

The Challenges of Learning English - A Focus on LSRW Skills.

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Abstract— The importance of language as a medium of expression need not be over emphasized. Among the languages used worldwide, English has the distinction of being primary language of many countries. Competency in English is indeed necessary for Indians of all ages that see themselves as global “movers and shakers”. In India, English has acquired a distinct status basically for two lessons : i) wider acceptance in the country and; ii) growing significance of the language in the context of globalization, A language acquires a number of accents, if it is spoken by large sections of people, separated from one another socially, geographically and educationally. This lightly applies to a language such as English, which is spoken so widely all over the world, not only by those for whom it is the mother tongue, but also by many others who it is for a variety of purposes. Communication is a key element in any human activity. It is a learned skill. However, while most people are born with the physical ability to talk, not all can communicate well unless they make special efforts to develop and refine their communication skills. Communication has become the most important aspect of modern life. It has acquired added significance in the context of cut-throat competition and commercialization of all areas. Effective communication enhances one's chances to prosper. Listening, speaking, reading and writing are communication skills that are important in all subject area of learning English. Indian youth is passing through the age of breakneck competition. There is no room for the lotus – eaters. If students intend to etch out their path on the hot sands of reality, they will have to distinguish with more than usual hard work and much more than usual perseverance. Every student and job seeker should be ready to take a written test in English and has to face oral tests in the form of Group discussion, Interview. If we take standard test programs for overseas Education like GMAT, TOEFL IELTS we become aware of the nature of challenges of learning English.

Index Terms— Competency, distinct status, globalization, effective communication, perseverance, challenges.

1 INTRODUCTION

LANGUAGE is the means through which thoughts find expression. A language both oral and written can become a barrier in several cases. When we refer to a language we unwillingly suggest that it has only one speech form which is uniform throughout, which is not true. In reality most languages of the world have more than one clearly distinguishable form or variety. Such varieties, when they differ from one another is respect of vocabulary, grammar, usage and pronunciation are called “dialects”. When, on the other hand, they differ in respect of pronunciation alone they are called accents. It should be borne in mind that most Indians learnt their own Indian language before they are exposed to English. In other words, they have in them very strongly formed linguistic habits which are mother tongue habits. A language acquires a number of accents if it is spoken by large sections of people separated from one another socially, geographically and educationally. This lightly applies to a language such as English which is spoken so widely all over the world, not only by those for whom it is the mother tongue but also by many others who use it for a variety of purpose. There are about three thousand different languages and dialects in the world. This did not mean that communication among different parts of globe were slow and difficult. Communication is a key element in any human activity. It is a learned skill, however, while most of the people are born with the physical ability to talk, not all can communicate well unless they make special

efforts to develop and refine their communication skills.

Communication affects every aspect of our life, from work and education to society and leisure. Communication is central to everything that we do. We do communicate in organization: our family, school / college, office, hobby group, community group, in which we live and act. Our activities succeed or fail, and our goals achieved or not depend upon our ability to communicate effectively with others. Language plays an important role to make our communication effective. English may not be the most spoken language in the world, but it is the official language in a large number of countries. It is estimated that the number of people in the world who speak English to communicate on a regular basis are 2 billion! English is the Dominant business language and it has become almost a necessity for people to speak English, if they want to enter a global work force. English has the distinction of being primary language of one of the most popular countries for outsourcing i.e. India due to its wealth of highly educated English speakers. In India English has acquired a distinct status basically for two reasons a) wider acceptance in the country and b) growing significance of the language.

Though not classified as one of the 15 languages of India, English is being used as the language for official transactions. In India, English language Newspapers has wide circulation. News papers like the Hindu, Indian Express, Times of India and many others are read by Indians. In higher education English is the medium of instruction. English is taught as second language along with the native language. English is used by Professionals and travelers. It is the language of elite and convenience. When people from different states meet, English is

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the only language that can bond them together. Even the common man in India tries to manage with some broken and ungrammatical English. With the increasing pace of globalization and outsourcing, learning English has become a major concern for students in Asian countries. With the number of foreign investors flocking to India and the growth of outsourcing, English has come to play a key role in professional relationships between foreign and Indian companies.

