difficulties of language skills:
- To assess the existing language skills
- To study the need-based language skills

Standards of English in Tribal students at Intermediate level

As we recognize, the importance English is growing up day by day; the two essential things dominate the whole world, i.e., Technology and English. We should have the right knowledge on both subjects otherwise; we cannot achieve our destination of the country or globe. When we lecture about standards of English in Tribal students, it is difficult to amend the rules of these students by an educational process only. The reforms focus only on linguistic factors, classroom techniques often-ignoring social factors, including the psychological background of the pupils. At the Intermediate level, the standard of English is not worthy, whether it is an urban area or rural area. English is treated as a subject, but not a language because the scheme of education is almost awful in Intermediate level regarding English. If we keep the Tribal students, the standard of English is very squat; here nobody takes care about words. The scholarly people are making sound marks in their several fields but not in knowledge; some inquiries have shown that the need-based skills must be developed among the tribal students. Since many years, the majority of the tribal students are willing to join only in conventional degrees just because of the scare of English. If anybody has exercised his /her Professional education after Intermediate, he or she should have backlog subjects or remained as unemployed candidates.

The Need of English for Intermediate students

‘Intermediate’ as the term itself indicates an intermediary stage both in the personal and academic life of a scholar. Having filled in their tenth standard by fifteen years of age, the students are in the choice of their teens when they add up to the Intermediate grade. Students move through a level of physical, mental, and emotional transition during this phase. They gain a new identity as college students,

while they were mere schoolchildren until their tenth standard. They rather difficult choice of subjects the pupils work at this stage, mostly, decide their future vocation — for example, a student wanting to become a doctor, who accepts to take Bi.P.C group (Biology, Physics, and Chemistry) and a scholar wishing to become an Engineer, who causes to opt solely for the M.P.C group (Mathematics, Physics, and Chemistry). This way, the Intermediate stage is very crucial, as students need to build their general career options at this point. The only common compulsory subject for all the students who join Intermediate, irrespective of their group, is English. Granted the importance of English in settling the students in any profession, the Board of Intermediate Education (BIE) has made English as a required study for all the pupils. It is important to mention that the number of pupils choosing to do their Intermediate in English medium has been increasing rapidly over the last few years. The drastic drop in the number of pupils opting for Telugu medium and the rapid growth in the number choosing for English medium speaks volumes to the rising importance of English in the academic and professional fields. Talking and Writing, though considered secondary to voice communication is an important skill used extensively in both academic and professional disciplines. Hence, the students need to develop as good writers and speakers right from school level, and more focused training is to bring home the bacon from the Intermediate stage.

Several policies and strategies have been implemented, both the Central government and State governments, with the prime aim of providing quality elementary education to the scholars, especially from the shorter sections of the society for whom primary education acts as a force that frees them of social deprivation and alleviates their misery. In the present scenario, character education is equated with English medium teaching and students without minimum language proficiency face endless struggle in competing with their twins in private, English medium schools. Moreover, English as an International language has, to an extent contributed to the division-division that already lives in the Indian company.

The Board of Intermediate Education (BIE)

The Board of Intermediate Education, Andhra Pradesh (BIE) regulates and superintends the system of Intermediate education. It accomplishes and governs various activities that include devising of courses of study, prescribing syllabus, conducting examinations, granting affiliations to colleges and providing direction, support, and leadership for all educational institutions under its jurisdiction. The Board of Intermediate Education (BIE) aims at continuous improvement of Education in the state and promotes the vision of excellent education in Andhra Pradesh through quality leadership, documentation, and overhauls. The combinations of courses provided by the Board of Intermediate Education (BIE) are of two liberal types: General and Vocational. M.P.C, Bi.P.C, M.E.C, and C.E.C are the most popular groups among the pupils. Very few students take the Vocational courses. Of all the classes mentioned above, the number of pupils who choose M.P.C, Bi.P.C, and M.E.C courses as optional is more than 60% as per records. English is the first language, and any one of the following words could take as a second language depending on its availability in the college where a student studies Telugu, Hindi, Urdu, and Sanskrit.

