The Major Issues of English Language Teaching in Rural Areas in India

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Abstract: Language is one of the streams of communicating our thoughts, sentiments and feelings. Also, on the off chance that we consider language in display world then English is a standout amongst the most utilized dialects on the planet and English is utilized as a second dialect in India. Essential level English educational programs execution is fundamental in India to accomplish the set English language competency in the provincial regions. This paper explores to acquire the issues identified with the Problems of showing English in the rural school of India and also is attempting to provide some corrective measures for the enrichment of students belong to the rustic territories of India.

Keywords: English Language, Skill Development, Communication, Language Training, Rural Students

I. INTRODUCTION

English Language Teaching in provincial regions is a quite demanding undertaking, numerous mental, semantic, institutional and different components meet to extract the language of English teaching in country territories a virtual Gordian bunch, and learning of English in a disheartening knowledge (Guilherme, 2007; Kayman, 2004; Nunan, 2003). The Historical and the economic factors muddle the solemn section (Foley, 2007). The inaccessibility of the geographical area from colossal focuses of learning such as in municipal urban areas and urban slumps deny the rustic regions of a few formative and scholastic advantages (Davidson, 2007; Holland, 2002; Warschauer, 2000). The non-accessibility of illuminated and capable English educators in towns hoes the possibilities of successful curricular exchange to make taking in a charming and remunerating knowledge (Rogers, 1999; Peregoy and Boyle, 2000). The Skills of Listening, speaking, reading and writing that ought to be the regular underlying stages, in any event. The Skills of Listening, speaking, reading and writing that ought to be the regular order.

II. SIGNIFICANT ISSUES

The significant issues that harm ELT in country zones might be advantageously inspected under the accompanying heads.

A. Defective Pedagogy

The instructional method embraced in teaching English, alike in provincial and urban zones, shows genuine blemishes. Still now it has concentrated on the composed frame and ignored the verbal skill. Additionally the listening and the reading skills were likewise not legitimately and at the same time dealt with. Any learning of language ought to be communication oriented (in the underlying stages, in any event). The Skills of Listening, speaking, reading and writing that ought to be the regular order.

Obviously, language structure authority is a Must in composed English. Be that as it may, communicate in English need not be choked by an inflexible loyalty to it. Numerous circular and abbreviated articulations are allowed in the casual approach, also the various casual uses/slang. Linguistic amenities are disregarded in real discourse involvement. Be that as it may, these variables were.

As the National Knowledge Commission (2006) appropriately called attention to, “lack of contextualization of the pedagogy of English” was a central purpose behind the disappointment of students to gain legitimate authority of English. The language of Contextualized as in plays, stories, and so on, could be tested through our body language, single-word replies, or even through our mother-tongue.
Satisfactory introduction to this contextualized dialect fortifies the students' mastery in English. The method using 'Chalk and talk' strategy of an authoritarian instructor or a teacher was a stifling background for students. In the event that the instructor is a magnificent conversationalist, this lecture-method can't be blamed, yet the circumstance is frequently extraordinary.

B. Inept Teachers

The teachers ought to be ideal of good language in their language skill. A significant number of the teachers talk in imposing language, in a broken way, bobbling for correct words and the correct articulations and frequently wavering. Some are so quick (in talking) to be effortlessly seen, yet others to ease back to energize any enthusiasm for the audience. On the off chance that some influence a remote highlight, some others slander on the opposite side by talking with net local quirks building English fewer comprehensible. After these insignificant instructive necessities for arrangement, a great number of instructors take into the grand field of educating, regularly in the wake of paying the administration gigantic aggregates as gifts. This can't in itself be held the prime reason for the decrease in gauges. What happens truth be told is the degeneration of the instructor into one that changes teaching into an ordinary activity without tasteful availability for the class and satisfactory related perusing. The moment he stops scrutinizing books and periodicals, his mental horizon begins to pull back and the empowering of data winds up freakish. Quality instructors read a great deal of books about what their abilities and keep alive their scholarly intrigue. The people who basically would like to educate as a sheltered business and grasp the rationale of life: 'eat, drink, and be cheerful', pulverize it irredeemably. In the occasion that educating is a profound established life: 'Chalk and talk' strategy of an authoritarian instructor or a teacher was a stifling background for students. In the event that educating is a profound established life: 'Chalk and talk' strategy of an authoritarian instructor or a teacher was a stifling background for students.

E. Environmental settings

Towns are overall arranged far from urban regions and towns. This remoteness is an excessive number of a hopeful instructor to settle in towns. Along these lines most quality educators are careful of serving in towns and hail to urban territories for solace and calling Prospects. This leaves the towns to be content with the unremarkable instructors who disregard to improve the English standard of rustic understudies. Once more, urban areas are honoured with a plentiful supply of a wide range of educating learning materials and current articles of showing gear, for example, the PCs, though the villages do not have all these, alongside the periodicals and even the English newspapers. Besides, the numerous job opportunities in cities goad students into learning and feel quite helpless economically to hunt for jobs in the cities. The odds of presentation to English in urban communities are in abundance whereas it is insufficient in provincial territories. All these antagonistically influence ELT in provincial territories and make it no not exactly a nightmarish encounter.

III. SUGGESTIONS FOR IMPROVEMENTS

- The focus ought to be given by the teachers on enriching the Skill Development and modification in favour of oral practices than written practice in the classroom
- While teaching the grammar, the necessity ought to be given to the useful aspects rather than the formal.
- Tutors must be updated in Phonetics and Communicative English; they should help students acquire an acceptable pronunciation and a fair degree of fluency.
• Facilitate - Spoken English Course for the willing students.
• Make use of modern technology such as computers, OHP, LCD and establish language labs in rural areas.
• Assist the students to enrich a neutral accent, purging their English. Of M. T Interference (especially syllable-timed rhythm), and coach them to acquire the stress-timed rhythm peculiar to the English language.
• The teacher ought to speak English at a moderated pace uttering every word clearly. He should not be too fast, inaudible, incoherent or inarticulate. What he speaks should be very clear; his pronunciation should be exemplary and verbal mastery commendable.
• Audio/Visual can be used effectively to listen to news and other English programmes. Tape recorders are excellent for listening to Spoken English Cassettes of the BBC/CIEFL. This is quite practical in rural areas where the computers are not easily available. CD/DVDs can be effectively used wherever computers and CD/DVD players are available. Frequent listening by students to such cassettes/CDs helps them to identify and acquire the correct English sounds.
• The association ought to be sufficiently sensible to choose the quality staff as opposed to influencing a prospering business to out of instructive foundations by taking enormous gifts from recently selected individuals from the staff who have neither inclination for showing knowledge nor the required quality. Just dedicated and qualified staff can enhance the standard of the students. There is no other panacea.
• Provide a lot of load reading and silent reading training. Encourage library work and give assignments.

IV. CONCLUSION

The dialect approach in school instruction developed as a social issue and individual issue. The nature of English language training in greater part of Indian schools displays an exceptionally shocking picture. Instructor’s dialect capability, presentation of dialect and materials are significant worries for quality English language learning. Truly rural students’ circumstance is extremely troublesome. They don’t have open doors as city understudies had (i.e.) language learning lab, audio and video aids help and so forth. Most of the pupils in schooling consider English as a subject, not as a language. It is the primary snag of them. Lion’s share of pupils studies English just for scoring marks in the examination. They are not known how to present ballads but rather they surely understood how to memory it. All things considered, rural students have a panic in English. Then again numerous educators don’t have a long vision of pupils’ life. They concentrate just on examination.

REFERENCES


AUTHORS PROFILE

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