2 LEARNING ENGLISH LANGUAGE THROUGH LSRW SKILLS:

The four major skills of language learning: listening, speaking, reading and writing provide the right key to success. Teaching English Language while ensuring focus on all these four skills provide a platform for the learners to hone their proficiency in English.

2.1 Listening Skills

Listening skills are essential for learning since they enable students to acquire insight and information, and to achieve success in communicating with others. Learning any language, in fact, begins with listening. The natural and proper order is listening, speaking, reading and writing. Yet, it is observed that somehow the reading and writing skills are given more importance over the other two skills. Ideally listening and speaking should take prominence over reading and writing when any language is being learnt. The benefits of naturally acquiring language can be enhanced phenomenally when the opportunity to listen and speak in the target language is accelerated. Listening skill is an important skill to develop because good listeners grow up to become good communicators. According to science a child develops his / her listening skills when he / she is in mother's womb. Epics and puranas proved this theory through the characters like Prahlada and Prince Abhimanyu. Remember how a child learns his / her native language. People around converse in Mother-Tongue (or) Native language and the child with the help of listening skill learns the language, not giving importance to its grammar, English language can be learnt in the same manner. Listening occupies about 45 percent of time adults spend communicating. This is significantly more than speaking which counts for 30 percent, reading 16 percent and writing 9 percent respectively, listening is a respective skill which means receiving language, prevails producing it. It can be made effective with the following sub-skills.

2.1.1 Listening for sounds:

Meaningful speech sounds are the basic raw materials for any language. These sounds are represented by symbols in writing. We refer to these symbols as 'alphabet'. Listening for sounds involves focusing attention on the sounds that make up words and recognizing them when they appear in other words. This is the first step towards learning the sounds of a language.

Ex: - Sit - tip - bit - pin

2.1.2 Listening for Stress

Stress is the loudness with which parts of words are spoken.

Training to listen how a word is stressed will help the learner to understand spoken English better.

Ex: - cousin, accept, exterior, thermometer.

2.1.3. Listening for intonation

Intonation is the rise and fall of the voice in a speech which indicates whether the given sentence is a wh-question or yes-no question, request for command, to express doubt and speakers attitude.

Ex:- Who is shouting ? (Wh- Question - Falling tone)
Is she a teacher? (Yes - No Question - Rising Tone)
Give me your pen (Request - Rising Tone)
Give me your pen (Command - Falling tone)
He will fall (Showing disinterest - falling tone)
He will fall (showing concern - Rising tone)

2.1.4. Listening for Theme / gist

Training to listen for the theme / subject helps the learner in the following ways:

- To decide whether the talk, announcement etc interests / or relevant to the listener to continue listening to it.
- To understand.
- Quickly think about views on the subject.

When we listen for the gist, we aim to get general information about something without details.

Ex: - sports news, Interviews, Demonetization.

2.1.5. Listening for Main ideas

Listening for main ideas need concentration on the subject and helps the learner to frame an idea about the concerned topic.

Ex: - Environmental Pollution, Science Vs Technology.

2.1.6. Listening for details

An important kind of listening skill consists of being able to get the details of what you hear.

Ex: - A road accident, Election results.

2.1.7. Listening for information

One of the things we do when we listen to a lecture or a talk is to get information on its subject. This is an important skill not only in academic and work contexts but also in common everyday situations,

Ex: - at a railway, weather forecast.

2.1.8. Listening for facts

One of the purposes of listening is to get facts, or collect information, about something, for example a place, a person or an animal. In order to do this, learners must train themselves to shift out the facts from the details.

Ex: - Listening to a lecture or a conversation.

2.1.9. Listening for opinions

Among the things we learn when we listen to people speak are, their opinions about someone or something. Opinions are sometimes expressed directly, but we have to infer them sometimes from statements they make.

Ex: Opinions on present political system, opinions on advanced technology.

2.1.10. Listening for attitude

When we listen to people speak, the language and the tone they use tell us what their relationship with someone is as well as, what their attitude towards someone or something is. Being trained to listen for attitude often helps us make appropriate responses and plan our actions in the best possible way.