Aims of the syllabus

Board of Intermediate Education, Andhra Pradesh, under the aegis of English and Foreign Languages University (EFLU), Hyderabad has designed two books for the first and Second year. One is the textbook and the second single is a workbook that is an authoritative supplement. The Board of Intermediate Education has not issued any explicit objectives for the English classes. Nevertheless, one could describe the implicit aims of the courses from the forewords prefixed to the texts. As the Chief Coordinator of the textbook preparation committee, Prof. Hemalatha Natarajan points out in the first yearbook.

“The primary aim of this book is to develop an interest in English among students and motivate them to learn the language. Research in second language acquisition has proven that one of the most significant factors in learning, a language is “motivation or effect.”

The foreword contains nothing specific about the development of speaking and composition accomplishments. It, nevertheless, points out that the textbooks have followed a skill-based approach where all the four skills are incorporated. It further stipulates that the literary texts used in the book meant to be taught for promoting linguistic communication skills and not so much for literary skills:

“On the whole, the approach is a skill-based one where all the four skills are integrated. Integrating the four skills presents a “holistic” view of language and prepares students for the use of language in the real world. There are two ends to teaching literature: firstly, literature for literature’s sake and secondly, language through literature. Our endeavor in this textbook is the latter. It shows how different genres like prose, poetry, short stories, and plays can be exploited by the teacher to teach the nuances of the English language.”

Limitations of the study

The researcher has limited this study to the development of need-based language skills by using the survey method to the students of the Intermediate second year (16 junior colleges) of Tribal welfare residential junior colleges in North coastal districts of Andhra Pradesh.

Hypotheses of the study

The English language teaching is beset with many problems all over the state. Some of the significant issues are lack of fluency in spoken English and that of accuracy in writing English. Thither is broad scope for improvement of standards of English. It is, thus, important that a thorough survey of the problems of teaching English to be undertaken. The proposed study would be an attempt of that form.

Thus, the theories of the survey are as follows:

1. There are problems for the learners who develop their English language skills at the

Intermediate stage in the northern coastal district of Andhra Pradesh state.

2. The teaching techniques that are used may not be suitable for the pupils at the Intermediate stage.
3. The teaching of English to Intermediate level ESL learners of English in state-run junior colleges will be successful if the teaching methods and the approaches are suited to the learning styles and the social and cultural setting of the apprentices.

Research Design

The planning of research intent is an essential step in the research plan. A research plan is a written plan for a study. It passes on the intentions of the researcher, the aim of the work and its importance, together with a pace plan for conducting the conducting the written report. The problem-identified questions of a hypothesis stated, variables identified, and term identified. The subjects to include in the sample, the instruments to construct, the procedure to follow how the data will be analyzed, all are spelled out. According to W.Boyd and Westfall, Research design is a specified pattern of a framework for controlling the collection of data accurately and economically. Thomas Kinner defines research designs as, “the basic plan which guides the data collection and analysis the phases of the project. It is the framework which specifies the type of information to collect the sources of data and the data collection procedure”.

Research design, thus, is a logical and systematic plan prepared for conducting a research study. It is comparable to a blueprint that the architect prepares before construction of the building commences.

Data Collection techniques used in the study

There are two basic data collection techniques in survey research: interview and questionnaires. Discussions involve some form of direct contact between the students in the sample group and the interviewer (the scholar), who presents the questions to each person in the sample group and records their responses. ‘The data collection,’ according to Flood (2005) includes “two

overlapping strategies; the researcher can either observe or interview with the intent of describing or experimenting” (Flood, 49). When a questionnaire used, the questions sent to all the members of the sample group, who record and return their responses to the questions.

A brief orientation has given before administering the tool to the samples, and necessary instructions offered to instructors and pupils. No time limits maintained for the resolving of the device, but 16 teachers and 364 students did the tool within a little time.

Participants of the Study

The population of the survey study was Intermediate, senior students from Andhra Pradesh Tribal Welfare residential junior colleges of north coastal districts of Andhra Pradesh (Visakhapatnam, Vijayanagaram, and Srikakulam). The population of the teachers’ survey was from same Tribal Welfare residential junior colleges of Andhra Pradesh. The Board of Intermediate (BIE) has prescribed General English as a Second language for Junior and senior Intermediate students. In this course, the students study various components like Poetry, Prose, Non-Detailed Text, and Grammar for juniors and Poetry, Prose, Non-Detailed text, and Communication skills for senior students. This course focuses mainly on writing and speaking skills, but they do not have much practice orientated on required qualifications for the development of language skills.

