

## English language in rural India

<sup>1</sup> Dr. V Jaisre, <sup>2</sup> M Thangavel

<sup>1</sup> Assistant Professor of English, Bharathiar University Post Graduate Extension Centre, Erode–1 Tamil Nadu, India.

<sup>2</sup> M.A English, Bharathiar University Post Graduate Extension Centre, Erode-1 Tamil Nadu, India.

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### Abstract

"English Language in Rural India" includes the teaching of English as a foreign language in rural students of different class for the purpose of acquainting them with those language skills, which enable them to read and understand the English language with various language contents. It should also enable the students to appreciate the content and analyze it critically. The students from urban parts of India have shown the best performance in their exams or interviews. There are instances where most of the rural students have failed to express themselves. Poor communication skills of many rural students as seen in their poor performance in tests, examinations and interviews have kindled an idea of analyzing. This study is intended to find out various reasons of poor communication among rural students and suggest remedial measures so as to improve communication skills. The core of the paper considers three basic problems such as Psychological Aspects, Lingual Aspects, and Technology Aspects.

**Keywords:** Lack of English language teaching, rural students, LSRW, technology, and innovative methodology

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### Introduction

"An individual speech act is called parole and the abstract system is called langue; langue and parole together constitute language" (29). Hence, language is a tool to express one's own views and feeling. Now a day world wildly English language performs as a queen of language because English is the inhabitant tongue of more than 320 million people and the second language of 200 million people. The English language is not a traditional language because it was originated with so many words from other languages like Greek, Latin, and French as well as it also flexible to obtain other language words as her own. The word 'English' used before the twelfth century. But, it is implemented in the education system in 1531. After India's independence, British rule came to an end, but they left The English language which was influenced by the tongues of Indian people.

"Throughout India, there is a belief among almost all castes and classes in both rural and urban areas in the transformative power of English. English is seen not just as a useful skill, but a simple of a better life, a pathway out of poverty and oppression" (Graddol p. 120). Rural students have the knowledge, ability and acquiring capacity as that of urban students. After schooling, both rural and urban students are facing this competitive world as the same English is treated as a universal language. For the purpose of servile everyone should equip the communication skill in English, so they can compete in all types of interviews and jobs.

The English language is followed in all over India. But there are some variations in English syllabus. For example, In West, Karnataka and Rajasthan, English is introduced in class I to III. In the part of West Bengal and Orissa English introduced to the pupils at the beginning of secondary level education. Meanwhile, in Gujarat English is learned by the students during at the age of fourteen. The methodology followed by the various states in India for the English language itself can make the difference between the students not only in this, but also it will certainly differentiate rural and urban English

language in India. It can be identified obviously at the college level that is in any particular course of different state student either might be rural or urban. Among them, urban India shines as much as compared to rural India. On the other hand, lack of awareness in education as well as in The English language. They are not much concentrating on education their prime role is not to balance the economic status to run their family. At this point of views even though the system of education frame a very good syllabus, teaching, learning process and practice it will not give a hand to each of person should know their necessity of the English language to overcome the problem of LSRW in The English language.

In general, the aforementioned are the problems of English language teaching as a foreign language in rural India. The core of the paper considers three basic problems such as Psychological Aspects, Lingual Aspects, and Technology Aspects. The paper first goes to examine the psychological aspects of English language learning.

### Psychological Aspects

Psychology denotes the study of human behavior. Mother tongue plays a vital role in all people, especially in rural India; people mostly used their regional language for communication. Most rural people work in the agricultural field as landlords, farmers, and coolies among their people of 90% uneducated rest of 10% might be educated only. Insufficient of money and time, they cannot concern their infants specifically, in education. Thus, those states of affairs create unawareness with their children about the education. Psychologically, learning consists three phases such as learning theory, experimental researchers on learning and laws of learning. The following principles are imported in English language learning. First of all, the teacher removes the dread of pupil about the English language with spontaneous enthusiasm.

Everyone has a unique individual difference. So, the tutor concerned the student's state of mind. Memory span and span

of attention are important while the pupil learns English. Hence, the teacher acknowledged the students who have a lack of those abilities and trained them. On the other hand, many schools, including government schools afford yoga and meditation classes to their novice. These classes make comfortable mind for the students acquire education. Through the facilitation and interference, the mentor makes a comparative analyze and he can teach the structure, content, sounds to the novice.

The teacher should be concern who has learning disabilities. For instance, the learning disability named 'dyslexia'. Dyslexia is who has a disability in reading. They have complexity in spelling and visual responding. 'Disgraphia' is another learning disability nothing, but who has a lack in writing. They cannot recognize the shape of spelling likewise 'e' and 'a'.

### **Lingual Aspects**

The first language is a natural process, but second language learning is a non-natural process. Students used their mother tongue for learning the second language. According to Roberts Paul, "When we learn our first language, we face the universe directly and learn to clothe it with speech; when we learn a second language we tend to filter the universe through the language already known" (36). Hence, the first language helps to the students in second language acquisition.

Imitation and reinforcement are playing an inevitable role in English language learning. Students compared their first language and second language while they learn the second language. In general, pupils translate the content or theme of the second language book or article into their mother tongue and understand. It helps to the students in second language learning, but it does not help them in every time. Two languages are not as same as. For instance, a learner cannot find an apt equivalent meaning of English words in Tamil or Hindi. The learner has tried to produce the sounds of English like in his mother tongue but, that creates confusion. Tamil and Hindi are phonetic languages. But, English not like that. Stress, intonation, rhythm and sentence pattern of English is differing from Tamil and Hindi.

Now a day, the government opens English medium schools for rural area novice in the same government campus. It's appreciated one. But, those schools do not give education like matriculation schools. In rural India, mostly teachers used grammar translation method for teaching the second language to their pupil. In this way, students can get hold of the subject matter, not the language. The teacher can teach the terms and approaches of the English language to the students except English. The English language grows in the heart of the student of continuous speech practice only.

### **Technology Aspects**

A picture is equal to thousands of words. So, pictures, flashcards, and audio-visual aids have stimulated the students to learn The English language. In urban areas, or matriculation schools use smart classrooms for teaching. But, rural students go to government schools. Government schools have experienced faculties, but they provide a classic teaching method like Blackboard teaching. In the education system, teacher performed as a utensil to afford technology and innovative methods in rural areas. The light of education based on the innovative teachers. On the other hand, the

curriculum of State board is simply up to the tenth standard. Otherwise, most of State board schools run by the government. The cause of free education makes every class have more than fifty students. In second language teaching, the teacher cannot consider every individual in this crowd. These are the lack of technological aspects in English language learning.

### **General Remedies for English Language**

The teacher should give importance to LSRW skills while he teaches the second language as a foreign language. The mentor encouraged the peer group conversation and word games. The teacher must give oral and aural tests to the novice frequently. Silent reading and aloud reading help to the students for enhancing their vocabulary. Aloud, reading helps to the novice to correct his pronunciation. English essay writing and speech competitions stimulate the pupil to speak in English. The teacher makes awareness about the use of the Dictionary and Newspaper reading as well as he tries to give audio-visual teaching instead of Blackboard teaching. Medical camps help to be identified the learning disabled children. Schools must provide guidance and counseling for teachers which helps to understand the problems of adults. The parent-teacher meeting gives aware of education to the parents. At the same time, the motivation and proper guidance of parents and teachers give the light in pupil's education not only in second language acquisition.

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