2.1.11. Listening to recognize contracted forms in connected speech

There are a large number of words in English which can have a "full" form and a "weak" form. This is because English is stressed timed language and in trying to make the intervals between stressed syllables equal, to give the phase rhythm, we tend to swallow non-essential words. Thus, conjunctions, pronouns, prepositions, auxiliaries and articles are often lost, causing comprehension problems for learners.

Ex: And

Fish and chips – pronounced as fish 'n chips.

A chair and a table – pronounced as a chair 'n a table.

2.1.12. While listening detects signpost words

Sign post words are special words which direct our listening, warn and suggest what kind of information it is. Here are some possible 'directions' that the signpost words can take a listener to;

- a) A comparison.
- b) A contrast or opposite.
- c) Introduce an example of what was said earlier.
- d) Suggest a cause and effect or result.
- e) Provide additional information.
- f) Set out the stages of a talk.

Ex: - now..... well, in other words.....,

for example.....While practicing listening skills some factors may cause disturbance and block the learner's receiving skills to understand the information at the expected degree or perfection. The factors are

- 1) Background noise.
- 2) Speaker talking quickly.
- 3) Lack of visual clues.
- 4) Limited vocabulary.
- 5) Lack of knowledge in the topic.

To make listening skills effective: practice making predictions about what a speaker is likely to say, listen to everyday use of English, listen to casual conversations and comprehend the overall idea.

2.2. Speaking Skills

Speaking skill is one of the four main language skills. In general it is the second skill to be acquired after listening. As learners of English, most of us find it difficult to speak out. Though good at writing, many of us fail to use English as a spoken medium. One of the main reasons for this is the lack of Natural Environment. Not by writing or reading but actually speaking, will go a long way in improving the fluency levels of the learners. People who cannot speak English properly make common mistakes in grammar, strange arrangements of words, phrases and idioms etc which are direct translations of expressions in Indian languages. Learners need to know how

speakers differ from one another and how particular circumstances call for different forms of speech and can learn how speaking styles affect listeners. Thus the rate of which they speak, the volume and the precision of pronunciation may differ substantially from one situation to another. Able and wise speakers communicate dividing their speech in terms of meaningful units. Such units are called 'chunks'. These are of great use when we speak to people of little acquaintance or large groups or in interaction that requires clear distinction in presenting details. While speaking- clarity, pronunciation and audibility is essential.

Speech differs from person to person and this peculiarity in speech is generally known as "Parole" or "idiolect". Collective speech of a region is referred to as "dialect". For common, not a luxury or affectation, but the hall mark of a cultured speaker, learners can improve their pronunciation by consulting the latest dictionaries. They should listen carefully to good models of spoken English and try to imitate them. They should try to identify the points of pronunciation where there are likely to have some problems and remedy it through practice. As a foreign learner, we are not habituated to place the stress correctly. To know the stressed syllable in a given word, listening to the native speakers and notice stress is a natural and easy way, but it may not be possible all the time.

Some general stress rules:

- i) Mono syllabic words in isolation have no stress.
- ii) Di syllabic words have stress on second syllable.
Ex: - for' get, for' give, ac' cept, en' trance.
- iii) Disyllabic words with word final silent 'r' have the stress on the first syllable.
Ex: 'Father, 'doctor, 'teacher, 'sister.
- iv) Words ending in -ion, -ian, -ial, -ious, -ity are almost always stressed on the syllable before these endings.
Ex: edu'cation, mu'sician, in'dustrial, ma'licious, ele'tricity.
- v) In most words with many syllables, the stress falls on the third syllable from the end.
Ex: - o 'bligatory, geo'graphy, au'tonomy, ther'mometer
- vi) The same word sometimes functions as a noun and as a verb. In such cases, stress is on first syllable if it is a noun and stress on second syllable if it is a verb.

noun	-	verb
'conduct	-	con'duct
'produce	-	pro'duce
'import	-	im'port
'subject	-	subject

The above mentioned rules help the learners only to some extent. Looking up the word in a dictionary is the right way to understand the uniformity of the language. Once we are clear about the variety of English we have to follow, we can turn our attention to the different stages of English pronunciation. Speaking skills can be practiced with the following sub-skills.

