



## Teaching English As A Second Language in Rural Schools of Odisha – A Review

### KEYWORDS

Rural schools, learners, teachers, language

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**ABSTRACT** *This study attempts to find out the key issues related to ESL teaching and learning situation in rural schools in odisha. The article examines the state strategy on language education, quality questions in second language education through an analysis of language policy practices and the curriculum of rural schools. The paper would explore the possibilities of evolving strategies for empowering rural students and equipping the English teacher supposed to teach English in rural areas.*

### INTRODUCTION

English language has been assigned the role of library language. Without exemption every School child has to teach English as a subject, usually for six years but in some cases for three years only. This contemporary position of English in India shows English language teaching occurring at all levels of education, mainly as a second language. This brings us to our present topic of interest - English language teaching in Odisha. It is urgently necessary to undertake systematic studies to describe the feature of rural ELT at least for two reasons.

- A description will help us to understand how far the demand for separate course, material, method and policies for the rural area is justified.
- It will help us to understand how far the rural population is dis-advanced with reference to ELT and what measure might be taken to correct the imbalance

The enrolment of learners in rural school in Odisha is rapidly growing. Realising the demand and importance of English, it is taught as a compulsory subject from class three. On the contrary the quality of English language education in majority of rural schools presents a very poor picture. Schools play a key role in providing education to these rural students as there is no other source of learning. Though schools in rural areas play an important role in helping our state to educate our people. In reality, however, they often receive less attention from the government in its reform agenda.

### Statement of problems

The problems related with the education of rural learners in odisha are diverse, complex and interconnected. Factors like poverty, lack of interest of the parents and children, lack of suitable teacher, alien language, and insufficient facilities in the rural schools causes major hindrances in the process of English education. In this context, educating rural learners needs intensive effort of the teachers, awareness of the learners and their involvement. The following questions were developed to address the

### Problems of this study:

- Do learners in rural area face any problem in English? If so, what are these?
- Are the teachers aware of these problems of their learners?
- Are the learners aware of this problem?
- Do the perception of teachers and learners regarding the learners are problem match?

The Main difficulties in Acquiring English as Second Language?

**Odia students find difficulty in English. There are some reasons behind it. They are as follows:**

#### ➤ Less exercise of Reading and Speaking:

It is greatly influenced by regional language and dialect. The sounds of words are not used in their regional language, it is not easy to articulate correctly and even there are no certain rules for pronunciation about the spellings i.e. 'shut and short' and similarity of the pronunciation though differences are there in spellings e.g. 'meet – meat'; 'so-show.' Such words make them confused, they usually try to compare it with regional language and get troubled.

#### ➤ Writing and Spelling of Word:

The reason for committing spelling error is that there is no standardization in writing, and speaking of English. Articulation of these words is not match with spellings and students get confused and errors arise in writing spellings.

#### ➤ Comparison of Grammar and Structure of Sentences with Mother-tongue:

It is very essential for learners to learn the knowledge of grammar and sentence structure which is major problem of learning English as a second language. There is major difference in writing English and regional languages. Take the example of Hindi- the National Language- structure of English in writing simple sentence is as: subject+verb+object and Hindi follows structure as sub+object+verb. This method works as a hurdle in learning English as a second language because of differences in grammar and structures of both languages.

#### ➤ Difference in Pronoun:

We can term it as culture difference. In England, 'he/she' is used for both senior and junior or it doesn't matter a person is elder or youngest, while our context, it is very difficult to use this to introduce our seniors by referring 'he/she'. Due to hesitation, learners use 'they' instead of 'he/she' as a pronoun for seniors.

#### Factors influencing the rate of learning a second language in rural odisha are:

- Age and time of entry into the second language learning environment
- personality and learning style
- attitude and motivation to learn the new language
- previous exposure to and experience in the second language and the new culture
- Teaching Methodology/Training
- Lack of sustained effort
- Mere listening to the teacher in the class makes the students yawn
- English is still treated as a subject to be taught, not a

language to be mastered

- The Examination System/ Testing

### An improvement ESL Programme

The goal of the English as a Second Language in rural School Programme of Studies is to provide ESL students with planned systematic instruction and support that will enable them to express the English language fluently, further their education, and become productive and contributing members of society. A combination of a strategic and an affective process as details given below can possibly help the rural learners:

- To make learner feel required, appreciated and systematic
- To develop motivation on a task
- Learn concepts, vocabulary and strategies
- Focus on syntax
- Acquire proper thinking skills
- Identify successful learning techniques
- To make active participant
- To generate information

### Towards a suitable Teaching Methodology

1. ICE breaking-A good group activity related to the theme of the day aimed at relaxing helps the learners to find their voices.
2. Teaching initiated Interaction-It is the teacher who vested with power to control, direct and permit student perception. When teacher avoid incomprehensible input, and short wait of time, these learners would blossom.
3. Introduction-where the problem to tackled in the given exercise is explained relationships needed for the task are introduced and appropriate strategies for solving problem are discussed.
4. Independent Work-where student work on task which provided for
  - Identification of thinking from the text
  - Interpretative thinking
  - Affective interpretation
  - Analytical thinking
5. Group discussion-is usually problem solving in nature involving exploring, suggesting and defending.
6. Grammar focused Reflection-where learners drawn on some specified grammar, spelling, context or collection etc.
7. summary-where an evaluation of work is done and its significant to life and other learning situation are suggested. The learners are also asked to anchor their learning by spending time reflecting on a learning point i.e vocabulary, expressions, pronunciation, etc

### ROLE OF A TEACHER

In the process of teaching-learning, first the teacher should try to analyse the students. Then only, he can enable the students to understand him or his teaching. Theory with exercise on some of the teaching topics may enable the students to identify the concept easily. Success of a teacher in his/her attempt in enabling the students to know what is the concept taught by the teacher, depends on the methods he/she applies.

### Conclusion

Teaching English as a second language is actually enjoyable if you do it the correct sporting way. You have to make it fun for your students too – that's the way they will learn better. English occupies a place of prestige in our country but at the same time we must admit that the standard of its teaching has deteriorated greatly and that is why it is necessary to know the problems of teaching English in odisha. Then alone we can remove these problems and teach students effectively for better results.

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