

**DIFFICULTIES OF RURAL STUDENTS IN LEARNING ENGLISH LAUNGUGE AT
DEGREE LEVEL**

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ABSTRACT

English as a language has frequently been connected with societal power; there are a number of ways to manifest societal power: using persuasion, regulation, imposing a code on a speech community, uplifting a particular language variety by marginalizing other varieties and so on. It is a historical fact that English has spread as a result of exploitation and colonization. Free India in many ways, is an extension of colonial India, when it comes to questions concerning power. This is perhaps one of the reasons why people in this country continue to believe that knowledge of English is a symbol of social status and authority. The study of language is the foundation of all other learning. Language defines us as human. To be human is to use language, and to talk is to be a person. Language is the medium of communication. English as a powerful vehicle of communication serves as a link language in a multicultural and multilingual society like India and also as a global linguistic mediator. It holds a place of status in our country, even after seven decades since Britishers left India. No other language however, has come up to replace English, either as a medium of communication or as an official language. Over the years, it has emerged as a language of choice for commerce, economic growth and social mobility. Teaching students English has consistently emerged as one of the top expectations of parents from degree colleges. The paper reveals the rural students' point of view towards English language reading and learning. Results confirmed that majority of the students faced some common difficulties. The study consists of college-level students in rural colleges in Kamareddy District of Telangana concentrating on causes that may have hindered the English language learning and Reading for students in rural areas. The paper examine the English language education in India, the growth of the language and students' perception towards the English language as a Second language and the problems faced by rural students.

Keywords: Rural students, learning, English language, Problems.

INTRODUCTION

In the Indian context, it could be said that English Language occupied an important place in our country, during the British regime both as a vehicle of thought and activity and also as the medium of instruction. It was also the subject to study in all Indian Schools. With the dawn of Independence, some people like Rajagopalacharya, favored the retention of English. In our country, majority of the workforce comes from rural areas as 75% of India lives in villages. The policy makers have to bridge the urban-rural divide in teaching of English. An English teacher teaching in rural schools has to come up with innovative strategies in the classrooms. Skilled and committed teachers need to be appointed at primary level. Teachers should be upgraded and trained to meet the problems of the learners.

People from different provinces in India speak different languages. Indians have varied forms of social etiquette, religious-philosophic customs, socio cultural patterns and socio-linguistic parameters. India is a multilingual country. Multiplicity of language is the hallmark of socio-linguistic reality in India. A language behavior varies from Socio-geographic group to group, as the way which languages are officially recognized and used for communication purposes. English is being studied /taught in greater or smaller degree in schools, colleges and the universities all over the country. English language education to India was brought by Lord Babington Macaulay in 1830s. The purpose of introducing English language was to bring an apparent administration as it was a mammoth task to administer the large Indians with different dialect. Gradually, the language became very helpful for smooth administration and became a compulsory second language in the Indian educational system. This continued to remain constant in the educational field, as Indians understood the importance of English for further development purpose. Teaching of English as a second language in Indian Educational system has become compulsory.

Learning is a continuous process. Thus, children's learning do not take place only in the classroom. Therefore, classroom learning should be linked to what happens outside the classroom and at home. If English is at all learnt and taught then it should be learnt and taught well. This implies the learning and teaching of English in terms of the well known four basic skills of language learning viz, Listening, Speaking, Reading and writing. Listening. But the first two skills Listening and Reading skills are neglected in Indian classrooms. Writing skill is focused in order to score marks and the writing skill includes the process of rote-learning which

usually occurs in the Indian vernacular language. English is spoken variously in different parts of the country, which has 18 officially recognized languages and nearly 1652 dialects, according to the 1991 census of India. We cannot expect a uniform standard of pronunciation for a second language in multilingual country, where even the mother tongue is spoken differently by various groups of the people belonging to the same language community. In learning to speak English, the mother tongue generally interferes with its pronunciation. The learners as well as the teachers speak English with regional language habits. Since English is not a medium of instructions in schools and colleges in India, Indian students cannot practice and perfect their English. Even during the English periods most teachers teach English without giving the students proper practice in speech because they are not properly equipped enough to practice it. The result is that after learning /teaching English for many years at school and college, most people cannot speak and write the language with intelligible accuracy.

Significance of the Study

A large number of schools in rural areas offer education in the local language till the student completes his/her matriculation. English becomes a compulsory medium in higher education, and the student who had education in the local language has to opt to study the higher education in the Second language itself which becomes a barrier for the local student who got education in the local language. To put it in simple words, the barriers are often caused by the students' mother tongue and students' inability to converse in English with each other. English learning includes Mastering of Listening, Speaking, Reading and Writing skills. The First cause that makes the Students Difficulties in speaking English is that the Environment does not support the students to speak English fluently." Since English is a foreign language in our country, most students especially high school students are not familiar with it, the second cause is students themselves, they does not care for their Communication. There is no interest shown in the areas of learning English by the rural areas of students. The Third causes is School Organization, they should encourage the students with the sub-coaching to motivate the students. So that teachers easily find the difficulties of students to learn English with the lower level of difficulties. The Fourth cause rarely with The Overloaded Textbook areas.

