

FOCUS ON LSRW LANGUAGE SKILLS IN GOVERNMENT SECONDARY SCHOOLS OF TELANGANA STATE

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Abstract

Teaching English as a second language is mandatory in every classroom, including in the government schools of Telangana State. For a subject to begin, there must be well-equipped procedures and a manner of encouraging cooperation by asking spontaneous questions to get further information.. The ability to acquire a second language is not a given; rather, it is a function of one's exposure to the mother tongue.

Real-time practise in communication skills is becoming more and more common among today's pupils. For this reason, it is necessary to incorporate task-oriented activities, such as teaching Grammar through audio visual aids by listening and reading and teaching Conversational Skills by writing and speaking into the teaching-learning process, in order to ensure that the comprehensive competencies of communication skills are maintained over a long period of time. Learning a new language requires mastering all four communication skills: listening, speaking, reading, and writing (LSRW). The acquisition of language skills is a critical component of every student's education.

Keywords: Interactive workshops, on-the-the-job training, and proficiency in a foreign language.

Introduction

Today, secondary school teachers face the most difficult duty of all: changing pupils into well-versed in the art of communication. Students may be divided into groups based on their level of flair and accuracy using a widely accepted standard technique for identifying their interests and

limits. Students in a mixed-gender classroom are unable to express themselves clearly and without making any grammatical mistakes.

Methodology

Linguistic learning is broken down into three components: interactive sessions,

real-time performance, and language competences that can be assessed.

Interactive Sessions

The instructor corrects their pronunciation and asks students to express their self-introduction in a few phrases throughout these sessions, which are meant to assess their correct vocal capacity in English.

Additionally, this self-introduction session is meant to be worked out in couples and groups, including information on the participants' hometowns, family backgrounds, and academic accomplishments.

Just A Minute (JAM) seminars, extracurricular and co-curricular activities in essay writing, elocution, and more. There will be information on hometowns, such as their historical location, cultural or religious characteristics, as well as peer groups exchanging ideas on the representation of education and technological advances in the next sessions.

The following tasks are included in the activity-oriented learning model:

Warm up:

Actively encouraging their friends' good acts and emotions by asking a few questions about their own personal experience with them. Starting classes with quotes, introducing fictional characters, and the like are offered as a means of warming up pupils while they are reacting to linguistic communication in order to facilitate icebreaking sessions.

Vocabulary:

Playing word games and writing short tales and sketches are great ways to incorporate lexical language into the framework of a storey or piece of writing. In addition, other topics like character development, famous people, wit, and humour provide the necessary incredible solutions to such tricky problems, which are explained in order to improve vocabulary proficiency and make proper use of it in real-time situations.....

Grammar:

The best source of equipment used by specialists for studying and incorporating grammar into everyday discussion with pupils is video clips, PowerPoint presentations, and YouTube's core essential features of tenses. As an example, in the textbooks for classes 8, 9, and 10, the use of auxiliary verbs and question tags to ask inquiries.

Writing:

Various activities such as discussions, essay compositions, role plays as renowned characters, and individual engagement are encouraged in order to enhance excellent written talents in groups and individuals.

Study skills: Textbooks, such as those used in college, place a high value on developing students' study abilities by including exercises and quizzes.

Thus, it aids in the student's self-assessment, which is being used to construct their personality in the classroom.

Oral Activity:

Inspiring speeches are used to cover a wide range of topics in oral presentations. However, this is expected in the context of a wide range of languages. The use of first-person voice in virtually scientific discourse is more clear or expressive. However, in a laboratory setting, discussions about a particular activity might have varying degrees of specificity. Dissimilar arguments have been used to oppose various political positions in the past

rather than disputes on the validity of scientific research

There are various models for teaching the concepts of successful oral communication that are valuable for students to learn, but the most practical and helpful schema is the public idea and event.

The distinctive features of good speakers, such as their degree of knowledge, intensity of perception, awareness, potentiality, and values, are inherent in their ability to address or engage with an audience. A speaker must evaluate these characteristics while determining what kind of atmosphere they need to give, how to handle technical or difficult conditions, what arguments are most likely to be convincing, and how to keep the audience interested, requires analysis to be investigated.

Further performances in schools will include oral activity categories such as the general, food and beverage, and relationships..

Interactive Sessions

General

Activities	Duration	Aim	
Telling jokes	20–30 min	Oral fluency practice	
	Jokes in their own words.		
Telling Personal Stories	25–35 min	Oral fluency practice	
	Students hear anecdotes from their classmates and tell them		
Keyword Dialogue	5 min	Oral fluency practice	
	Students role-play a dialogue, guided by a handful of keywords.		
Retelling Stories	25–35 min	Oral fluency practice	
	Students retell stories which they have just heard.		
Storytelling by Turns	5–15 min	Oral fluency practice	
	Working in groups, students invent a story, taking turns to speak.		
Two Minute Debates	25–30 min	Oral fluency practice; disagreeing or agreeing	
	A series of quick debates in pairs.		
One Question Survey	10–20 min	Speaking and listening practice	
	Each student receives a different question, and conducts a survey of their classmates.		
Celebrity Backs	20–25 min	Oral fluency practice	Adhesive labels; space to mingle
	Ask yes/no questions to guess the celebrity name on each student's back		
World's Greatest	15–20 min	Oral fluency practice	

Discussion	Groups brainstorm ideas for why 'x' is the world's greatest?	

