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A Pane to Linguistics and Language Resources



# **i-manager's Journal on English Language Teaching**

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*English Language Teaching is globally vibrant and dynamic today. English as an international language accommodates the unique needs of world communities while competing with and complementing other languages. ELT improves language skills, oral communication, memorization of paradigms, patterns, and vocabulary, with translation being used to test the acquired knowledge. i-manager's Journal on English Language Teaching aims to bring practitioners, researchers, curriculum designers and professionals in corporate communication and provide a forum where ELT practitioners and experts share new insights and experience in ELT.*

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# EDITORIAL

*It's a pleasure writing editorial for Volume-10, Issue-4 (October-December 2020) of i-manager's Journal on English Language Teaching (JELT). The journal follows a double-blind peer review process for submitted manuscripts. The objective of review is to help authors improve the quality of the manuscripts, highlighting the innovative contributions building up over the references, and ensuring the international standards.*

*Seda Sivaci has evaluated the quality of English proficiency tests in Turkey. Four universities took part in the study, of which three universities have testing offices, while one of them does not have a testing office. The study collected data through ALTE Quality Assurance checklists and was analyzed descriptively. The proficiency tests of the four participant universities have found to have deficiencies regarding test construction, administration and logistics, marking, grading and results as well as test analysis and post examination review. Moreover, the findings have direct practical relevance for institutions preparing for proficiency tests.*

*Reza Taghivand analyzed the challenges faced by English language teachers' at the high school in Iran. The survey was conducted with a questioner among 171 students and the impact was analyzed using SPSS 24 and Cronbach's alpha. Regardless of different factors in teaching and learning of a new language, learners, teachers, textbooks, syllabuses, and language policies and many others, this study attempts to analyze how different language student backgrounds may cause some challenges for language teachers. The new language teachers should have a short period of learning course to encounter it wisely.*

*Suman Luhach and co-author Garima Tiwari have explored the polysemy through prototypical theory for teaching legal English in contracts. An introduction to the concept of 'Polysemousness' and an analysis of existing contracts with polysemy is planned for the students. This is done to make students read some authentic legal contracts, understand and analyze them through discourse analysis for learning to draft contract. The study is done to help students understand how appropriate selection of words is crucial in contracts and to help them learn contract drafting. The paper also emphasis the understanding of metaphorically associated meanings to help students understand contextual differences in meanings of polysemous words.*

*Sajad Sabzevari and co-author Saman Ebadi investigated multiple intelligence theory in children and young adult EFL learners and their course books. The analysis of the course books revealed that both (children and young adult) series of course books mostly addressed verbal/linguistic and visual/spatial intelligence. The least dominant intelligence were intrapersonal, and naturalist intelligence types, and no example of the naturalist intelligence was found in the young adult coursebook activities. This study also highlighted that the students of the Iran Language Institute (ILI) preferred all types of intelligence and they lack balanced distribution of intelligence types in their coursebook series.*

*Fatih Toy and co-author Kağan Büyükkaracı investigated the perceptions of Turkish EFL teachers' on the use of Quizlet for vocabulary teaching. The study involved 50 Turkish EFL teachers. The study used 50 teachers with a set of Quizlet for vocabulary designed by the researchers, in their classes for 10 weeks. It was found that almost all of the teachers taking part in the study reported positive perceptions towards the use of Quizlet for vocabulary teaching. The survey aimed to discover the perceptions of teachers on the effect of Quizlet on vocabulary teaching and it is found to address the objectives of FATİH Project.*

*K. Suprabha and co-author G. Subramonian evaluated the factors contributing poor communication skill among low level learners. The objective of the study was to find out the relationship between socio-familial conditions and communication skill in English language among secondary school students. This paper employed descriptive survey with a sample of 600 secondary school students. The study reveals that there is significant relationship between the two variables socio-familial conditions and communication skills in English language for secondary school students of Palakkad district.*