2.2.1. Pronunciation

In general, a pronunciation typical of a more casual, informal style of speaking is given for common words, and a more careful pronunciation for uncommon words. In real life speakers tend to articulate most carefully when listeners are likely to

have difficulty in recognizing the words they hear. It is important to remember that the pronunciation of English words is not governed by a strict set of rules; most words have more than one pronunciation and the speaker's choice of which to use depends on his / her levels of learning. Most pronouncing dictionaries use two accents, the British and the American. The British form is also known as the Received Pronunciation (R.P.) which is the one practiced in south East England. Many educated people in written and spoken form use British accent but American English is gaining currency in mass media through globalization techniques. It is the variety spoken in North America.

It is true that we cannot faithfully copy the pronunciation of an American or an Englishman, but we must speak in a manner that will be intelligible to all. Moreover, the pronunciation of English varies from one country to another. We generally follow 'RP' of England for international intelligibility. The term 'RP', first used by Daniel Jones, has its origin among the educated sections of People of London in the nineteenth century. It is widely accepted throughout world, as English is spoken in all countries with local peculiarities. Moreover, the word is constantly being exposed to the BBC which uses RP that has been well received. It is better if we follow RP for international uniformity in pronunciation which is of course, hard to achieve. It is enough if we concentrate on those features which make the English speech intelligible to all. Good pronunciation is identifying the stressed syllable.

2.2.2. Intonation

Intonation is another important aspect of spoken language. While speaking, we often change the pitch of our voice. The changes in the pitch of voice or variations in tone are referred to as intonation. If the pitch of the voice starts falling during the utterance of an expression, we call it the falling tone. This is shown with the symbol (\) Placed before the syllable where the tone begins to fall. If the pitch of the voice rises, we call it the rising tone and is shown as (/) Every language has its own unique intonation. In some languages the tone is an intrinsic part of the word i.e., a word said with two different tones will have two different meanings but in English the tone is a feature of the "word or group" or group of words, and not of the specific words. When we speak, our utterances can be short or long. A short utterance will be said as one group i.e., in one breath.

Ex: - I met some boys
He is going tomorrow

The intonation of a sentence thus serves the important function of determining whether it is a statement or a question; a command or a request. In addition, the different tones used by a speaker can convey his attitudes; emotions or feelings; whether the speaker is being polite, assertive, angry, concerned etc which the written form would not be able to reveal.

2.2.3. Word Formations

There are four main kinds of word formation

a. Prefixes: Prefixes are groups of letters added to the beginning of words to get new words. This kind of word formation leads to changes in meaning, changes in the part of speech and

are also used to indicate number. It is important to know the meaning a prefix imparts, before using it to form new words.

Ex: - Multi (Many) - Multipurpose, multicultural
Mono (one) - Monolingual, Monorail
Post (after) - Post - independence, post war
Un (opposite to) - Unusual, undemocratic

b. Suffix: A suffix is a letter or a group of letters added at the end of words to form new words with or without change of word class. For example "child" and "Childhood" (noun and noun) and "Free" and "Freedom" (adjective and noun)

Ex: - -ism - idealism, Hinduism
- dom - wisdom, Freedom
- able - reasonable, remarkable
- ing - reading, singing

c. Conversion: Conversion involves the change of a word from one class to another. For example, the verbs "to email" and "to microwave" are formed from the nouns "email" and "microwave"

Ex: - i) Can you text her?
(Verb from noun 'text' meaning to Send a text message)
ii) Ok, so the meeting is on Tuesday. That's a definite.
(Noun from adjective)
iii) All companies have their ups and downs
(Nouns from prepositions)

d. Compounding: Compounding or adding a word to another is a way of forming new words in the language. While the meanings of some compound words match those of their constituent words, it is not always possible to use the meanings of the words in a compound to arrive at its meaning. Some examples of compound words used as nouns, verb and adjective are:

Noun compounds : airport, timetable, starfish
Adjective compounds : handmade, soft - spoken, Wayward
Verb compounds : sleep walk, downsize, crosscheck

2.2.4. Word order:

In English, owing to the Fewness of the inflexions, the order (or arrangements) of the words in a sentence is of the first importance.

