

ENGLISH LANGUAGE TEACHING IN RURAL INDIA PROBLEMS / CHALLENGES & SOLUTIONS

Dr. Richa Tiwari

H.N.1218/A Narmada Nagar
Gwarighat Road, Jabalpur , (M. P.)

Abstract

At present scenario English is a most popular language across the world, because of its great reach and influence all over the world. English language teaching basically consists of four skills- listening, speaking, reading and writing. While listening and speaking are simultaneous process, writing skill depends on recognition of alphabets leading to pronunciations of words which in turn leads to writing. In rural India students become fails to prepare themselves for English language learning. Their parents are mostly illiterate or they also faces economic problems. Most of the rural areas students belongs to Hindi medium back ground and education system . India is a country of village where 70% of people live in rural India. It is a big challenge for us to develop English language skills in the people of rural India. In this paper it is proposed to analyze some problems, challenges and their solutions of English language learning which are facing by students of rural in India in learning English as a second language.

Keywords :- listening, speaking, reading, writing, language, learning English

English Language belonging to the *Germanic Language* branch of *Indo European language* widely spoken by the people of six continents. The primary Language of the U.S., Britain, Canada, Australia Ireland, New Zeland and various Caribbean and pacific island nation..It is also a second official language of India, and the second most widely spoken native language in the world. English language is the mother tongue of more than 350 million people, and the most widely taught foreign language and the International language of science and business. English relies mainly on word order (usually subject-verb –object) to indicate relationship between words. Written in the *Latin alphabet*, it is most closely related to Frisian, German and Dutch. Its history begins with the migration of *Jutes, Angels* and *Saxons* from Germany and Denmark to Britain in the 5th and 6th centuries. The *Norman Conquest* of 1066 brought many French words into English. Greek and Latin words begin to enter in English language., in the 15th century, and modern English is usually dated from 1500. English easily borrows words from other languages and has coined many new words to reflect advance in technology.(1)

Man according to Aristotle, being gregarious by the nature had to established contact with the society and the world at large. For this he needed a suitable means for communication .Language plays an important role in the expression of ideas. At present scenario English is probably the world's most popular language. It is the global means of communication and interaction among human being.

Language and culture are closely connected with each other. Culture includes languages, which is a part of our nation. Meanwhile, language is the carrier of culture, and all the cultural phenomenon can be reflected by language. The ultimate purpose of English teaching is not only to train the students but also to cultivate their ability of cross-culture understanding and communication. At present English occupies a place of prestige in our country, even after more than six decades since independence when Briteshers left India; no indigenous language however has come up to replace English either as medium of expression or an official language. At present scenario it becomes the status symbol in India.

Gandhi ji was totally against English education, but he also appreciated the importance of foreign language especially English. In his book, *Young India*, he said:

I do not want my house to be walled in an all sides and my windows to be stuffed. I want cultures of all the land to be blown about my house as freely as possible. I would have our young men and young women with literary tastes to learn as much of English and other world languages as they like and expect them to give the benefits of their learning to India and to the world.(R.K. Sharma)

Our late prime minister of India Mrs. Indira Gandhi often emphasized the importance of English language teaching in our school and college levels. She expressed her anxiety at the poor standard of its learning and teaching. The ministry of education and youth services urged the study group of English teaching .Govt. of India prepare a practical programmed for improvement of English teaching in India both in the school and college level since 1971.The motive of this programme to improve the quality of education in all three levels i.e. Primary, Middle, and high secondary level.

ENGLISH TEACHING IN RURAL AREAS

In rural areas teaching English as a second language is a quite difficult task. There is a great mismatch between rural and urban education standard. Urban students some how manage to learn English and use English in a quite well manner. They are the third generation learner having spot and co- operation from parents. Environment and atmospheres of the family also supports them. But rural area students are the first generation learner who takes English as a most difficult language in the world and they think through out their life not able to cope with it in spite of their best efforts. Its is a fact that English is a compulsory language from the very first standard level in rural and urban areas but the out come of the rural areas is unsatisfactory.

