

A Literature Review On The Enhancement Of Productive Skills For The Tribal Students

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ABSTRACT

To discuss with the importance of enhancing the productive skill for the various level of learners it is must that one must need to know the importance of speaking and writing. In general, speaking and writing are the two main sources which help one to deliberately use it in their day to-day activity. These are the two skills which are done practically in everyday practice. When talking about the improvement of speaking and writing, this can be done with the help of classroom activity were one can do it practically. This is practically possible when practicing it inside the classroom. This review particularly focuses on the development of productive skills among various levels of learners. When discussing about the reviews it is clear that most of the researchers focused these two skills individually but not together as productive skill. Each of these skills was focused in an individual manner. The basic concept is enhancing the productive skill among tribal students. But this area was not focused much because of their learning capability especially their poor background and knowledge. Only few reviews focused on the development of this productive skill but it was done individually but not together. The collected reviews were categorized according to the study. Few of the reviews shows that the skills were enhanced using certain classroom methodologies. But it was only less appreciated. Fewer researchers predominantly focused much on developing their skills and they moved further with the student's capacity. So it is more or like few researchers had stated that the skills they had chosen was predominantly developed with certain criteria.

KEYWORDS: Productive skills, classroom activity, population, learners level, teaching methodology, review studies.

INTRODUCTION:

Language is a primary source of communication. Through language one can communicate, share ideas with others. The language might be of different region or dialect but it helps the people to communicate with others. Currently, English has become one of the primary languages because it is an international language. English is one of the most common foreign languages because people from different countries use English as a common language to communicate. The purpose of English teaching for the students is to have awareness about the essence of English in improving the human competence in facing the globalization (BSNP, 2006). English plays an important role in day-to-day life. There is a great adequacy of English in modern world. English serves as a link language and remains a major medium of instructions in schools.

Speaking and writing skills are called productive skills. It helps the students to practice real-life activities inside the classroom. It plays as a 'barometer' to analyse how much the students have learned. Writing is an important means of communication. Sometimes the written word is the only acceptable means to communicate. According to Raimes (1983), teaching writing helps to reinforce the grammatical structures, idioms, vocabulary etc., which are taught to the learners. Further, teaching writing also helps the learners to be more creative. White (1987) expresses that teaching writing through interesting and creative materials helps the teachers provoke creative response from students. Productive skills are also called as active skills it is a broadcast of information that a language client or user produces in spoken or written form.

Productive skills will not survive without the holding up of receptive skills. Reflexive knowledge such as listening and reading are represents for the active implementation of grammar structures, passive vocabulary lists, heard and repeated sounds of a foreign language. This speculation applies to any studied language. This should also prove that both types of skills are inseparable and one cannot exist without the other. When learning a second language, productive skills are followed by the receptive skills which usually come first and then should be followed by practical application of productive skills. If something found to be not outfit a learning process lacks one of them, the final outcome will not be complete. As Riggerbach and Lazaraton says that, implementing activities that concentrate attention strictly to accuracy, plenty of language instructors focus on promoting communicative competence in language students by applying "communicative activities" (Riggerbach & Lazaraton, 1991, p.125). The classroom environment definitely generates necessary part of successful teaching and learning. These are extremely worth by the learners. As Olshtain and Cohen state (Olshtain & Cohen, 1991, p.154),"if we wish to master another language we need to become more communicatively competent". Their performances establish the knowledge that language precision is required but not the most vital feature of speaking activities. To systematize the lesson effectively a broad knowledge of diverse activities should be engrossed in the lesson plan.

Speaking is also the most natural way to communicate. For most of the people, the ability to speak a language is the same with knowing a language since the speech is the most basic means of human communication. Speaking is a multidimensional skill and there is no specific definition on speaking skill because of its complex nature. According to Oxford Advanced Dictionary the definition of speaking is: "to express or communicate opinions, feelings, ideas, etc., by or as talking it involves the activities in the part of the speaker as psychological (articulator) and physical (acoustic) stages" or "speaking is to make use of language in an ordinary, not singing, to state view, wishes etc. or an act of spokesman". Penny Ur (1996:120) "Speaking is the most important skill since people who know a language are referred as "the speaker" of a language. The intention of this review article is to find out the challenges and possible solutions on developing the productive skills at high schools in tribal region. The major part of this paper is the selection of population. The reason for choosing tribal students for the research was they show less importance for education. It is due to their family

background. Their interest towards education was undoubtedly low. (Krishnaveer, 2016) "One of the major problems of teaching English in tribal areas is to change the mindset of the conservatives (those who do not feel the necessity of change) to persuade them for the change that education and the learning of English shall bring: after all, learning is a change of behavior."

Thus English language teaching is to be focused more in the tribal areas for their betterment and active participation in the society. This is possible only by creating more language teaching methods in the class rooms which makes the learning, a part of experience. Proper awareness is to be given among the communities to make them realize the prospects of English language in store for them. To speak about the tribal students in common, they are merely different from the normal people who live in the society. These tribal people don't follow any kind of living trait what the urban people do follow. Their life style is way apart from the ordinary people. They follow their living style. This is the major drawback for their backstage in the society. Due to their way of living style they never focused much for the growth or development in life. One among the growth is their education part. Being as a human, only fewer people among the tribal people pay their attention towards education. So people from that background understand the value of education and move further to develop their knowledge.