The following is the usual order of words in an English sentence.

- i) The subject usually comes before the verb
Ex: - I wrote and exam
- ii) The object usually comes after the verb
Ex: - The king wears a crown.
- iii) When there is an indirect object and also a direct object, the indirect precedes the direct.
Ex: - Lend me your ears.
- iv) When the adjective is used attributively it comes before the noun which it qualifies.
Ex: - Ashoka was a wise king.
- v) When the adjective is used predicatively it comes after the noun
Ex: - The child is asleep.
- vi) The adjective phrase comes immediately after the noun.

Ex: - The tops of the mountains were covered with snow.
vii) The adverb is generally placed close the word which it modifies.

Ex: - He never tells a lie.
viii) The normal order of words in a sentence is sometimes altered for emphasis.

Ex: - Blessed are the merciful.
It is therefore, essential that all qualifying words, phrases and clauses should be placed as near as possible to the words to which they refer.

2.2.5. Appropriate vocabulary:

Language is a system of communication comprising a code of letters which make meaningful words through a bewildering variety of combinations and permutations. These words combine to form phrases, clauses and sentences. In turn sentences are used to convey our ideas in speech and writing, if we want to convey thoughts, words are essential. If words are not there, thoughts get imprisoned in the mind itself. So if we want to use any language effectively both in speech and writing, our stock of words should be fairly adequate otherwise we have to struggle for expression for want of an appropriate word. Hence it is quite necessary to improve one's vocabulary without which it is not easy to communicate. As such learning new words, their meaning and usage is the basic requirement for a skillful handling of language as a tool for communication. English is a rich language with a large storehouse of vocabulary; there are above a million words in English. Many words from foreign languages have entered the stream of English. When we learn a new word, we have to learn its spelling, Meaning, pronunciation and usage. There are different ways of learning vocabulary. We can learn vocabulary through

- i) Synonyms
- ii) Antonyms
- iii) Homonyms
- iv) Homophones
- v) Homographs
- vi) Phrasal verbs
- vii) Idioms
- viii) One-word substitutes
- ix) Style and register
- x) Commonly confused words
- xi) Commonly mis spelt words
- xii) Connotations.

2.2.6. Appropriate Language Register

Language Register is the level of formality with which we speak. Different situations and people call for different registers. There are formal and informal registers in spoken and written language. Formal Register is confined to an organization, institution or a group with specific targets. It is usually in the form of meetings, conferences, group discussions, interviews etc. Informal Register arises out of social needs. Whenever known persons encounter anywhere; at work place, shopping center or at home informal register takes place in the form of conversations.

2.2.7. Building an argument:

Speakers will not always be able to persuade every listener to

accept their argument. Start with a strong opener to grab the listener's attention. Speakers can use a variety of techniques to support their arguments. He/she should make a clear idea in a single sentence. Thus persuasive presentation calls for careful crafting.

Remember, what is spoken is not what may be heard, and what is heard may not be what is understood. Some of the reasons for the barrier in speaking skills are Cultural variation Incorrect sentences, vocabulary or phrases, inappropriate use of language, Unable to hear and accent issues

To make speaking skills effective take simple topics and think about them. Prepare some points and practice. The main idea behind preparation is to concentrate on how to say a topic not on what to say. This practice leads the learner to error correction and maximizes his/her speaking time.