# EDITORIAL

*We extend our sincere thanks to the authors for their contribution towards this issue and we are grateful to the reviewers for spending their quality time in reviewing these papers. Our special thanks to the Editor-in-Chief, Dr. Abhishek Kumar Srivastava, for his continuous support and efforts in further improving the quality of the Journal.*

*Warm regards,*

*Nandhini C.  
Associate Editor  
i-manager Publications*

# FACTORS CONTRIBUTING TO POOR COMMUNICATION SKILL AMONG LOW LEVEL LEARNERS

By

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## ABSTRACT

Children of educated parents coming from better home environment are found to perform well in English language compared to students of low socio-economic status. A healthy family environment is essential for a child's proper language development. It should be taken into consideration that without good communication skill, one cannot attain mastery in English language. A good communication skill makes the learners more creative in using English language. The objective of the study was to find out the relationship between socio-familial conditions and communication skill in English language among secondary school students. The study employs descriptive survey method with a sample of 600 secondary school students taken for collecting the data. The result of the study found that socio-familial conditions have a significant influence on communication skill in English language among secondary school students of Palakkad district. The teachers should take necessary steps to enquire and understand about the socio-familial background of the learners.

*Keywords: Socio-Familial Conditions, Communication Skill, English Language Teaching.*

## INTRODUCTION

Education is the most important social activity concerned with the wholesome development of the individuals. The aim of education is emancipation from the darkness of ignorance, thereby leading us towards the light of wisdom. So education may be viewed as a process designed to incorporate knowledge, skill and attitude to cope efficaciously with the environment. Education is for knowledge and knowledge enlightens humanity. Language is like a 'prism' which reflects the manifold shades of human knowledge, skills and activities. Language is the most powerful means of communication which plays a vital role in the all-round development of the individual (Saraswathi, 2006). According to Leonard Bloomfield, "Each community is formed by the activity of language". Language is the most wonderful gift of nature which has added essence and spirit to human life. Communication is the basic medium through which we exchange thoughts, ideas, feelings etc.

Human beings can communicate with each other. We are

able to exchange knowledge, beliefs, opinions, wishes, threats, commands, promises, declarations, feelings etc.; only our imagination sets the limits. We can smile to express amusement, pleasure, approval or acceptance, we can shriek to express anger, excitement or fear. We can clench our fists to express determination, anger or a threat. We can raise our eyebrows to express surprise or disapproval, and so on, but our system of communication before anything else is language. English as a second language enjoys great prestige and fulfills an essential role in the educational and economic life of the nation (Kohli, 2008). It is called a second language because it has become a vital component of our national and socio-cultural reality. It is the language required by the world for greater understanding. English has become a major link language at national and international levels, and is a commonly used language. In office, industry, business, preparations of professionals like doctors, engineers and in research particularly in the field of science and technology and many other activities English has taken a prime place.



Teaching of English in schools has acquired importance in the educational system of our country. English in India is a symbol of people's aspirations for quality in education and a fuller participation in national and international life. The visible impact of this presence of English is that it is today being demanded by everyone at the very initial stage of schooling.

## 1. Need and Significance of the Study

The 21<sup>st</sup> century technology era demands proficiency of at least one internationally accepted foreign language along with the mother tongue. Among the international languages English occupies a glorious position, as the world is said to be a global village now. Moreover the rapid rate of progress, the advancement of science and technology and the increasing globalization today, have intensified the need for intergroup communication in English language. According to C. Rajagopalachari, "English is the gift of Goddess Saraswathy to the Indian nation". English language learning acquired a new significance as an international language in the present scenario.

Proficiency in English language communication of students is largely determined by a number of factors like better home environment and home learning facilities, parental involvement and level of acceptance of education. So the socio-familial conditions definitely influence the English language learning of students. The family acts as the main factor in influencing the attitude, behavior and communication proficiency in the child. Family provides all initial indications to child as to whether he is loved or not, interacts well or not, because until school days the family is virtually his only place of learning. The child uses language and performs well depending on the various socio-familial conditions to which he is exposed to. It is found that good relationships with parents make the child an active member in the society by developing good language abilities and skills by developing good vocabulary and proficiency in communication, thereby mastering even a foreign language like English.

