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Emerging Trends in English Languages Teaching in Rural Areas

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ABSTRACT : Language is one of the medium of expressing our ideas, feelings and emotions. And if we think about language in present world then English is one of the most used languages in the world and English is used as a second language in Telangana. English is introduced here at the primary level and its inclusion continues till the tertiary level of education. Most of the students of the primary schools in rural areas are weak in English language due to lack of skilled and trained teachers who are familiar to the modern methods and approaches of teaching and lack of materials for teaching in the classroom. Primary level English curriculum implementation is essential in Telangana to achieve the set English language competency in the rural areas. This study investigated the factors affecting student's performance in English language in rural areas.

KEYWORDS: English language, rural areas, education, learning and teaching, competency

I. INTRODUCTION

Language is one of the most useful tools we have as humans. Language is very important in education. The high status of English within a global economy of languages has meant that English language education is increasingly being promoted in international development initiatives. A broad goal of English language programs is that of developing the communicative ability to convey and interpret a message via written or spoken modalities to another person. In our country, there is no doubt that we still have not established a standard of education in schools and colleges. There are too many problems in our country that have to be eradicated to embrace a comprehensive education system through which we can expect ourselves to be a richer nation. We must not forget that students today will become the key members of our country who would be responsible for the overall development of our country. If we do not have good teacher, there is no way we could expect to have a balanced society in future. And if there are not enough good teachers in English, then there would be imbalance that the urban area students will be good at English, but students in rural areas would always be deprived of getting or learning English properly. Most of the students of rural schools are unable to attain the primary English language competencies due to prevailing challenges in our education system. The main objective of this research is to find out the challenges and problems and prospects of English language teaching in rural areas in context Telangana.

II. LITERATURE VIEW

JOY JULIET CHITRA.A (2020) "New trends in English language teaching in Rural areas" English enjoys the status of a second language, as a compulsory subject on the curriculum for secondary education and a medium of instruction in English medium schools. Telangana has a big tribal population. The tribal people have their own language and dialects. They generally know Tamil, Kannada, Telugu and use it to some extent. English is available to them in schools.

Md.Mahroof Hossain (2016) "English Language Teaching in Rural Areas: A Scenario and Problems and Prospects in Context of Telangana" Students in the rural areas are performing poorly in English compared to their urban counterparts. Statistics showed that there was a gulf of difference between the facilities enjoyed by rural schools and urban schools. The study explores the challenges of teaching English language in rural areas in context of Telangana. This study investigated the factors affecting student's performance in English language in rural areas. Data were collected using interviews, classroom observation and questionnaire. Result of the study reveals that students were highly motivated to learn English for future expectations such as local and international communication, academic advancement and employment prospects.

Mr. Rajesh (2017) "ENGLISH LANGUAGE TEACHING IN INDIAN RURAL AREAS: CHALLENGES AND OPPORTUNITIES" The aim of this research paper is to open this window for the students in Indian classrooms.



Throughout India, there is an extraordinary 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 as a symbol of a better life, a pathway out of poverty and oppression. English has become a global language and teaching it as a foreign or second language has increasingly become a universal demand. Realizing the demand and importance of English, in almost all the states of India, English is taught as a compulsory subject. Still there is widening gap in the people's English language skills between rural and urban areas.

III. TRENDS EMERGING IN RURAL AREAS

English language teaching has undergone tremendous changes over the years, especially the last ten years. Students are burdened with studying, learning and grasping the materials, and of course, lectures with the collection of relevant information from prescribed texts. Many career alternatives once regarded insignificant are gaining importance at present such as communication skills, soft skills, technical skills, interpersonal skills, ICT literacy etc. The need for chiselled graduates to merge successfully in the tough competition of survival in the global market is in great demand nowadays. For this, a change in the trend especially the teaching learning process of English language has to undergo a transition for the betterment. Seasons change, fashion

1. There are affective factors such as anxiety, motivation and self confidence that can influence English-learners.
2. Learning a new language can be stressful because it is new.
3. They acquire new vocabulary words quicker and are more fluent speakers and writers of their new language.
4. Introverted or anxious learners tend to make slower progress, most noticeably in their oral language skills.

