

Review on Study of Oral English Communication (OEC) for Better Employment Opportunities and Enhancing in Rural Areas

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Abstract - In all over world Enhancing communication skill is became as part of employment and by observing various business demands and developing of demands that communication skills are given importance's. The students who pursuing arts and science are need to be enhance their oral English communication (OEC) in rural areas. The ability of seeking jobs should need to improve in the rural areas while during interviews of their respective aspects. The study of achieving English proficiency and need to control gap of communication in students in rural area. The review of literature reports that there is lack of appropriate training in English communication skills for rural students studying in Arts and Science colleges. The effectiveness of Interactive Reading Comprehension Teaching (IRCT) in improving the oral English communication. The findings of this study also reveal that the competency levels of the rural students are mostly low and, in some cases, it is reaching low intermediate level of OCE in benchmarks. Study of IRCT had played a significant role on the oral communication skills of the students and to improve them. The study of the results shows that, improving student's confidence in their career and succeed to get job.

Key Words: Interactive Reading Comprehension Teaching Methods, Communication skills, Language Education, English, Study and Reading Assignment, Rural areas.

1. INTRODUCTION

In this global communication world, the English language has become the important position in rural student's career. Students in rural areas they need to improve their skills in English language and they need to get a good command of the language has in the way of undoubtedly. In this fast-changing era students always committed to improve their knowledge and communication skills in international stand. In some countries like Thailand and Asian countries like Singapore are as been set a top rank in Communication skills. After globalization, communication skills are given more importance due to varied business demands. The ability to communicate effectively is the most sought-after requirement during interviews and for seeking jobs. Students in rural areas getting harder to improve in speaking vocabulary and speaking fluency, they need to focus on it. IRCT is a teaching method that says, students should always share ideas and reading skills with other rest of students to improve to their skills. Battle of learning skills in students become constantly assessed through individual and group

oral activities. The study of IRCT that improves OEC and ability among under-graduate students. The study of job offer report in Telangana state that most of the students from rural background studying in Arts and Science colleges are not placed in jobs immediately after completion of their degree. Therefore, it is necessary for the students to improve their communications skills to get employment. Indian Human Development Survey (2020) data accounts that in Hyderabad, English speaking skills is associated with 52.2% higher earnings and speaking a little English is associated with 42.2% higher earnings, higher when compared to corresponding national average. The reports of study that suggests to arts and science colleges that to measure proficiency levels of the students and improve it in rural background areas of Telangana. All colleges should through of IRCT and improve proficiency levels in students of back-benchers for better employability as per the job requirements in this global world.

2. REVIEW OF LITERATURE

The recruiting team avoiding low communication skill of students, that the recruiters are believing OEC students may not satisfy client's and may not get new projects. This shows that there is a gap between the expectations of industries and what the universities offer to the students. Most of the studies conducted on communication reports that the most essential skills that every graduate must possess to get job and to work efficiently in the business environment is oral communication. According study of other countries of their yields in English become 42% higher earnings for student, when we compare ability of rural students in Telangana has been reported from study gets up to 25% only. However, the study reports that the investment to attain spoken English skills is low. Indian Human Development Survey (2020) data accounts that in Hyderabad, English speaking skills is associated with 52.2% higher earnings and speaking a little English is associated with 42.2% higher earnings, which is higher when compared to not speaking English group and the corresponding national average. The curriculum needs to be made changes regards of industry's demands, that may help to enhance students career.

2.1 Collection of Data from Study

The Steps involved in data was collected from the study:

Step 1: Design and implementation of assessment by using IRCT.

The class was constantly engaged IRCT lesson design in orally responding to questions related to the reading, and required to do self-study reading and to teach others about the reading.

Step 2: Self-study reading and one-on-one assessment

Students were instructed to read at least two English literature books they found most interesting within 12 weeks. The class teacher was notified of their choices before the self-study began. The reading was required for the students in both groups daily using the reading techniques taught in class, along with a written report summary handed to the teacher during the oral assessment. The students were expected to finish reading in seven weeks after which an oral exam was taken. The first author who was the class teacher presided over the oral assessment interview about the reading. The interview began with a simple warm-up and gradually moved to more complex issues requiring critical thinking. Scores were given on the criteria shown in an oral evaluation sheet which includes grammar, vocabulary, coherence, confidence, fluency, and overall understanding.

Step 3: Students' opinion survey

The students' reactions and opinion about learning through the IRCT were elicited. A semi-structured interview was conducted after the post-test. Only 10 students from the experimental group were randomly selected for the interview.

Step 4: Students' final written exam

Final written exam scores of the course Functional Reading were obtained and compared to see which of the two groups performed better overall.

2.1 Sampling frame and Technique

The universe of the study constitutes rural students studying at Arts and Science colleges in Telangana. Around 2,840 students from different Arts and Sciences colleges located near rural areas in select district of Telangana have participated in this test. Background details was collected from all these students after explaining the details of the study. The standardized proficiency test was conducted to all these students. Prior approval is taken for using the test for data collection from Cambridge English and for conducting the data collection from concerned government authorities of Telangana.

Table -1: Perspectives of Students toward the OEC

OEC	N	Min	Max	Mean	SD
1. The OEC motivate me to speak English.	52	4	8	0.5	0.76
2. The OEC are interesting for me.	52	4	8	0.5	0.87
3. The OEC help me develop my English pronunciation.	52	4	8	0.5	0.83
4. Reading Comprehension approach improves my English-speaking abilities.	52	4	8	0.5	0.76
5. The OEC help me increase and improve my vocabulary and grammar in English.	52	4	8	0.5	0.95
6. The OEC help me to speak English more fluently and correctly.	52	4	8	0.5	0.83

3. RESULTS

Table -2: IRCT of English Performance % of the rural students

Skills	IRCT-E Performance Percentage
Listening	20.35
Speaking	16.44
Reading	28.58
Writing	11.29
Vocabulary	41.13
grammar	22.65
Overall	28.56

Generally, Telangana Government has divided the intermediate level are further divided in to intermediate high, mid and Low of Oral English Communication. In overall results of the English proficiency reports of Telangana that only 27 % of students have performed well and reaching intermediate level of the OEC proficiency levels remaining 73% of students are in low proficiency level of OEC.

4. CONCLUSION

Communication skills are essential for any graduate to attain a job and to work effectively in job environment. The IRCT and OEC was effective in developing undergraduate students' oral English communication skills, even though it might require a great deal of commitment and responsibility on the part of both course

instructors and students. The latter have to fulfill several requirements and meet deadlines while the instructors are expected to keep up to date with supervision.

However, integrating oral communication into a reading course through IRCT has brought reading to the next level. It is no longer just reading and working on given exercises, learning how to scan and skim or looking for synonyms and phrases, but about learning by doing, preparing oneself and coordinating with others in preparation to face real-life tasks. It is recommended that IRCT be integrated into a reading program at the university level and schools be prepared to accommodate students' needs for quality books. Libraries and self-access learning centers should include a substantial number of supplementary reading materials for students from different disciplines to practice reading for knowledge and pleasure. Further studies can also examine the effects of the proposed IRCT on enhancing reading skills. Incorporating practice classes within the curriculum is essential for improving the competence of the students in OEC skills. Since the students have receptive skills, practical sessions may improve their productive skills in English communication.

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