Learning is a complex process. All the same, it can be understood by making abroad application of some laws. Generally speaking, some Laws of Learning have been discovered and explained by Thorndike. His laws, namely Law of Exercise, Law of Readiness and Law of Effect, have

been accepted by all. We may discuss here some of common major laws propounded by Thorndike. According to this theory the task can be started from the easier aspect towards its difficult side. This approach will benefit the weaker and backward children. It also makes a child learns some skills through trial and error method only such as sitting, standing, walking, running etc. In teaching also the child rectifies the writing after committing mistakes. In this theory more emphasis has been laid on motivation. Thus, before starting teaching in the classroom the students should be properly motivated. Practice leads a man towards maturity. Practice is the main feature of trial and error method. Practice helps in reducing the errors committed by the child in learning any concept. Habits are formed as a result of repetition. With the help of this theory the wrong habits of the children can be modified and the good habits strengthened. The effects of rewards and punishment also affect the learning of the child. Thus, the theory lays emphasis on the use of reward and punishment in the class by the teacher.

The theory may be found quite helpful in changing the behaviour of the delinquent children. The teacher should cure such children making use of this theory. With the help of this theory the teacher can control the negative emotions of the children such as anger, jealousy etc. The teacher can improve his teaching methods making use of this theory. He must observe the effects of his teaching methods on the students and should not hesitate to make necessary changes in them, if required. The theory pays more emphasis on oral drill work. Thus, a teacher should conduct oral drill of the taught contents. This help in strengthening the learning more.

Statement of the Problem

To develop a successful learning environment for English Language Learners, a multi-faceted approach is needed. Understanding the steps adolescents go through to attain conversation and academic language must be followed during instructional strategies. Support mechanisms for English Language Learners to keep them from falling behind their peers must be used along with adaptations in curriculum, assessment and instructional strategies. Parents must be aware of the instruction, content, assessment, and their child's performance in order to support their child's success. A combined effort from all the people and resources associated with the young English Language Learner will be the most successful way to help your students succeed. A survey of college-level students in rural colleges in Kamareddy District of Telangana, focusing on some

causes that may have hindered English learning for students participating in the survey, and the students' perspectives about English learning. Results showed that most of the students are suffering from this syndrome due to following reasons:

- Fear or unpleasant feelings about their English learning experiences,
- Lack of three A's (awareness, attitude, and aptitude)
- Err phobia and imperfect phobia
- Lack of confidence
- Lack of will power
- Teacher fronted Amnesia
- Less teacher and more student syndrome
- Different socio-economic backgrounds
- Family interference
- Lack of desire as local language serve all purpose of daily living
- Environment is non-supportive, Poor background
- Lack of general knowledge and today's environment around

This study was to investigate some causes that may have influenced the effect of English learning for students in Kamareddy District of Telangana rural under graduate students. Suggestive measures and some possible solution have been identified to remove barriers in learning English language among the students.

Methodology

The researcher has followed the descriptive survey method for undertaking the study. As this method deals with the problems as such and seeks to answer those questions about present state of affairs, so it has been selected. The researcher has developed a questionnaire to get information about the problems faced by the students. Apart from this, he has also conducted tests class wise on the four skills of language learning i.e., listening, speaking, reading and writing. Data collection is the primary step to gain meaningful information. Data was collected from all the relevant sources and it is mostly primary data. Secondary data is very rarely available on this subject. It was emphasized that the data collected is genuine and pure.

The data was collected from various colleges. For collecting the data, parents of students has been interviewed and analyzed. English language teachers from the selected college of urban, semi-Urban and rural are covered. This helps us to know about their teaching methodology, student response and outlook of students toward English.

Population and Sample

The students of degree colleges studying in different degree colleges in Kamareddy district of Telangana comprise the population of the study. Among them , 150 students have been selected randomly from colleges located at Kamareddy district the sample of the study. The study was conducted among 150 students. These students were from in Government Degree Colleges of Kamareddy District of Telangana State .

Objectives of the Study

1. To find out the difficulties of the students in learning English as a second language.
2. To identify the factors affecting learning English namely home environment, family background, income, medium of instruction and method of teaching.
3. To compare the problems faced by the boys and girls at the secondary stage.
4. To suggest remedial measures to get rid of the problem.