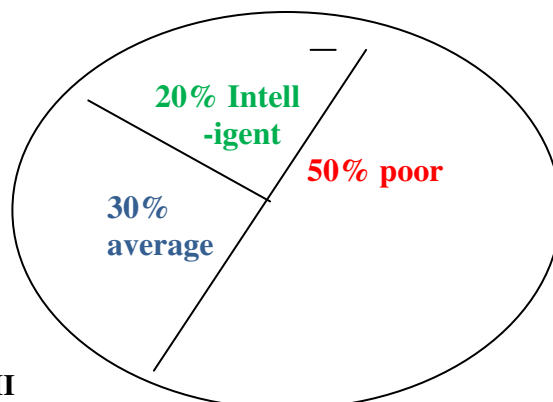
Most of the students of rural area belongs to Hindi medium back ground and they are not able to understand the subject matter in English, because they might be able to write as per requirement but speaking remain out of their range. They learn without knowing and understanding what they are learning. About twenty five years ago the most popular method of teaching English to non English spoken students was the grammar translation method. It takes time and students could learned grammar method but he or she was not able to speak fluently.Most of the teachers applied this method forcedly in today's scenario. But some teachers of English felt that a students who taught English under this grammar translation method was

incapable of English learning; because this method, in spite of its limitations. It has also yielded good result in most of the countries as well as in India. Unfortunately, this is practically nothing for the development of the English language.

In India ,Government has started soft skill development programme in rural areas , to provide an atmosphere of learning English and communication skill in school and college level; but all these efforts are fruitless until and unless something innovative should be done in the class rooms. Teaching English in India especially in rural areas is the biggest challenge because large population of our country, bleak economic condition and belongs to illiterate background. Ones of the main reasons for the poor standard of English in rural areas are the lack of clear-cut method of teaching and government policies. Government wants to educate the students\ English is compulsory subject from level, but teachers are not sufficient. In school level teachers are either not trained properly or they are the teachers of other subjects. The methodology which is adopted to teach English in the class is not appropriate. According to policy of the government students can not failed from class first to class 8th .Under this system students always aim at memorizing the notes fro low- standard guides and reproducing them in the examination. in this process the language skills are not tested and speech skills are totally neglected. When the students come in our semester system, of higher education they face more difficulties, because teacher has to focus on completion of syllabus in limited time period .They can not explain the basics of primary level. Then again they started school level method of memorizing the important notes from low-standard guides and question –series. in this process they can pass the examination but can not learn and understand English language properly. State government of higher education also started Bhasha sudhar program me in graduation level. But the bases of the students are not clear and they faces difficulties because of their poor education background.

Mother tongue influence can also be seen in the students of rural area background, because they were not given proper pronunciation drill from the primary level. So what ever they speak, vernacular effect can be observed very easily.For example: the pronounciation of ‘v’ and ‘B’ is same and createdifficulties in the clas room /.school –sku:l / Book / bu: k / student /setu : dent /etc.are some very common examples those creates problem in pronunciation in rural area students.

In our rural areas English language teaching is very difficult task we can see three types of students in the classroom of English language. First those, can understand the language and able to read and write correctly .secondly those students cannot able to understand properly but their performance is better in the class. Thirdly, those students ,whose not can understand properly and not able to read and write correctly.we can see the condition of the student through this chart.



THE PROBLEMS OF TEACHING ENGLISH LANGUAGE AT UNDER GRADUATE LEVEL IN RURAL AREAS:-

- Lack of technology, book and other things.
- Untrained teachers.
- Teaching Methodology
- Use of old pattern teaching method in classroom
- Crowded class room
- Defective text books and curriculam
- In sufficient staff
- Shortage of time

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T.P. Reddi in his presidential address said in October 1977 : We,the teachers of English are keenly alive to the responsibility that rests on us. We have to see that English is taught at all levels and taught well and its standards are properly maintained.

