

Enhancing the Skills in Rural Students through the Effective Methods of English Language Teaching

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Abstract

The goal of learning any language is to be able to communicate effectively, yet without the chance to communicate, communication is not feasible. It makes sense that communication is so important in our dynamic environment. English is without a doubt the most important and frequently used language in the world. Language is an essential component of communication. In India, language instruction starts as early as primary school. English is taught only as a second language in India, and there is a big difference in how urban and rural pupils learn the language. While students in rural areas have limited opportunities to learn English, city-bred students have access to a wide variety of English-learning resources, including ample facilities and specialized training in colleges to help them improve their listening, speaking, reading, and writing skills—all fundamental skills for learning any language. The only way to become an expert at learning a language is to practice and be exposed to the language constantly. To create a supportive environment for language acquisition, all of the resources that are accessible should be fully utilized. This research examines useful strategies for teaching English to rural students in order to improve their performance.

Key Words: *Listening, Speaking, Reading and Writing*

I. INTRODUCTION

Effective communication is the goal of learning any language, because without opportunity to communicate, communication is impossible. In a world that is constantly changing, it makes sense that communication would be in high demand. Language plays a crucial role in communication and English is no doubt the foremost and most important tool of communication all over the world. Every guy should make a concerted effort to develop effective communication skills since they are the most essential requirement for professional success.

LANGUAGE LEARNING

As said, any superior skill can be mastered with ease, if you have time to learn and practice. Language learning is a skill that can be perfected only through constant practice and continuous exposure to the target language. Students in India are taught English as a second language even though they are exposed to language studies right from their primary level. There seems to be a great difference between the city children and the rural children getting acquainted with English Language. Since 70% of the students in India are from rural background and most of them are first generation learners, they lack guidance of English language from their parents and others. Learning English is their Achilles' heel.

POSITION OF RURAL AND URBAN STUDENTS

The city-bred children are exposed to a lot of modules and they have the privilege of learning English through different methods. Special training is available in the city schools to improve the students' Listening, Speaking, Reading and Writing skills which are the basic skills for learning any language whereas the rural students have only limited exposure to learn English. The training provided in schools, is purely theoretical and bookish and English is taught only in the exam point of view. Hence, even after twelve years of learning English as a subject the students hesitate to communicate in English. This applies to city-bred children also, many of them are good in English but when it comes to the point of communicating in English hesitation prevails more among students. It is high time to motivate the students, right from their school by creating an awareness regarding the importance of English language. It is necessary that the teachers who teach English in rural areas should be committed and have an honest approach to equip the skills of the students. The available resources should be completely tapped so as to provide an encouraging atmosphere for learning and practicing the language.

This paper examines useful strategies for teaching English to rural Students in order to support their development. Modern teaching methods that heavily rely on media resources have replaced traditional methods in the classroom today. Teaching English to rural students through the use of these innovative techniques

encourages them to approach the language with enthusiasm and prepares them to meet the demands of the modern world in a creative way.

DIFFICULTIES FACED BY THE RURAL STUDENTS

First and foremost, the family's socio-cultural and economic background is an important consideration. Because the majority of parents lack literacy, they are less equipped to mentor their children than parents with education. As a result, parental monitoring and guidance—which are crucial for education—are absent from the pupils' performance. The parents who lack literacy are unable to appreciate the value of education or the communication skills that are essential to their ward's future profession.

The students from rural areas who attend the college in their neighbourhoods are not exposed to the same type of facilities and motivated as the city-bred students. In cities, the students get motivated through two ways: Instrumental and Integrative motivation. Learning a language only for rewards is instrumental motivation, on the other hand integrative motivation includes the urge to be part of the community which is so strong that drives the student to pick up the language with perfection. Regarding the syllabus, the most important point is in most of the colleges English is taught as any other subject. The importance of English as a communicative tool is not realized. So the existing methods followed at rural schools are not enough to train the students to communicate effectively in English. Due to this, the students from rural area who take up professional courses face a lot of difficulties.

EFFECTIVE METHODS OF TEACHING ENGLISH

In learning a language concentration should be on four main skills namely

1. Listening
2. Speaking
3. Reading
4. Writing

1. LISTENING:

Listening is the one basic skill which makes speaking possible. Nobody can speak a language without listening to it. Even an infant starts speaking in a particular language after listening to it for many months. As we adapt a syllabus in which writing and reading of English is given much importance, our students are deprived of speaking abilities because they have not been properly guided in listening skills. This may be the basic reason why they have not been able to speak English in a proper manner.

Activities for Listening:

The following activities can be implemented to improve the listening skills.

- Listening to recorded speeches, dialogues, interviews and discussions
- Listening to news bulletins, chat shows, commentaries, weather reports and announcements on TV
- Watching English movies on Television
- Watching talk shows on Television
- Listening to speeches of politicians
- Watching headlines

These activities help students learn pronunciation, improve vocabulary, learn jargons related to various fields.

2. SPEAKING:

Creating and exposing students to English speaking environments should be given foremost importance when speaking exercises are designed.

Day- to – Day Expression:

Expressions of greeting, gratitude, small talk, introductions and making acquaintance, leave-taking, appreciation, expressions of regret and asking to be excused, taking routes, counting, terms related to money transaction etc., are very important communicative acts students need to master.

3. READING:

Reading exercises are very important since they help to widen and deepen the student's linguistic skills.

- Separate assignments for reading should be given.
- At the initial stage students should be encouraged to read aloud so that the mistakes in pronunciation, stress and pause could be corrected.

- Students should be encouraged to read the phrases at a single stretch, not going from word to word.

4. WRITING:

The following activities would help a lot to improve writing skills.

- Writing diary daily
- Listing objects in pictures
- Writing review of the recently watched movies
- Creating headlines from current affairs
- Making a monthly calendar or birthday card for a classmate

If carried out correctly, the aforementioned exercises that improve English language proficiency would undoubtedly produce greater outcomes. The teacher should not always attempt to correct every error which may upset or discourage the students. It is the responsibility of the instructor to foster an environment where students can practice their language skills and become competent communicators without fear.

II. CONCLUSION

English teachers need to be extremely methodical and patient, especially when working with children in remote areas. This is a genuine challenge that may seem unachievable, but it would be extremely unfair of the English teacher to ignore how serious the problem is. Students would lose out on opportunities that are primarily gained through effective communication, and the goal of teaching English as a communicative tool would be lost.

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