The data was collected with respondents from various branches of undergraduate students. Out of 150 respondents 25 gave the positive response, 58 responded negatively where as 30 respondents feel that they get an opportunity only sometimes and 37 respondents rarely get an opportunity to read and learn English. Likewise when enquired about their reading habits of English books and newspapers, out of 150 respondents 26 responded positively, 54 replied negatively and 70 responded they would rarely like to read English books and English Newspaper. And Finally when asked about their dislike to read and learn English, out of 50 respondents, 37 responded as English is difficult, 53 responded their teacher never explains the term in Telugu, 40 respondents do not like English because it is difficult for the respondents to get along with their English teacher and 20 responded they do not understand English so, they do not like English.

RESULTS AND DISCUSSION

After analyzing the data collected by the help of different tools, the following results have been interpreted.

- ✓ The students face many problems in learning English. These problems include home environment, lack of guidance by the parents and defective method of teaching.
- ✓ There are many factors which affect negatively to learn English by the degree students. Among them, the most crucial are unsuitable home environment, lack of parental education, background of the family and defective method of teaching.
- ✓ There has been seen the effect of first language on learning English. There is wrong pronunciation of words, defect in the structure of sentences the students framed while speaking and writing.
- ✓ Girls face more problems than the boys at the secondary level. This due to their shyness and inability to accommodate with the classroom teaching.

Some measures may be suggested to overcome the problem of the students. These are taking remedial classes, conducting drills, practices on English vocabulary, structures and teaching by the help of audio and- visual aids.

FINDINGS:

The finding of the study show that unfamiliarity with the sound system of English , inadequate of vocabulary , inability to form certain grammatical constructions , listening and speaking skills two of the four skills of English language have been considered as a crucial problem for the territory level studies. It has been found that due to following reasons the students find difficulty in learning English language.

- Students are not motivated to acquire a confidence whenever they make mistakes in language classroom.
- Parents do not encourage their children to actively involved in; earning the language at home and in class room.
- Students are not much encouraged to practice English language with native speakers in both inside and outside classrooms.
- The curriculum designers should think about the learner's needs in language learning when they plan to design curriculum.

- Future research needs to continue to determine the pedagogical practices of learning and teaching in the country and at the same time , to evaluate and inspect the English teachers 's qualifications and knowledge before allowing them to teach.
- It is found in most of the institutions students participation in class room is nil. Lack of desire as local language serves all purpose of daily living.
- Environment is non-supportive, poor background.
- Lack of general knowledge and today's environment around.
- The Rural students face many problems in learning English.
- There are many factors which act as hindrance on learning English. They are unsuitable home and college environment, lack of parental guidance background of the family and college, income, medium of instruction and defective method applied in classroom teaching.
- Degree students spell the English words incorrectly due to the effect of first language on learning English. The structures of different sentences are also found as wrong only due to the above factor.
- Girl students face acute problems in learning English as they are habituated in their mother tongue at home. For them, learning English becomes a serious problem.
- Thus, girls face more problems comparatively than the boys.

Few measures may be suggested to get rid of the above problem like taking remedial classes, conducting drill and practice of the English words, structures etc. Apart from this written and oral exercises on daily basis can help a lot in overcoming the problem of learning English by the tribal students.

SUGGESTIONS:

In this study, I investigated students' perspectives about English learning and what their fears were in the past English learning process. Of special interest was the way different students showed preferences for different language skills and teaching methods. While it may be difficult to measure objectively, it is generally observed by English teachers, that certain students have better English skills (when considering non-English graduates). What this investigation has found is that while some groups of students may generally be accepted as having better English

ability, management students for example, this does not exclude other students as having equal interest and potential, but with a different emphasis and differences in attitude.

Students who have problems with learning the Second language would be able to easily overcome their barriers by learning the language with the help of peer groups who can converse in English language. This process would be helpful in overcoming the limitations of Second Language acquisition. Most of the students alienate themselves in order to escape from the languages exposure which eventually hinders their language learning. The problem is not with the language but with the learner's ability to surpass it.

CONCLUSION

The study revealed the major barriers that had hampered the students Reading skills in rural areas, though researchers have been conducting research and giving suggestions to improve the Reading skills, teachers in rural areas are less paid and the teacher with best teaching methodologies want to earn better and shift to urban areas and the less opportunists settle in rural areas, they are not equipped with the teaching methodologies this has become a barrier for rural students. In order to improve the learning and reading skills of rural students, proper teaching methodologies should be introduced and interesting word games, debates and speeches on controversial topic should be introduced. Learning English language will never hamper the student's vernacular but improves the exposure to the global world and helps in overall development of the nation. Rural students usually have attachment towards their mother tongue and are not ready to Read in English. The students in rural areas are to be educated to learn and Read in English at the primary level of education when English is introduced to them. Teaching English would be easy if the teacher teaches according to the learners need, where as that lacks in rural areas and students are burdened at higher level of education to converse in English in order to accommodate to the urban Reading skills. Teachers should be updated with methodologies and syllabus and are to be encouraged to teach in rural areas. They should also follow the latest research articles to eradicate the difficulty of Reading in English language. Students have the problem and are ready to overcome, but the barriers have been deep rooted strongly within the students.

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