



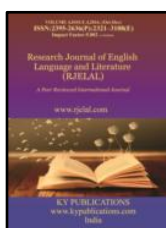
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PROBLEMS OF RURAL LEARNERS IN LEARNING ENGLISH LANGUAGE IN TECHNICAL INSTITUTIONS - ADAPTABLE SOLUTIONS

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ABSTRACT

One of the biggest concerns of educators across the world and especially in India, is making the present generation learners future ready. The Australian poet Peter Porter emphasized the point in a world conference welcome poem, published in the Times Literary Supplement (28th February 1992) to the effect that,

'Everything will be exposed in English
So delegates and lovers understand'.

And yes everything is exposed in English in professional education too. In this scenario how rural students from poor financial background can compete with the urban students is an important aspect in technical institutions.

The objective of this article is to find out the problems of rural learners in language learning compared with urban students in terms of proficiency and provide them better comfortable class room environment in order to inculcate interest in language learning. The curriculum and syllabus has been designed well in favor of every student by the State Board, but there are some factors which effect the interest in learning language of rural students and they need to be paid more attention due to their vulnerable primary school background. This paper presents a case study of particular class of polytechnic which observes students level of understanding English Language Communication and Employability Skills. The data was collected to examine and explore student's level of interest and barriers in terms of grasping their successful communication. This paper also compares and contrasts the levels of proficiency among urban and rural learners in the class.

Key Words: Problems of communication, barriers, competency developing strategies, rural, urban.

I. OBJECTIVE

- To find the language needs of polytechnic students
- To find out the reason(s) behind poor English communication.
- To find out the reason(s) behind very less participation of rural students in any activities in schools and colleges.
- To develop Diagnostic tests to identify their skills in deferent speaking communicating components.

- To make comparative study between the rural & urban students in Enhancing English language skills.

II. BACKGROUND

According to Contiga (2015), culture is the one of the issues that may not always be recognized in a main stream classroom. Many teachers overlook culture and try to jump right onto English and content knowledge without knowing their students backgrounds. A student who is shy or reluctant to answer questions may be more outspoken when

talking about their home life. It is beneficial to bring culture into the classroom in order for the students to feel a sense of worth in institutions and in their lives.

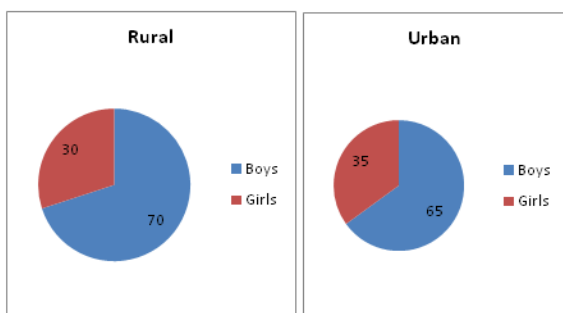
On the other hand the imposition of English on students belonging to humble and financially weak background badly affects their performance at the college level. Many of their families such learners belong to poor farmer, doing petty jobs and have no exposure of outside world, with little or no English within their rural setting, they are unable to cope with the new English environment. There may be a problem to learn language from primary school. Due to primary school teachers do not show proper attention in order to instill interest in learning language among the students. Teaching English for technical students is significantly different than teaching English Literature and composition to a high school class.

III. AN OVERVIEW:

This study was conducted to elicit and examine issues involved in learning and speaking English Language by Technical students with rural backgrounds. Findings of the study helped to shed light on an important facet of enhancing speaking skills of rural students.

Methodology: Table - I

Rural		Urban	
Boys	Girls	Boys	Girls
70	30	65	35



To accomplish this study, the structured review method was adopted and questions were prepared to responses from learners.

Sample: The place chosen for this study is a Government Polytechnic, in A.P. For this study respondents belonging first year of diploma were chosen at random from civil and mechanical branch.

- The questionnaire used for collections of response included the following:
- A general profile of the learner which included age, gender and their awareness of learning communicating English.
- Class room atmosphere, activities designed and introduced to increase their confidence to communicate.