Factors that making a difference in performance of English language in rural area

In the present world, education is the most important aspect in society development. For education school is considered to play a major role in ensuring the successful of the development. It is not only the institution but also the students have to play to be proactive with an appropriate futuristic set of mind. The students also need to have good skills as well as they also need to be active in co-curriculum activity along with high academic achievement. Apart from all this factors the environment where the student's lives can determine their performance in their studies. In short, we can say that reason for the variations in their performance in learning and achievement are geographical location, resources, availability of technology and also the quality of teachers.

English language Learning in rural areas

Each language is structured differently, and the different structures offer users different suggestions to meaning. So when we learn our first language, our brain / mind 'tunes into' the way the particular ll works, and we learn to pay attention to particular cues to meaning that are most helpful. When we meet a new language, our brain / mind automatically tries to apply the first language experience by looking for familiar cues. Part of learning a foreign language is developing new understandings about the particular cues to meaning that the new language offers, and that differ from those of our first language. The transferability of knowledge, skills and strategies across languages depends closely on how the two written languages work.

Basic Principles of English Language teaching

There are certain principles of English language teaching, which are as follows:

1. Know your learners- their language background, their language proficiency, their experiential background.
2. Identify the learning outcomes including the language demands of the teaching and learning. Maintain the same learning outcome for all the learners.
3. Begin with context embedded tasks which make the abstract concrete.
4. Provide multiple opportunities for authentic language use with a focus on students using academic language.
5. Ensure a balance between receptive and productive language.

Include opportunities for monitoring and self- evaluation. Identifies each of these tenets a fallacy which are as follows:

The monolingual Fallacy.

The native speaker fallacy.

The early start fallacy.

The maximum exposure fallacy.

The subtractive fallacy.



Teaching English language in different level of education in Telangana [Rural areas]

In Telangana education level is categorized into four stages: Primary, Secondary, Higher Secondary and finally tertiary level. In rural area of Bangladesh we found Primary, Secondary and Higher secondary educational institution and most of the tertiary level educational institution is situated in rural areas. So we will look at the scenario of English language in primary, secondary and higher secondary educational institutions.

The objectives of English curriculum in higher secondary school are to:

- a. Understand simple command/instructions/requests in English and carry them out.
- b. Speak and understand simple English according to their age level.
- c. Read and comprehend text books according to their age group and level.
- d. Write alphabets, words, numbers, simple sentences, passages, paragraphs, informal letters and numbers according to their age group and level.

English language teaching at the secondary and higher secondary educational institution

It is generally agreed that the ability of our learners in English classes, especially at the secondary level is not satisfactory, due to some underlying factors. The syllabus and curriculum are examination oriented and prevent students from acquiring language competency. In rural area English language achievement is very poor regarding the urban area. There are many reasons behind this poor performance. Lack of trained teachers, ineffective course, lack of good deal of content, weak base, large student size and lack of student's active participation are some of the main reasons why the students are lacking behind in English language in secondary and higher secondary in rural areas compared to urban areas.

Recommendation

In spite of the rural area educational institutions and the students of these institutions are lacking behind in English language proficiency certain steps can be taken to improve the scenario of English language proficiency of rural area students and to bring a revolutionary change in the rural area educational institutions atmosphere. These are:

- A. Organize English subject related training for the teacher.
- b. Proper management of classroom from beginning to end.
- c. Try to focus on the four skills of English language that is reading, writing, listening and speaking.
- d. Encourage the students to do exercise based on four skills.
- e. Provide enough teaching aid for the teacher.
- f. Implementation of proper teacher-learning techniques mentioned in the curriculum.
- g. Encourage the students to become active in the classroom.
- h. Learning objectives should be set before any course is introduced.
- i. Make sure that the teacher made proper lesson plan for each class.
- j. Recruitment of more English teacher is needed to decline teacher-student ratio.

IV. CONCLUSION

Especially in rural areas of Telangana, English is yet the matter of fear for students. Urban students are comparatively adroit in English language because school teachers are skilled in English language teaching and they get support from parents and house tutors. But in rural areas, most of the parents are not educated and unable to spend money for private tutor. If teachers become qualified and conscious to teach students, it will be helpful for rural students to learn English effectively. To emancipate the fear of English language learning among the rural students and to achieve the curriculum goals and objectives, government and non-government organization, whose are trying to improve English language skills of area students, should take some short and long terms plan by considering existent condition of English language learning and the prevailing problems which are hindrances for implementing English curriculum.

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