The population and subsequent samples (16 teachers) were selected to conduct the teachers’ survey and 364 senior, intermediate students’ have been surveyed using stratified random sampling.

Tools used for the study

Aggarwal (1966) a machine as “the instruments employed as a means to gather new facts to explore new areas.” It is appropriate of the devices, which selected for research that determines the credibility of the field. The winner of any

investigation depends on the proper selection and intelligent application of the instruments.

The next instruments, which applied for gathering necessary information:

- (i) A structured Questionnaire (for Teachers)
- (ii) A structured Questionnaire (for students)
- (iii) Informal interviews with the teachers
- (iv) Informal discussions with the students

The instruments applied in coordination with one another. The data gathered through these tools are complementary and supplementary to one another. The data collected tabulated and analyzed. Information about objectives, methods, and linguistic communication skills primarily centered. Two or more tools were utilized for the same population as the information elicited is about the same items. Before shelling out the questionnaire, a personal interview has conducted for both teachers and learners, in parliamentary procedure to establish a friendly atmosphere for the researcher and the answerers. Later on, the disposal of the questionnaire, the personal interview was transmitted to discuss, clarify, and sustain the various facets of the survey. Some information, which cannot meet through the review, was collected through interviews. The questionnaire method was chosen for the study of the problem because the survey included literate samples and it was found to be suitable and commodious. The questions do not demand immediate responses and allow any time for busy persons to resolve them at their leisure. The questionnaires were comprehensive, and the investigator ensured that different aspects of the problems have extended in the survey. The sample copies of examinations administered for both instructors and scholars have included in Appendices. The inquiry forms are on a close-ended type, yes/no type, free-ended or open-ended type inviting responses, ticking the relevant info. The questions are vital to the research problems and their move from the universal to the special. The questionnaire finalized after the survey study of the main subject. The questionnaire divided into different sections with the necessary instructions for each department.

Informal interviews were taken in the form of discussion to enable the respondents to share their opinions, opinions, ideas, and viewpoints of the diverse problems related to linguistic communication skills. The respondents can include or leave out some views of the problem. The issue can be discussed in full length and detail. The respondent has given more time to talk. At that place are some open-ended questions, which cannot be subjected to statistical treatment. These answers, which are not conducive for analytical data, are discussed in the informal consultations. The researcher received the probability of observing some classes of instructors. The instructors were trying to organize and go through some of the activities, but probably due to significant levels, the instructors were not able to assist the individual pupils. The researcher used to function as faculty in that junior college, so that as an examiner, in the Intermediate public examinations (IPE) had the opportunity to record the answer scripts of students for the past several years. An effort is made to examine the objectives, materials, methods and test papers and certain endings have made.

Places

The Places that have chosen for data collection from different three districts of the same region of Andhra Pradesh. Eight colleges from Visakhapatnam district, Five from Vijayanagaram and Three institutions from Srikakulam. These three places have chosen exclusively for the conveyance is easy, and these places are from Zone I of Andhra Pradesh. The maximum number of students have come from nearby areas in those districts come for better education. The sixteen residential junior colleges have obliged for data aggregation.

Limitations

Of the constraints that have faced while, collecting the data, time, and the number of students available was the premier ones. Time has been a significant restraint for the reason that Intermediate is a prime time in any students' life. This period set a bright future for the student who makes maximum use of this period — all the students in these institutions who have taken up courses like in science stream

M.P.C and Bi.P.C. Arts & Commerce groups like HEC & CEC, MPHW, A&T are Vocational groups come with a goal of getting admission in professional courses for better instruction, so students tend to focus more on their subjects, except the voice communications and to be precise, English. The time assigned for writing the tasks is 50-60 minutes. The Colleges have permitted for 50-60 minutes for the questionnaire, 10 minutes to give instructions to the students and to disseminate the surveys. In a few places, some of the faculty was expressing their unwillingness to spare the time asked for. The maximum time saved was 40 minutes.