Food and Drink

Swap recipes	10–15 min	Oral fluency practice
	Students tell each other a recipe from their own knowledge.	

Relationships

Matchmaking Role-play	15–20 min	Oral fluency practice	Lots of space
	Each student is given a "child", and tries to pair him/her up with a suitable partner.		
Matchmaking Discussion	25–35 min	Oral fluency practice	
	Students discuss how best to pair up the profiles of eight single people		
Combining Versions	15–20 min	Oral fluency practice	
	Each pair of students is given two incorrect versions of a text and, looking at only one version each, must discuss the differences and reconstruct the original text.		

Real-time Formation (RTF)

Real-time formation is a key component of our reimagined teaching approach.

Teachers can plan ahead and evaluate students by tracking their development and progress if they can establish some methods that monitor pupils on an ongoing basis around competency. Traditional methods, such as asking kids about their

favourite people they've met, have a number of drawbacks, including a lack of chance to intervene effectively until test results are available.

The use of technologies that employ real-time formative data helps instructors identify students who need further assistance in grasping the skills being taught and to apply individualised interventions to bring them there.

Tabular representation of real-time formative data

Topic	Traditional approach
Person	Teacher-centered instruction
Main Objective	Students learning by performing
Classroom	Students matched by age, and possibly also by ability. All students in a classroom should possess the same material.

Teaching methods	Traditional education emphasizes: <ul style="list-style-type: none"> • Direct instruction and lectures • Seatwork: Class work at their respective places • Students learn through listening and observation^[4]
Materials	Instruction based on textbooks, lectures, and individual written assignments
Subjects	Individual, independent subjects. Little connection between topics ^[3]
Content	Memorization of facts, objective information; Correct knowledge is paramount
Social aspects	Little or no attention to social development. ^[3] Focus on independent learning. Socializing largely discouraged except for extracurricular activities and teamwork-based projects.
Multitasking	A. A single, unified curriculum for all students, regardless of ability or interest. B. Mixed class offerings without tracking, so that students receive a custom-tailoring education.
Manuscript	A. Present and test methods favor students who have prior exposure to the material or exposure in multiple contexts. B. Requirements to study or memorize outside school inadvertently tests homes not students. C. Students from homes where tested subjects are used in common conversation, or homes where students are routinely given individual help to gain context beyond memorization, score on tests at significantly higher levels
Student and teacher relationship	Students often address teachers formally by their last names.

Real Time Practice (RTP)

Contextualized practise and performance are synonymous with real-time practise.

In the teaching community, the teacher is looked up to as a role model. The importance of appropriate conduct in the context of a school or workplace is highlighted. When kids aren't being challenged, instructors might be alerted by the system.

It's possible that students who do assignments fast and precisely have already learned the concepts being taught. In this way, teachers have the chance to challenge pupils and keep them interested. Personalization is essential in formative learning, since it makes it much more difficult for pupils to progress if they aren't given the opportunity.

Those immediate tactics create an effective portion of the system's productivity, which is what makes it productive.

Real-Time Performance (RTP)

Real time performance is embedded within the scope of context.

Vocabulary is mainly integrated by two important characteristics, firstly it includes short stories, sketches, essays, plays, poems, interviews, etc. and secondly, by way of themes like personality development, great personalities, intelligence and intellect. In this present scenario, English conversation is a continuous process and hence, one should understand that language learning consists of two elements: Input and Output.

Input is concerned with all the listening and reading i.e. everything about the English language that a student absorbs and output is regarded as writing and speaking. Sometimes, it tends to result in a difficult situation dealing with output, which is what emphasized today. When the time comes to speak and for few people, to write, there's an intellectual hindrances that deliberately reduce the tempo of conversations.

Due to these barriers in listening, students are unable to speak confidently while listening during a conversation unfeasible under such circumstances. Thus, they feel less confident enough in spoken ability or maybe because of study at home or in a classroom situation (seatwork), where most of the learning practice spent on reading, writing and listening.

When a good conversation with native English speakers, thus, speaking has become a challenging task. The Right

Environment and Right Performance Student data is useful, if the right environment is created on conversations and procedures, where data is informative, useful and put into practice, which is more imperative in case of an individual.

However, it is not about the strength count but regarding the student's data and their performances. In the process of personalizing instruction, the student must grow in learning skill sets and for teacher's data must be constantly formative and meaningful mode. When, we take the following steps to integrate our learning initiatives with common planning process using data and also, forging ahead with designing a model that relies on data in the real-time practice (RTP) process for monitoring desired results in a true personalized learning environment along with preliminary analysis.