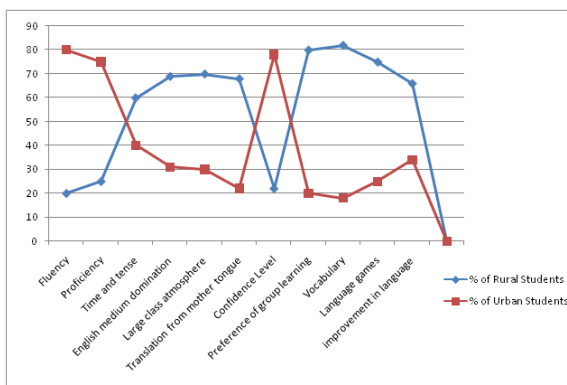
IV. ANALYSIS:

The table presents below is the percentage of sample for the various items given in questionnaire and analysis. This furnishes the survey details of the survey of rural and urban learners and the interest towards English Language skills.

- The analysis shows that the fluency level of rural boys found much less than those of the urban boys.
- The proficiency level of rural boys was higher than that of rural girls. Whereas the urban sample's proficiency was found to be much higher.
- As a result the class room environment caused tense in the rural students while interacting with others to do activities.
- The survey declared that the rural sample felt inferior due the domination of urban sample.
- The rural students felt lack of motivation and attention due to the large size of classroom atmosphere.
- Due to having much exposure towards foreign language from primary level the urban students don't translate in their mother tongue where as the rural students did it .
- Low confidence level was noticed in the rural sample.
- Language games, role play, pair work and group work were attracted the rural students and they found interest in these activities.
- Enriching vocabulary made the rural counterparts confident is also found in the survey.
- The rural learners could express that their language skills are improved and that made them confident.

Table II: Factors of Learning English

Factors Affecting Learning English	% of Rural Students	% of Urban Students
Fluency	20	80
Proficiency	25	75
Time and Tense	60	40
English Medium Domination	69	31
Large Class Atmosphere	70	30
Translation from Mother Tongue	68	22
Confidence Level	22	78
Preference of Group Learning	80	20
Vocabulary	82	18
Language Games	75	25
Improvement in Language	66	34



FACTORES EFFECTING LEARNING OF ENGLISH:

The above figure presents the fluency, proficiency and confidence level of urban sample were found high than that of rural sample. Whereas rural samples time and tension, English medium domination, large classroom atmosphere, preference for group learning, vocabulary games were noticed high.

V. FINDINGS

- Having inhibitions the rural students were unable to communicate confidently in the classroom.
- Motivation and support is required from teachers and from urban students to rural learners.
- Rural learners were unable to compete with urban students as urban learners took

the advantage of the classroom while interacting with teachers.

- Rural learner felt much comfortable in thinking in the regional language, thus led direct translation into foreign language. Hence they could not follow Subject-verb agreement.
- Enhancing vocabulary should be taken place. Because rural students found interesting in participating vocabulary based activities like, parts of speech, noun adverb, adjective, suffixes, prefixes and how they would change the total meaning of the word by adding suffixes or prefixes with root i.e.,

Noun related to verbs and marked by suffix

Deny (verb) Noun: Denial

Close (verb) Noun: Closeness

Mock (verb) Noun: Mockery

Use (verb) Noun: Usage.

Nouns related to adjectives and marked by suffix

Close (adjective) Noun: Closeness

Capable (verb) Noun: Capability.

VI. OUTCOME

The following outcomes were drawn.

- The suitable language learning environment must be provided for rural learners.
- Motivation should be taken place to instill positive opinion and confidence in learning areas, this will change the attitude of the students.
- A prime instance of message orient communication in class discourse, i.e., getting things done in the lesson. Sometimes real communicative situations develop spontaneously, as in exchanging comments on last night's T V programs or someone's new hairstyle. Drawing such examples in to classroom make the rural students feel comfortable and much attentive.
- Teachers need to put effort to prevent the urban students from dominating them.
- Encourage rural students to initiate the discussion and to respond to what other students have to do in the activities.

- Being technical students the rural learners should understand that Enhancing English Language Skills would enhance their career or employability options.

VII. CONCLUSION

Conducting remedial classes will definitely improve the ability of language learning skills of rural students, at the same time all the candidates should be treated fairly. Persistency in supervision makes them confident and inculcates interest in acquiring language. The emphasis on passing the exams lies so heavy on the students that they opt for the cramming method. Such an approach helps unscrupulous elements to flourish. They feel uncomfortable when the urban students could communicate English. Hence the survey proved considering different approaches for both the rural and urban learners will increase their performance. .Further it should also help to these rural learners to compete with urban students in placements. The changing times have witnessed the growing importance of English Language in all walks of life. Hence a personal touch or nudge can vanish the phobia or inhibitions of rural students in enriching their proficiency in learning language.

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