Communication has a very important role in the English language learning. It is a common fact that English is an

'unphonetic language' and its rich vocabulary poses a challenging task to the learners. Vocabulary and communication in English poses a big problem in English language learning for the students because a word may have several meanings related to different contexts in which it is used. The skill in communication usually develops with age, and serves as a useful and fundamental tool for acquiring knowledge. Acquiring an extensive ability in communication is one of the largest challenges in learning a second language. Despite teacher's attempts, family environment and parental attitude towards English language plays a key role in developing sufficient amount of vocabulary and communication skills among students, thereby attaining mastery in the English language.

## 2. Objectives of the Study

- To find out the socio-familial conditions and communication skill in English language of secondary students for the whole sample.
- To find out the socio-familial conditions and communication skill in English language of secondary students for the sub sample based on gender.
- To find out the socio-familial conditions and communication skill in English language of secondary students for the sub sample based on locale.
- To find out the socio-familial conditions and communication skill in English language of secondary students for the sub sample based on the type of management.
- To find out the relationship between socio-familial conditions and communication skill in English language among secondary school students for the total sample.

## 3. Plan of the Study

In the present study, the main objective is to find out the extent of relationship between socio-familial conditions and communication skill in English language among secondary school students of Palakkad district in Kerala. Variables are something that can change in value and can be measured (Koul, 2009). It stipulates the operation by which they can be observed or measured. The study is a correlation between the variables; socio-familial

conditions and communication skill in English language. Figure 1 shows the diagrammatic representation of the variable.

#### 4. Study Area and Sample

A population is any group of individuals who have one or more characteristics in common that are of interests to the researcher. The population may be all the individuals of a particular type or a more restricted part of the group. Secondary school students of Palakkad District form the target population for the present study. But the accessible population of the study were 9<sup>th</sup> standard secondary school students. A sample as the name implies, is a smaller representation of a large whole (Best, 1977), the size of the sample is 600 secondary students for the present study. Figure 2 shows the diagrammatic representation of the sample.

#### 5. Research Tool

- Socio-familial Inventory
- Communication Skill Test

#### 5.1. Description of the Tool

##### 5.1.1 Socio-Familial Inventory

In this study, the investigator fixes four socio-familial

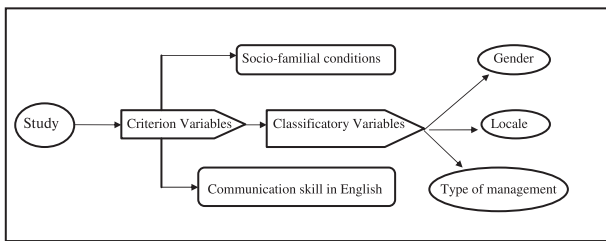


Figure 1. Diagrammatic Representation of the Variable

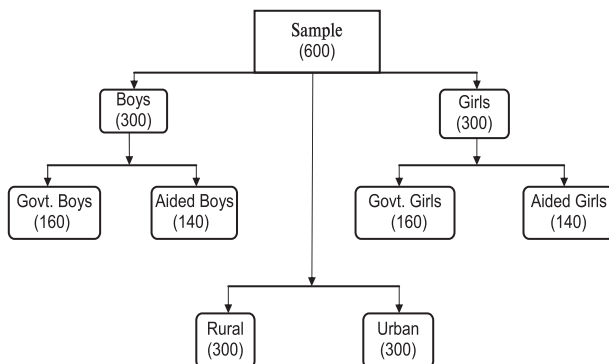


Figure 2. Diagrammatic Representation of the Sample

variables namely 'learning facilities at home', 'family acceptance of education', 'cultural level of the family' and 'home environment'. For collecting data regarding these four variables, the investigator used the socio-familial inventory developed by (Nair, 1998).