And, the resultant data is being preserved under individual observation in leaning parameters with their progress is being evaluated. This is called preliminary analysis. In this process, learning platform positioned a path that monitors student performance based on practice. Students are validated with an array of questions continuously put into practice in order to move forward.

When they continue to get questions right over time, then they move about to the next stage. If a question is incorrectly answered, in such a case they may try again and also some hints are offered and the customized feedback helps them find the path to the right answer. In this analysis, seeking

the right answer is a critical skill that is developed during the process.

The main idea is to improve the pace within the time limit provided to move the students by telling, whether they are right or wrong. Learning how to find answers, this is feasible to productive outcome and is equally important for giving a right answer.

Using real time formation (RTF) and real time performance (RTP) information for planning and monitoring leads to the best alignment of the learning expectations to students' personalized needs. Context is crucial to real-time performance.

By way of short stories, sketches, essays, plays, poems, and interviews, as well as themes such as personality development, great personalities, intelligence, and intellect, vocabulary is mainly integrated. In today's world, English conversation is a constant process, and one must recognise that language acquisition consists of two components: input and output.

All of a student's listening and reading, as well as their writing and speaking, are considered input and output respectively. As a consequence, dealing with output might be problematic, which is why it was brought up today. When it's time to talk or, for a select few, write, there are cerebral roadblocks that artificially slow down dialogue.

It's impossible for a learner to talk confidently while listening to a discourse that is impossible under these conditions. As a result, they are less confidence in their ability to speak, maybe due to the amount of time they spend studying at home or in a classroom (seatwork) where

they spend most of their time reading, writing, and listening.

As a result, a decent discussion with native English speakers has become a difficult challenge. The Correct Setting and the Correct Performance You can only get the most out of student data if the correct conditions are in place for discussions and processes that allow for the data to be instructive, valuable and put into action, which is more critical for an individual.

It's not about the number of students, it's about the data and how well they do. It is essential for students and teachers alike to improve in their ability to learn in order to personalise education. A model that depends on data for real-time practise (RTP) for monitoring intended outcomes in a customised learning environment, as well as preliminary analysis, may be developed when we take the following steps to connect our learning efforts with the common planning process utilising data.

In addition, the collected data is being stored and analysed for each student based on their performance on several learning metrics. Preliminary analysis is the term used to describe this stage. Student performance is monitored via practise in this way by the learning platform. In order to keep progressing, students are given a wide range of questions to answer. They go to the next level if they keep answering questions correctly. If they answer a question wrong, they may try again, and pointers and personalised feedback are provided to help them discover the proper answer. In this investigation, we are looking for

Throughout the process, it is important to learn how to provide the correct response.

The major goal is to increase the pupils' ability to proceed at a faster rate within the time allotted by letting them know whether they are doing anything correctly or incorrectly. To get a good result and provide a good response, it's essential to learn how to locate answers.

Planning and assessing student progress based on data from real-time formation and real-time performance (RTP) is the most effective way to match learning objectives to individual student requirements.

Language competencies

Students and staff alike benefit from a more favourable educational experience when they are able to communicate effectively in another language. Information, skills, and abilities (KSA) are needed by teachers to implement syllabi based on linguistic competencies, engage, cooperate, and utilise ways for exploring more practical knowledge through evaluating student-centered activities in the classroom.

English Language Learners' Language Capabilities and Adaptations: Goals for ELL children should be developed by considering the complete competences connected to a positive sense of self and cultural identity as well as communication with others of different cultures and backgrounds. In the reporting process, using competencies to inform our objectives might be helpful. The following is an illustration of how the primary competences may be linked to a variety of adaptations.

In order to gain and increase information, English language learners must adjust both classroom and cultural modifications.

A. Classroom adaptations Reduced deadlines for assignments Following the instructions, break up due dates for tasks and/or assignments (written, visual plus oral) Assignments that differ from the norm (oral, model, illustrations, postures) To ensure comprehension, give students a second chance to comprehend and create a solution, and then have them repeat back the instructions. Help from your peers (reading, scribing, directions) Vocabulary teaching in advance (explain homophones, synonyms) think out loud when you read, write, and speak. Put labels on everything in your classroom and school.

B. Cultural adaptations Reducing the use of idioms, teaching meaning, not penalising students for mistakes in spelling or grammar in written tasks, supplementing speech with gestures, and using students' original languages to reinforce new ideas or to verify understandings are all examples of ways to do just that. To help children increase their self-esteem and self-confidence, one-on-one training in the classroom, team meetings at the school, and other strategies are used.

Conclusion

Teaching and learning languages may be better understood if an integrated method that incorporates interactive sessions, real-time practise, and basic language competences is used. This includes the ability to work well with others in a team, as well as the ability to acquire a wide range of skills in a variety of contexts. Learning a second language is a gruelling

experience that extends beyond the discovery of the world around us.

enhances our capacity to interact with people on a more personal level.

Thus, the numerous acts of communication during LSRW skills transmit planned material that greatly enhances the ability to display possibly complex information in a forward-looking manner.

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