Classes

The sample size has been diverging from each group 4-7 students, overall every college is 20-25 students, and it was exclusively Boys and Girls. Nevertheless, it is only for second-year students because they have expert knowledge about the syllabus and what methods, the teachers follow in their classroom. In every college, it has three different streams has offered, i.e., Science, Arts & Commerce, and Vocational classes.

Description of teachers' Questionnaire

The questionnaire is prepared to study the views and suggestions of Junior college teachers of English in North coastal districts of Andhra Pradesh (i.e., Visakhapatnam, Vijayanagaram, and Srikakulam) regarding the following aspects:

- Methods/ approaches adopted by the teachers to teach English.
- Reasons for the poor achievement of pupils in English
- Difficulties faced in teaching English.
- The extent of development of the four language skills of the English Language
- The importance has given to the development of need-based skills.
- Availability and relevance of Instructional material.
- The Suggestions offered by teachers in improving the language Skills.

The questionnaire items were developed after reviewing the literature related to the area under study, accompanied by a discussion with Research supervisor. A transcript of the questionnaire has given as Appendixes.

Description of students' questionnaire

The questionnaire is prepared to assess the language skills of Junior college students of North coastal districts of Andhra Pradesh (i.e., Visakhapatnam, Srikakulam, and Vijayanagaram) regarding the following aspects:

- To study the student's primary language skills in practice
- To study the ability to use language skills in the classroom
- To explore the present learning difficulties of language skills
- To assess the existing language skills
- To examine the need-based language skills

Variables in the study

The present study was a survey study. The researcher ascertains the effect of selected independent variables, dependent variables in the survey research.

Variables of the study (students)

- Mother tongue
- Background
- Parents' Educational qualification
- Annual Income

Variable of the study (Teachers)

- Qualification
- Teaching Experience
- Background (Rural/Semi-Urban/Urban)

The Variables involved in the study were as follows.

Independent variable

The variable, which affects the variable under measurement, is called the independent variable in the survey a variable that is varied by the experimenter independently of the extraneous to examine its effects on the dependent variable. In multiple regressions, a variable has a potential impact on the dependent variable. The researcher wanted to study the need-based language skills for the tribal students, in which the researcher focused on which ability helps to develop their language skills effectively and what are the main factors influenced on the students when they wish to build their need-based skills

The following independent variables were decided.

- Rural boy students
- Rural Girl students

Dependent variable

The dependent variable is the change after implementation of the independent variable by the investigator. Dependent Variables the need-based language skills for the tribal students, in which the researcher focused on which ability helps to develop their language skills effectively and what are the main factors influenced on the students when they wish to build their need-based skills

Therefore, students' achievement in English language skills was the dependent variable of the study.

An attribute is a specific value of a variable. For instance, the variable sex or gender has two characteristics male and female or, the variable agreement might be defined as having five characteristics.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Hypotheses

The English language teaching is beset with many problems all over the state. Some of the significant issues are lack of fluency in spoken English and that of accuracy in writing English. Thither is broad scope for improvement of standards of English. It is, thus, important that a thorough survey of the problems of teaching English to be undertaken. The proposed study would be an attempt of that form.

Thus, the theories of the survey are as follows:

1. There are problems for the learners who develop their English language skills at the Intermediate stage in the northern coastal district of Andhra Pradesh.
2. The teaching techniques that are used may not be suitable for the students at the Intermediate.
3. The teaching of English to Intermediate level ESL learners of English in state run Junior colleges will be successful if the teaching methods and the approaches are suited to the learning styles and the social and cultural setting of the apprentices.

Data analysis approach

After the collection of research data, an analysis of the data and the interpretation of the results are necessary. Analysis of data comes before understanding. However, these two operations are so mixed up that they cannot be regarded as two separate operations. There is something more crucial than the figures in research. The purpose of the study is to find out that something. The use of the analysis is to build up a sort of intellectual model where the relationships involved are carefully brought out so that some meaningful inferences can be drawn. Facts are never innocuous. They include both subjective and objective elements. Events are to be seen in the perspective of objectivity. Analysis of data is to be made concerning the purpose of the study and its possible bearing on the scientific discovery: A report is made concerning the research problems at hand or the hypothesis. Some authors consider processing a prerequisite for review, but many maintain that analysis of data

involves processing. In other words, these two operations can be simultaneously made.