##### 5.1.2 Communication Skill Test

The communication skill test constructed on the basis of the criterion are:

- Verbal analogies
- Sentence completion
- Synonyms/antonyms
- One word substitution
- Phrases

*Validity of the Tool:* The validity of the communication skill test was established subject to the test items for expert's opinion; both face validity and content validity of the test was ensured.

*Reliability of the Tool:* The test-retest method was used for the reliability of the test. The test-reliability by Pearson's product moment Coefficient of Correlation was found to be .84.

Taking into account the feasibility of easy administration and scoring, only multiple choice items were included in the test.

#### 6. Procedure for Investigation

The investigator selected 600 samples from various secondary schools of Palakkad district in Kerala. The sample was selected using stratified random sampling technique. The factors taken into consideration while selecting the sample were:

- Sex of the student
- Locale of the school
- Type of management

A schedule was fixed for the administration of all the tests. After giving the general instructions and information about the purpose of the study, the tool was distributed to the students. The method of answering each tool was explained and demonstrated on the black board to familiarize with the test. The instructions for each test were followed to create an ideal situation. After completion of

the test, the response sheets with the question booklets were collected from each student. All the response sheets were scored.

## 7. Data Collection and Analysis

The analysis is the recording of data into constituent parts in order to obtain answer to each question. The analysis of data involves breaking down the complex tabulated material into simpler parts and putting the parts together in new arrangements to determine the inherent meanings and facts (Good, 1995).

The essential descriptive statistics which help to describe a data distribution are measures of central tendency or position, measures of shape, measures of dispersion and measures of relationship. The investigator used descriptive data analysis of mean, median, mode, skewness and coefficient of correlation.

Interpretation of data is also necessary. Interpretation takes the result of analysis, make inferences and draws conclusions about the relationship. Through interpretations the meanings and implications of the study become clear. Analysis is not complete without interpretation and interpretation cannot proceed without analysis. It is the task of the interpretation to find out the position of the study in the whole analytical framework. It connects the findings with the established theories or the available stock of knowledge in a particular area of research.

## 8. Analysis and Interpretation of Data

### 8.1 Preliminary Analysis of Whole Sample

Data and results of preliminary analysis for the variables socio-familial conditions and communication skill in English language for the whole sample is presented in Table 1.

The data were collected from 300 boys and 300 girls

constituting 600 subjects in the sample. The data were compiled and coded for the statistical analysis. Descriptive statistics was used to study the data.

Table 1 indicates that the mean, median and mode of socio-familial variable is 62.04, 62 and 61 respectively. The value of skewness is -0.08 which indicates that there is negative skewness. The value of kurtosis is -0.18 which shows that the distribution scores of socio-familial conditions are found to be leptokurtic. The standard deviation 14.55 indicates the deviation of the scores from the mean scores.

Table 1 also indicates that the mean, median and mode of communication skill in English language test is 24.13, 24 and 25 respectively. The value of skewness is 0.01 which indicates that there is positive skewness. The value of kurtosis is -0.57 which shows that the distribution of scores for communication skill in English language is leptokurtic. The standard deviation 6.72 indicates the deviation of the scores from the mean scores.

### 8.2 Analysis of Sub Sample Based on Gender

Data and result for the variables socio-familial conditions and communication skill in English language for the sub sample based on gender is presented in Table 2.

Table 2 indicates that the mean value for socio-familial conditions of boys is 61.08. It indicates that 50% of the

Statistics	Values Obtained from Socio-familial Inventory	Values Obtained from Communication Skill Test
Mean	62.04	24.13
Median	62	24
Mode	61	25
SD	14.55	6.72
Skewness	-0.08	0.01
Kurtosis	-0.18	-0.57

Table 1. Data and Results of Preliminary Analysis for the Whole Sample

Statistics	Boys		Girls	
	Socio-familial Conditions	Communication Skill	Socio-familial Conditions	Communication Skill
Mean	61.08	24.17	63	24.14
Median	61	24	62	24
Mode	61	25	61	29
SD	14.04	6.71	15.03	6.72
Skewness	-0.19	0.90	-0.02	-0.07
Kurtosis	-0.16	-0.46	-0.25	-0.65