The students in tribal zone should be taught first to learn basic skills of language i.e. four language skills of listening, reading, writing and speaking. It would enable them to have a close communion with the language. (Tayade, 2011). Sahu (2014) states that due to the language barrier the tribal children are unable to enhance their communication link with the teacher and which leads to the termination of their education most of the times. To enhance their communication skills few of the researchers had put forth their ideas to develop their language skills. Especially it concentrates on the development of the productive skills. The reason for preferring productive skills is: in other words it is said to be as an "Active skill" which practices in our day today life.

Madhavi (2002) in her study she pointed out that teaching of writing was not systematic because the teachers was not aware of teaching writing as language skill through integrated method. Also, there was less classroom instruction and poor attention was prevailing inside the classroom. Venkataswamy (2003) stated that due to the regular English syllabus for +2 students does not provide any chance to develop speaking skills. The researcher took a survey of the English proficiency and the attitude of sample was conducted. Teacher's opinions and suggestions were taken for considerations.

Few researchers carried out in the content based study and pointed out that the content-based instruction enhanced the students speaking ability in various aspects. The students were able to communicate with each other. The usage of mother tongue was also reduced. The situation gave them a chance to speak in English inside the classroom. They had great motivation to learn speaking. Speaking became easy and fun for the students. The researcher stated that with the help of the content-based instruction the students can improve their speaking ability. Bhukya (2013) in this experimental study the researcher's focus was on the Lambada (Tribal) learners.

The researcher has carried out the collaborative learning method and designed materials in order to overcome the speaking problems in English language. In this experimental study, the researcher investigated the Tribal learner's English language speaking skills learning problems like cultural, psychological etc. This study found that the prepared materials on the speaking skill based on the tribal culture, day to-day life along with the collaborative learning method were satisfied the tribal learners. Finally, the researcher concluded that culture and day to-day lifestyle of the tribal students in English language syllabus plays an important component in promoting the speaking skills of the Tribal students.

Many of the research studies focused on speaking and writing individually. Both of these skills must be given equal importance. Each of these skills provokes the students in most of the academic areas. So in few of the research areas the researchers focused it in an individual way. When focusing it in the tribal area it is less in number that most of the researchers had never concentrated on the skills together. Varghese & Nagaraj (2013) pointed that various actions were taken by governments to overcome the educational backwardness of Scheduled Tribes. But a tribal population in India still remains outside the educational system. Even though learners are getting enrolled in school, very few numbers of them completes their schooling. It is because the tribal students are entirely different from the other students. Their Family background, Educational qualification, and low income these pay the individuality for the tribal students. When discussing about their learning ability there is no doubt that their level of learning is extremely low.

Agnihotri (1991) implied that there are more adjustment problems in the group so proper remedial measures must be implemented to advance their improvement. The learning ability of the tribal students is undoubtedly low when compared to other non-tribe students. The tribal student learning level approximately varies. Intan Alfi (2015) according to the researcher he states that communicative games made everyone in the classroom to enjoy learning English. The researcher had shown the improvement through test scores. Their post-test score was higher than the pre-test score. The scoring level has shown that the students speaking skills were improved. So it is noted that through communicative games a speaking skill of the students was improved. Dhani (2018) had given a specific point saying that teaching speaking through Cooperative story telling enhances the student's comprehension, fluency, vocabulary, grammar and pronunciation. The researchers' main purpose was to analyse how far the cooperative story telling helps the students in developing the speaking skill.

To discuss about teaching speaking and writing to the tribal students is a big task. Also, there is a research gap because they have the major problems like vocabulary, grammar, pronunciation, fluency and comprehension to communicate. Using their own mother tongue plays a major role in drifting away the students to learn or communicate in English language. Since, English is a second language they show less importance for the subject. But when looking into the present situation it is must that the tribal students are in need of learning the second language. The other reason is that even the teachers find it difficult to teach English for the tribal

students. The teachers still use the traditional way of teaching methodology inside the classroom. When the situation prevails in such a way definitely there would not be any steps taken to enhance the productive skills. As mentioned earlier, many researches focused both these skills individually but not together. Especially in tribal area it is least common to identify.

CONCLUSION:

Many researchers had put forth their views about teaching writing and speaking individually. Like, discussed in the above statements these two skills were put for the study using various classroom methodologies instead of following the traditional way of teaching revealed that these two skills has been enhanced for the various level learners not only for the day today usage but for lifetime. But to discuss the group of tribal students these study was not carried over for that particular group. It is because of their level of learning and the poor background. So, it is very clear from the above read few of the reviews that, the development of productive skill was not done in one way but it was done in an individual way. Many of the researchers had focused writing and speaking to the various levels of graders but their focus towards tribal is undoubtedly low. It is because of their learning level and their poor knowledge. As discussed earlier, the learning level of the tribal students is extremely low in level. There are various reasons for their poor inbuilt skills. Only very few focused for the development of the tribal students.

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