



## Challenges of Teaching English Language in The Rural Context

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### ABSTRACT

In the modern world, English is a global language because it is a language that is widely spread and spoken by many people across the world. It has a special role to play in the countries where it has been accepted as the official language and is also used as a medium of communication. This is particularly true of India where it is used as a language for both intra-national and international communication. It has emerged as an important component in all spheres of human life; politics press, advertising, broadcasting, transport, communication etc. With the sophistication that has developed in science technology, it has come to hold preponderant position amongst the world language. As such, it can be asserted that English has come to say.

The demand of English has been sweeping almost all the fields of national lifelike politics, international relations, media, communication, travels and education. The advancements in science and technology have shown an immediate impact on the language. There has been a dramatic increase in the expository material available in the english language. Access to new knowledge is possible only through english. The english language has been an important medium of the press for nearly 400 years. Literary reviews, hobby journal reviews, scholarly journals etc., are published primarily in english.

### KEYWORDS

English, global, accepted, life, communication, fields, sophistication, language, advancement.

### Objectives:

1. Reading and understanding the content.
2. Using English for communication.
3. Listening and understanding.
4. Writing English for communication
5. Developing interest in further study.
6. To identify themselves with the community of the native speakers of English in their social and cultural life.
7. To fulfill their needs like facing the interview
8. To get promotion of sales in business etc..

### Introduction:

The importance of English language in the educational field is clear from the fact that many countries have made it an official language. It provides the main means of access to high – tech communication and information. Therefore, English will continue to remain as the world's language. For international communication as the whole world is heading towards the formation of a global village. As the English language has now come to be accepted as a global language, it is indispensable for all countries to teach and learn English.

Otherwise, it might become difficult, if not impossible, to keep pace with recent development as a global level. While this is true of all countries, it is much more true in multilingual country like India.

A method is an overall plan for the orderly presentation of language materials, based on a selected approach. There are many method of language teaching through which language are taught across the globe. However, it must be borne in mind that a method should be suitable to achieve the objectives of a course and the targets of the syllabus and the teaching materials are prescribed for study in the courses. In

this age of explosion of knowledge, the skill of reading plays an important role in the life of every educated man. A vast majority of our pupils will ultimately have to use English as a library language and therefore, reading or the ability to understand the written language will be the most useful skill for them.

### English language teaching Challenges in the rural context.

A number of commissions were appointed to examine the issue of medium of instruction in education. Some of them are

1. University education commission (1948-49 )
2. Official language commission 1956.
3. Kunzru committee (1957 )
4. The university grants commission committee of experts (1960 )
5. Working group set-up by the ugc (1961 )
6. The conference of chief ministers who recommended the three-language formula ( 1961)
7. Official language act- which adopted english as associate official language along with hindi as official language 1963.
8. Education commission (1964-66)
9. Official language amendment bill -- 1967 which resolved to promot hindi 1967.
10. Study group appointed by the central ministry of india under the chairmanship of v\_k\_ gobak (1967)
11. National Policy on Education (NPE) based on kothari commission report which recommended English as a medium of instruction uniformly in course of study and also the study and strengthening of regional language (1968)
12. Final policy on location and plan of action popularly known as New Education policy (1986 )
13. Acharya Ramamurths Commission 's Report (1990 ) .

All the states have accepted the three- language formula with necessary modifications to meet local requirements. The national curriculum for elementary and secondary education (NCERT, 1989 ) has recommended a free alteration of English either as a second language or as a third language . As has

been recommended by the official language commission, English irrespective of being a second or a third language, is to be taught in schools primarily as a " language of comprehension " to enable students to have access to knowledge in different fields and to enable the students to pursue higher education.

This study attempts to find out the key issues to English language teaching and learning situation in rural schools and colleges. This 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 for language learning.

English language has been assigned the role of library language. Without exemption every school child and college student 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. It is urgently necessary to undertake systematic studies to describe

The feature of rural English Language Teaching 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 imbalance.