Table 2. Data and Result for the Sub Sample Based on Gender

sample scored more than 61.08 and 50% scored below 61.08. The median value is 61 which indicates that 50% of the students scored above 61. The mode value 61 indicates that the most repeated score in the social-familial score is 61. The skewness value -0.19 indicates the negatively distributed nature of the scores. The kurtosis value -0.16 is a negative value which indicates that the distribution is slightly leptokurtic. The standard deviation 14.04 indicates the deviation of the scores from the mean scores. Table 2 also indicates that the mean value of communication skill test for boys is 24.17. It indicates that 50% of the sample scored more than 24.17 and 50% scored below 24.17. The median value 24 indicates that 50% of the boys scored above 24. The mode value 25 indicates that the most repeated score in communication test was 25. The skewness value 0.90 indicates the positively distributed nature of the scores. The kurtosis value -0.46 is a negative value which indicated that the distribution is slightly leptokurtic. The standard deviation 6.71 indicates the deviation of the scores from the mean scores.

Table 2 indicates that the mean value for socio-familial conditions of girls sample is 63. It indicates that 50% of the sample scored more than 63 and 50% scored below 63. The median value is 62 which indicates that 50% of the students scored above 62. The mode value 61 indicates that the most repeated score in the social-familial score is 61. The skewness value is -0.02 indicating the negatively distributed nature of the scores. The kurtosis value -0.25 is a negative value indicating that the distribution is slightly leptokurtic. The standard deviation 15.03 indicates the deviation of the scores from the mean scores. Table 2 also indicates that the mean value of communication skill test for girls is 24.14. It indicates that 50% of the sample scored

more than 24.14 and 50% scored below 24.14. The median value 24 indicates that 50% of the girls scored above 24. The mode value 29 indicates that the most repeated score in communication test was 25. The skewness value is -0.07 which indicates the negatively distributed nature of the scores. The kurtosis value -0.65 is a negative value indicating that the distribution is slightly leptokurtic. The standard deviation 6.72 indicates the deviation of the scores from the mean scores.

### 8.3 Analysis of Sub Sample Based on Locality

Data and result for the variable socio-familial conditions and communication skill in English language for the sub sample based on Locality is presented in Table 3.

Table 3 indicates that the mean value for the socio-familial conditions of rural school students is 61.76. It indicates that 50% of the sample scored more than 61.76 and 50% scored below 61.76. The median value is 61.50 which indicates that 50% of the students scored above 61.50. The mode value 61 indicates that the most repeated score in the social-familial score is 61. The skewness value is -0.08 indicating the negatively distributed nature of the scores. The kurtosis value -0.24 is a negative value and indicated that the distribution is slightly leptokurtic. The standard deviation 14.78 indicates the deviation of the scores from the mean scores. Table 3 also indicates that the mean value of communication skill test for rural school students is 24.21. It indicates that 50% of the sample scored more than 24.21 and 50% scored below 24.21. The median value 24 indicates that 50% of the boys scored above 24. The mode value 22 indicates that the most repeated score in communication test was 25. The skewness value is 0.07 indicating the positively distributed nature of the scores. The kurtosis value -0.67 is a negative value and indicated that

Statistics	Rural		Urban	
	Socio-familial Conditions	Communication Skill	Socio-familial Conditions	Communication Skill
Mean	61.76	24.21	62.32	24.06
Median	61.50	24	62	24
Mode	61	22	61	24
SD	14.78	6.68	14.33	6.77
Skewness	0.08	0.07	-0.24	-0.05
Kurtosis	-0.24	-0.67	-0.08	-0.46

Table 3. Data and Result for the Sub Sample Based on Locality

the distribution is slightly leptokurtic. The standard deviation 6.68 indicates the deviation of the scores from the mean scores.