For an analysis of the data, the data collected from different residential junior colleges and it proves hypotheses, various statistical tools, and techniques have been applied in this study. The researcher used a descriptive approach to the study. Statistics calculated using IBM SPSS for the data analysis. Therefore, this study examines the need-based language skills for the tribal students.

Findings of the study

The results of the students' questionnaire have focused primarily on the practice of language skills in the classroom, the ability to use language skills, learning difficulties, assessing the existing language skills, and to study the need-based language skills, etc. The aspects as mentioned above also considered as the main objectives of the study.

- Among 364 students in selected 16 residential junior colleges of north coastal district of Andhra Pradesh, the majority (157) of the students have studied English for more than seven years.
- Out of 364 students, the majority (194) students' opinions shown that very few of the students would speak in English.
- The majority (226) of the students stated that reading skill is difficult to develop in their classroom.
- The results of the study shown in Table.5.12 that students' listening skill is poor.
- The most exciting finding was that the majority (234) of the students says, they are good at their writing skill.
- The result of the study indicates that the majority (223) of the students are using English sometimes when they ask any doubts in the English classroom.
- The most essential, clinically relevant finding was the majority (182) students could read the textbook, sometimes correctly after completion of the lesson.

- The most exciting result was that the majority (194) of the students claimed that they have enough opportunity to speak in English and improve their writing skill in the classroom.
- It is interesting to note that in 364 cases of this study, out of which stated (208) Understanding is the major problem in the English classroom.
- This finding was unexpected that the teacher of English is followed Grammar translation method in the class instead of the Bilingual or Communicative way.
- The most exciting discovery was that allotted levels are not sufficient for teaching English each week.
- The results of this study show that the majority (178%) of the students state All 'language skills' need to be more practical.
- One interesting finding is that the majority (302) of the students thinks Technology would help to overcome the learning difficulties.
- The learner's language environment is not well either in Intuitions or Home to develop their language skills. Learning any language takes practice, lots of practice, often. It is difficult to know what you should practice.

Conclusion

Based on the findings of the study; some of the suggestions given below for the students to develop their language skills. Language is a skill subject without practice a student cannot develop his/her need-based language skills for their academic or professional growth. In this situation, they need more language practice environment in the classroom as well as in college also. The power of reading plays a significant role in the development of writing ability so that the student has to focus on reading ability in the English class and study hours also. The power of listening occupies significance position in acquiring speaking skill, being the learner of the second language has to utilize available sources which help to develop his/her listening skill. The result of the study has shown that the students are good at speaking and writing skills; I came to know they need more practice in productive skills as Receptive skills when I interact with those students in the class. The students thought that essential speaking ability and the ability in a presentation in

Examination point of view are enough for academic purpose, but they never thought about their career and professional needs in the future. The spending of the much time on particular skills is not enough, but it needs regular practice to equip their abilities in language skills. The students need regular exercise in the college campus and language-learning environment; which gives the opportunity to use their talents in different situations. This kind of environment gives to every student to get the chance to know his or her skills and weakness also. The students' English language skills would be developed only when they start using language in the classroom or outside. The students should not focus solely on writing skills for examination point of view, and it should be in the term of accuracy in creative or technical writing also.

The vocabulary would be developed only when the students use the textbook in the right way. Based on the results of the study, Grammar-translation method is not suitable for the present state of students' knowledge in the English language. They have required more practice in the second language in a communicative way. In this regard, Bilingual method is helpful because most of the students have done their schooling in Telugu medium. The existing allocated classes (time) for English is not sufficient; it is only enough for completion of the syllabus; there is no allotted adequate time for language development. Latest technologies in the classroom are helpful to develop students' language skills. The students also need spoken language material along with textbook and study material for the development of language skills. The students should be prohibited to use mother tongue in the campus, and the faculty members should provide them with a modal by regularly communicating in the target language with the students as well as with their colleagues. Listening skills and speaking skills must be more focused otherwise the students should not open their mouths to communicate in English. Intermediate students are not stressed to learn English. They are required to pass the General English, so the teaching of English is given the primary concern in that mode only.

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