2.3 Reading Skills

Most of us feel that Reading Native English can be a scary, demotivating experience. But even if it is not easy, it is one of the best forms of English Practice. Reading real English, at an advanced level, helps improve both grammar and vocabulary. In most cases, how well we learn to read will depend largely on our exposure to language as children. If we hear people around us talking about a wide variety of subjects, as children, we naturally pick up the words and phrases they use. If we pick up a lot of words we will have an advantage when we start reading. Reading is a basic skill of learning. It is a process of acquiring information. It uses the eye and mind to see the information and understand it. Reading is classified into two types: relaxed and critical. A person engaged in relaxed Reading reads without specific focus and time pressure, paying moderate attention and gains surface knowledge. Critical Reader reads with clear focus, paying high level of attention. The reader may not have any time pressure. The aim is to gain deep understanding. Becoming an active reader is possible when one increases word power and learns quick remembering. Successful readers manage a variety of skills simultaneously. A reader who reads smoothly and with confidence may be unable to summarize the plot, who labors over each word may ask insightful questions. Individual motivation, background experiences, vocabularies and home support all affect reading success. The following sub-skills help the learner to practice reading skills:

2.3.1. Global Comprehension

It is a form of reading in which we approach a text with an understanding of its general meaning and point. It involves the sub-skill of reading through the text at high speed and picking up points that contribute to the overall main message of the text. It is essential to 'filter out' unnecessary information. It is desirable to go from the "whole" to the "parts".

2.3.2. Understanding the plan of the text

Many texts are written with a structure in mind. For the keen and attentive reader, it is important to pay attention to the flow of the text, as it allows one to determine where the text will go. Understanding the structure of the text also leads to a greater understanding of the text itself, and the points it is trying to make. This can be done by observing the manner in

which the text is paragraphed, and paying special attention to the order in which the points of the text are made.

2.3.3. Making predictions and Informed Guesses

A skilled reader can often form a fairly good picture of what the author is trying to say in an essay or article from a few sentences. This can be done by taking in key bits of information from a headline, title, or topic sentences. It can be even be done by glancing at photographs or graphs.

2.3.4. Local Comprehension

Local comprehension is quite unlike global comprehension, in that it requires a focus on specific concrete details that add to or support the main point of the text. Since this information is stated explicitly, the reader can get it directly from the text. Local comprehension (Factual comprehension) helps in acquiring a deeper and more thorough understanding of the text.

2.3.5. Guessing the Meaning of Unfamiliar words

Sometimes when we read, we come across a word which we have never heard of or seen before. We do not know its definition. In such instances, we have two options available with us, refer to a dictionary, or try to guess the meaning of the word based on its context. While referring to a dictionary will certainly provide us with the correct meaning, it can disrupt the flow of reading. Instead we can try to infer the meaning of the word.

2.3.6. Skimming and Scanning

Skimming a text means reading quickly to get an overall idea of the text. In this type of reading, you are interested in complete details of any specific information. The purpose of reading is to get the gist of the text.

Scanning on the other hand, is looking for required information. The reader knows what he / she is looking for in the text.

2.3.7. Understanding organization of a text

Every text has a structure. It is not just a random collection of sentences. The parts that make up the text are related in a meaningful way to each other. Recognizing the way in which a text has been organized will help the learner to understand it better. The writer may, for example, be explaining two opposing points of view, or describing why something happen. Understanding the text organization will help the reader understand what the writes is trying to do. Some of the text structures are:

- i) Description
- ii) Cause and effect
- iii) Comparison / contrast
- iv) Order / sequence
- v) Problem – solution

2.3.8. Understanding Discourse Markers

Discourse markers are 'signposts' that a writer uses in their text to indicate a sequence of ideas. Their function is to organize context into noticeable segments. Some of the functions are:

- i) To add to a point stated earlier - Also, Besides, moreover
- ii) To compare or contrast an earlier - Although, In contrast, However point with a new none
- iii) To reason out something - Because, since, as
- iv) To arrive at a result - Therefore, Hence, As a result
- v) To express a condition that needs - If, As long as, to be fulfilled
- vi) To add emphasis to an earlier point - In fact, indeed, on the controls

2.3.9. Information Transfer

Information transfer is, as the name suggests, a process by which one transfers information from text to other forms, or vice versa. 'Other forms' includes pictures, pie charts, maps, flow charts, tables, chronological sequences, tree diagrams, cycle diagrams, notes etc.