Table 3 indicates that the mean value for socio-familial conditions of urban school students sample is 62.32. It indicates that 50% of the sample scored more than 62.32 and 50% scored below 62.32. The median value is 62 which indicates that 50% of the students scored above 62. The mode value 61 indicates that the most repeated score in the social-familial score is 61. The skewness value is -0.24 indicating the negatively distributed nature of the scores. The kurtosis value -0.08 is a negative value which indicated that the distribution is slightly leptokurtic. The standard deviation 14.33 indicates the deviation of the scores from the mean scores. Table 3 also indicates that the mean value of communication skill test for urban school students is 24.06. It indicates that 50% of the sample scored more than 24.06 and 50% scored below 24.06. The median value 24 indicates that 50% of the urban students scored above 24. The mode value 24 indicates that the most repeated score in communication test was 24. The skewness value is -0.05 indicating the negatively distributed nature of the scores. The kurtosis value -0.46 is a negative value which indicates that the distribution is slightly leptokurtic. The standard deviation 6.77 indicates the deviation of the scores from the mean scores.

#### 8.4 Analysis of Sub Sample Based on Type of Management

Data and result for the variable socio-familial conditions and communication skill in English language for the sub sample based on Type of management is presented in Table 4.

Table 4 indicates that the mean value for socio-familial

conditions of government school students is 61.70. It indicates that 50% of the sample scored more than 61.70 and 50% scored below 61.70. The median value is 62 which indicates that 50% of the students scored above 62. The mode value 61 indicates that the most repeated score in the social-familial score is 61. The skewness value is -0.09 indicating the negatively distributed nature of the scores. The kurtosis value -0.29 is a negative value which indicates that the distribution is slightly leptokurtic. The standard deviation 14.03 indicates the deviation of the scores from the mean scores. Table 2 also indicates that the mean value of communication skill test for government school students is 25.03. It indicates that 50% of the sample scored more than 25.03 and 50% scored below 25.03. The median value 25 indicates that 50% of the boys scored above 25. The mode value 25 indicates that the most repeated score in communication test was 25. The skewness value is -0.18 indicating the negatively distributed nature of the scores. The kurtosis value -0.37 is a negative value which indicated that the distribution is slightly leptokurtic. The standard deviation 6.66 indicates the deviation of the scores from the mean scores.

Table 4 indicates that the mean value for socio-familial conditions of aided school students' sample is 61.29. It indicates that 50% of the sample scored more than 61.29 and 50% scored below 61.29. The median value is 62 which indicates that 50% of the students scored above 62. The mode value 61 indicates that the most repeated score in the social-familial score is 61. The skewness value is -0.09 indicating the negatively distributed nature of the scores. The kurtosis value -0.04 is a negative value which indicated that the distribution is slightly leptokurtic. The standard deviation 13.99 indicates the deviation of the scores from

Statistics	Government		Aided	
	Socio-familial Conditions	Communication Skill	Socio-familial Conditions	Communication Skill
Mean	61.70	25.03	61.29	23.15
Median	62	25	62	23
Mode	61	25	61	23
SD	14.03	6.66	13.99	6.64
Skewness	-0.09	-0.18	-0.09	0.25
Kurtosis	-0.29	-0.37	-0.04	-0.56

Table 4. Data and Result for the Sub Sample Based on Management

the mean scores. Table 4 also indicates that the mean value of communication skill test for aided school students is 23.15. It indicates that 50% of the sample scored more than 23.15 and 50% scored below 23.15. The median value 23 indicates that 50% of the aided students scored above 23. The mode value 23 indicates that the most repeated score in communication test was 23. The skewness value is 0.25 indicating the positively distributed nature of the scores. The kurtosis value -0.56 is a negative value which indicated that the distribution is slightly leptokurtic. The standard deviation 6.64 indicates the deviation of the scores from the mean scores.

### 8.5 Analysis of the Relationship

Data and result for the relationship between socio-familial conditions and communication skill in English language among secondary school students for the total sample is presented in Table 5.