#### Challenges in the rural :

**1. Lack of clear-cut policy :** One of the main reasons for the falling standard of English is lack of a clear cut policy. There are still many questions unanswered with regards to the place of English in the school. Curriculum. This has led to divided opinions, and in turn frequent changes in the government policy towards the teaching of English in several states. The number of failures in English %cere alarmingly high. as a result of which Government has decided not to consider marks in English as a uniformity in pattern with regard to the standards to be achieved, maintained , or imparted to the students.

**2. Lack of competent teachers :** This is perhaps the an of the whole problem. Most of the schools employ teachers in English with link or no training to teach the language. This is so because. the regular B.Ed colleges where teacher training courses are offered, train teachers in English along with some other subject so much so that they would be able to teach English in a methodical or systematic way. There are, however number of institutions like the (CIEFL) at the ELTC which take up training of English teachers, but again, a serious attitude to improving standard of English has not set in, thereby making it a privileged fewm wgi teach in convent schools or public schools.

**3. Lack of understanding of aims :** In most of the schools, teaching of English is done like any other subject. A language teacher should be aware that English should be taught as a skill subject, not as a content subject. But lack of such understanding makes the teaching ineffective. Further, the teacher of English aims to enable his students to take an examination and qualify in it. rather than impart in him a proficiency in the skills of the language. English teaching is made so dull and drab in schools and colleges that learners do not hold any interest or love for the language. but learn it merely for paining a course.

**4. Lack of Supervision :** As there is no supervision of English teaching in schools and colleges there is a tendency to employ defective methods and techniques in the teaching of English. As a result, teachers receive no guidance in teaching. The teachers are not encouraged to meet specialists in the field and take courses, to replace the old, traditional methods and

techniques with the latest ones. A teacher of English must always keep herself abreast of development in the language. She or he has to change or modify methods according to the changing trends and needs of the learners. But, there are no such programmes readily available to the teachers and even if a few institutes offer such programmes, it is not taken seriously, as the need is not self by them.

**5. Lack of exposure to the language :** The is yet another problem faced by English teachers all over. The learners get little or no exposure to the language outside the classroom. So, there is little scope for the learners to learn the language beyond a certain limit. As a consequences. the entire burden of teaching the language falls on the teacher.

**6. Lack of suitable teaching aids and materials :** Teaching a language requires good text books, work books, hand books for teachers, audio-visual material like charts , pictures, radio, computers, TV. Unfortunately, teachers and students are not provided with these materials. The teaching thus becomes monotonous.

**7. Lack of motivation :** The motivation factor plays a key role in sustaining the interest in the learner. But in a second language situation, the learner does not find immediate need for English and so his interest dwindles after a short stint with the language. Further , it should be noted that learning a language like English involves regular practice. exposure to achieve fluency.

**8. Large Classes :** The Problem of large classes has been becoming large in the Indian class rooms for years. As a class is always heterogeneous. there's no time for the weak student, and no attention paid to the creative students. There's no scope for individual attention and thereby no proper intellectual growth.

**9. Faculty Examination System :** The method of teaching is decided h. the examination pattern. So. the learners are encouraged to memorize a few answers and get through the examination. The result is that although a student succeeds in an examination. he has no practical command over the language. Students have also got into the hazardous practices of using readymade guides and question banks, thus hampering his growth.

**10. Reduction in number of English Periods :** The number of periods allotted to English have been drastically cut down to make more time for the non-languages.

#### SUGGESTIONS:

##### 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 strategy 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.

#### ROLE OF A TEACHER:

In this process of teaching - learning first the teacher should

try to analyze the students. Then only he can enable students to understand him or his teaching. Theory with exercise on some of the teaching topics may enable the students to identify the concepts easily. Success of a teacher in his/her attempt in enabling the students to know what is the concept taught by a teachers, 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 India. Then only we can remove these problems and teach students effectively for better results.

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