FACTORS RESPONSIBLE FOR BARRIER IN ENGLISH LANGUAGE TEACHING (ELT)

Some factors hinder or restrict the free flow of lungage this factors are called barriers in communication:

- Physical barriers - that is related with time and space.
- Semantic barriers – We express our ideas through words. Students should learn sentence pattern that is subject –verb – objects. SYNTAX pattern means arrangement of words in sentences, clause and Phrases. It is also the study of the formation of sentence and the relationship with their component part. For example: “The man loves his children” follows standard subject- verb – object word order, if we will switch the order of such sentence would change the meaning.
- Grammar and improve his/her vocabulary interpretation of words , some times the receiver assign different meaning to the same word it causes miscommunication foe example ‘RUN’ word has 71 meaning as verb, 35 as a noun and 4 more as adjective.
- Socio Physiological Barriers like Inattentiveness, close mind, poor retention, etc.

These types of problems we can see our education system from primary to graduation level.

At present scenario English is just a compulsory subject in graduation level. Students think that it is not important as major subjects. According to surveys most of the students learn English impelled by external motivation and instrumental motivation. In most cases they are forced to learn English for exams, post graduate entrance exams, competitive exams and job searching. They do not think learning improvement and their professional development. There fore most of the students of rural areas widely believe that learning English is too boring,

considering and difficult , so they think it is a burden and then their learning initiative become poor According to A.K. Sharma :

English language teaching in India, you will agree with me has suffered a lot so much that a lot so much that our students who passed intermediate or degree examination with English either as a compulsory or as an elective subject can neither speak nor write correct English may be, because the emphasis in our school and colleges has always been on the conceptual content and the stylistic content has been neglected so far. (A. K. Sharma)

SOLUTIONS FOR THE IMPROVE :

In our present education system there are lots of drawbacks .System of teaching cannot be change in overnight. Hard work is the requirement of time. Teachers positive attitude and their use of initiative method of teaching can provide a reliable bridge to the process of learning English in rural areas :

- In addition to traditional class room teaching there are many channels which can improve the English level in most of the students.
- We Should apply the modern technology in the school and college of rural India like digital instructional media, Audio, video techniques, power point presentation etc.

“The studies have shown that 80% of the information is passed to human from the images visually”(Dai shan) Treicher a phycologist has also proved that human obtain 94% of the information from the vision and auditory sense.

- In Rural areas speaking of small sentences in daily conversation can overcome the initial hesitation and can get self confidence.
- Group discussion can help to generates ideas for oral and written communication.
- Students should keep the practice of communication continue , through out their course even after word
- Vartual classes.
- Teachers should be trained.
- Teachers should avoid the centuries old translation method or text book. They should adopting situational method of teaching. In the way students get involve and they do not feel bore.
- Students should improve their vocabulary.
- They should use simple words and avoid pompous for example :

Pompous (Avoid)

Acquaint
 Apprise
 Visualize
 Facilitate

Simple (Use)

inform
 Report
 See
 help

- Use single words for long Phrase ,for example :
Due to the fact that = because
So far as = for
Prior to the time of = before
- Use active voice for simplicity but use passive voice for objectivity.
- Avoid repetition of the words.
- Avoid Jargons.
- Use of language improvement games for sentences making and making and vocabulary improvement.
- Teachers should have positive personality with optimistic approach.
- Teachers should be competent enough to simplify the learning process that it become enjoyable for students to become part of it.
- Speaking, reading and writing method can improve the learning of the rural students.
- Teaching should be maximum interesting and innovative method oriented.
- Institutes should organized faculty development programmes time to time with latest techniques and pedagogy of teaching.

CONCLUSION

Rural India English language teaching is quite difficult task but not impossible. The students of rural India want to improve their personality and position .they wants to full fill their ambitions also. We can develop their skills. We will face difficulties but hard work can solve such type of difficulties. We should motivate the students. New and interesting technique can help to achieve the goal. We should create an English learning environment in the class rooms. We should motive the students in positive way. Considering the above facts, learning English, the universal language and a second popular language of India and the world, becomes indivisible branch as also inevitable in Indian education system.

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