Table 5 revealed that there was substantial correlation (0.66) noticed between socio-familial condition and communication skill. The interrelationship between the aspects of communication skill among themselves was found 'low' and 'negligible'. It indicated the framed null hypothesis which says: 'There is no relationship between socio-familial condition and communication skill in English language among secondary school students'. Thus the hypothesis is rejected at 0.01 level of significance with regard to socio-familial condition and communication skill. Thus it is concluded that there is a significant relationship between socio-familial conditions and communication skill in English language among secondary school students.

### 9. Findings of the Study

The main objective of the study was to find out the

Variable	Co-efficient of Correlation	Level of Significance	Verbal Interpretation
Socio-familial condition Communication skill	0.66	P<0.01	Substantial or marked relationship

**Table 5. Data and Result for the Relationship between Socio-Familial Conditions and Communication Skill in English Language among Secondary School Students for the Total Sample**

relationship between the two variables, namely, socio-familial conditions and communication skill in English language among secondary school students. From the study it was seen that there exists a significant relationship between the two variables, socio-familial conditions and communication skills in English language for secondary school students of Palakkad district.

- The study reveals that girl students of secondary schools showing better communication skill in English language than the boys from secondary schools.
- The study shows that secondary students from urban schools show high communication skill than the students from rural schools.
- The study also shows that secondary school students from government schools showing good communicational ability in their language proficiency than the students from aided schools.
- There is a significant relationship between socio-familial conditions and communication skill in English language for the total sample.

### 10. Discussion of the Result

Review of several studies conducted with the variables of socio-familial conditions and socio-economic status and its effects on achievement among the learners of secondary and higher secondary school is conducted. In the present study, find out the correlation between socio-familial condition and communication skill in English language teaching. Similar study was conducted by Birnie and Hewitt (1968) in which it was found that various home background variables facilitate the achievement in English of secondary school students. In a study conducted by Devi (1981), it was reported that socio familial variables directly correlates to the convergent and divergent thinking abilities of pupils. Another study conducted by Curry (1982), also reported that socio-economic status was the offshoot of scholastic achievement of sixth grade children. Usha (1991) made an attempt of examining whether socio-familial variables correlate the science achievement of secondary school students. It was concluded that socio-familial conditions would certainly make effect on scholastic achievement among the learners.

## 11. Recommendations of the Study

In this high tech era it is required one and all to be proficient and competent in communication skill to have a prosperous future around the globe. The findings of the study helped the investigator to suggest the following possible solutions.

- Major findings of the study state that there is a positive correlation between socio-familial conditions and communication skill in English language. So the teachers should be keen to know and assess the family background of every child in the class.
- English enjoys the status of global language now. So the development of communication skill in English should be promoted among the students.
- The teachers should organize PTA and MPTA meetings to provide necessary guidance to the parents regarding home learning environment, encouragement to read English newspapers, books etc.
- The teachers should assist the students with effective techniques to develop their communication skill.

## Conclusion

There are many socio-familial conditions that play a significant role in developing proper attitudes towards English language communication and its multiple usages. Socio-familial conditions play an important role in the child's holistic development. The family activities and necessities of intercommunication provide the opportunity to equip the child with a working vocabulary. The parents can play a crucial role in fostering the young children's emerging language skills that could result in sound communication development. Home environment is among the most important influences for the language development of the child. Children born and brought up in a healthy family environment may develop better skills to acquire adequate communication ability in order to use

English language fluently and brilliantly.

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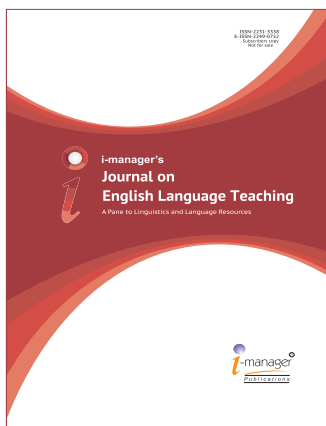
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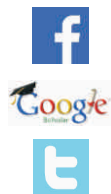
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