Without good reading skills building the skyscrapers will be impossible. Fortunately there are lots of things a reader can do to help / become a better reader. Most of us can become naturally fast readers, without even having to sign up for speed reading courses, if only we understand the real causes to our problems in reading. Some of the problems while learning reading skills are:

- i) Lack of grammatical and linguistic competence.
- ii) Lack of concentration.
- iii) Proper light and ventilation.
- iv) Size of the book.
- v) Articulating the words and sentences loudly.

To make reading skills effective practice reading through story books, newspapers at an early stage. Then Read to learn through scan techniques, skimming, summarize and light reading. Use only English dictionary, read at the right English level i.e. reader has to understand 75% of what they read. Practice Active reading.

2.4. Writing Skills

Writing skills are an important part of communication. Good writing skill allows the writer communicate his / her message with clarity and ease to a far larger audience. Today, when anyone can be their own publisher, we see more and more examples of poor writing skills. Correct grammar, punctuation and spelling are keys in written communication. Errors are likely to lead to form a negative impression. To be an effective writer, a professional should cultivate good writing skills. Effective writing is a logical process of developing and composing message to satisfy the needs of audience. It involves the following steps.

- i. Planning.
- ii. Organizing.
- iii. Composing.
- iv. Revising and editing.

Writing involves accuracy, knowing the purpose of writing and knowing the information required to meet the expectations of audience, whether it is a letter, a memo, an e-mail or a report it is worth writing, it is worth writing well. Unless compelled do not try to save time and effort by just writing off the top of your head. Establish the purpose of writing and develop a strategy to achieve it. Some of the writing subs

skills are:

- i) Know the orthography and the writing system of the second language.
- ii) Use appropriate word order.
- iii) Use good standard grammar.
- iv) Know how to express a particular meaning using different grammatical forms.
- v) Benefit from the use of synonyms, antonyms and other literary devices.
- vi) Use cohesive devices.
- vii) Use writing conventions.
- viii) Use writing strategies such as writing drafts or asking for peer collection.
- ix) Be able to structure a text into paragraphs and use devices such as thesis statement.
- x) Be able to write purposefully and meaning full writing sub-skills also include.
 - i) Paragraph writing
 - ii) Essay writing
 - iii) Formal / informal letters
 - iv) Application letters / curriculum vitae
 - v) Memorandums
 - vi) Note-making
 - vii) Summaries
 - viii) Paraphrases
 - ix) Punctuation
 - x) Emails

These are certain rules and regulations to be observed to sharpen one's writing skills. The secret of successful writing lies in following the principles of good writing.

2.4.1. PRINCIPLES OF EFFECTIVE WRITING

- 1) To write well, one has to be able to write clearly and logically. At first you may find clear, step-by-step thought very difficult but practice will improve your ability to think clearly and logically.
- 2) Increase your vocabulary to improve the power of expression.
- 3) Always remember writing is ninety nine percent hard-work and one percent inspiration.
- 4) Imagine that you are a stranger who is not familiar with the things that you see around you and start from these.
- 5) Read the newspaper carefully.
- 6) Keep a notebook in which to put down things that you notice.
- 7) Try to develop empathetic attitude.
- 8) To be a successful writer, you must write interestingly and to know exactly what type of reader you are writing for and exactly what kind of things interest a reader.
- 9) Choose subjects of topical interests and personal experience.
- 10) Presentation is of very great importance in good writing
 1. Your opening paragraph should arrest the reader's attention.
 2. The main body of the writing should collect together and present the ideas promised in the first paragraph.

3. Your last paragraph or sentence should bring what you have written to a neat, satisfying end, leaving the readers with a clear idea.
- 11) Do not force upon the reader with your own private problem.
- 12) Do not strive to create an impression
- 13) It is best to write simply and in a conversational tone.
- 14) Prefer the concrete to the abstract word whenever possible. Be definite, call a spade a spade and avoid Euphemisms.
- 15) Use the same style throughout the writing.

3 CONCLUSION

In today's era of globalization, the English language is widely accepted as an international and connecting language all over the world. To be successful and keeping pace with this globalized world, one has to be adept in the English language. To master this language, one has to be work on all the four skills of the language, listening, speaking, reading and writing. These four skills help to be a better communicator thereby helping us to become successful in personal and professional life.

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