

RURAL UPLIFT BASED ON COMPETITIVE EDUCATION: FOCUS ON LOGISTIC ACQUISITION OF ENGLISH LANGUAGE SKILLS

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ABSTRACT

Many rural areas of the country contain concentrated poverty, without any development. Rural Schools face particular difficulty in recruiting and retaining teachers, and principals. Rural schools continue to lag behind others in Internet access. There is a big difference between city and village students, in view of competitive education relating their initial environment, skills, learning ability, availability of infrastructure, access to technology, extra-curricular activities etc. Though they consider all these elements, while making the curricular without any difference, greater impact and results lie on how it is going to be taught to make them efficient and employable.

KEYWORDS: Rural Uplift, Competitive Education, Environment, Infrastructure, Curricula, Efficient, Employable, Learning Ability & Access to Technology

INTRODUCTION

The majority of India, still lives in villages and so the topic of rural upliftment is of utmost importance. Even though the rural learners are increasing, the quality of their learning, nowhere helps them to be successful. Quality and access to education are the major concern in rural schools and colleges, as there are fewer committed teachers, lack of learning materials in the institution. Village people do understand the importance of education and know that, it is the only way to get rid of poverty. But due to lack of ability, they are not able to send their children to private schools for education. Government schools are not as good and private schools, and are expensive. This results in a very low number of students actually clearing their secondary education and taking admissions in colleges, for further studies. So the drop-out-rate at the secondary level is extremely high in villages. If parents are not able to send their wards for higher education, then all their previous efforts get wasted and the person is again struck in the same never ending cycle of money life and poverty. If at all, the quality along with the member of committed teachers can be improved in these schools, then aspiring rural children and India can always fulfil their dreams.

Language Learning

Effective communication enhances every aspect of one's life and paves the way to succeed in both personal and professional life. Communication skills are the buzz word, in today's education and the job market, but many undergraduates from rural India struggle to communicate in English.

As said, any superior skill can be mastered with ease, provided one must 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 children in city and the rural children

getting acquired with the English language. Since 70% of the students in India are from a rural background and most of them are first generation learners, they lack the guidance of English from their parents and others. Learning English is their Achilles heel.

The Problems of Speaking English

The following are the problems of rural students to learn and communicate the language. They are:

Hesitation, Stress, Intonation, Rhythm, Pronunciation and Vocabulary power, Involvement of teachers and students, Fear of committing errors in the construction of the sentence and articulation of words. I would like to categorize all these problems under three major heads.

- Psychological Problems
- Involuntary hurdles
- Subject-oriented problems.

Psychological Problems

The major problem faced by the rural learner is a Psychological problem. The first and foremost problem is Hesitation. This is a state of doubt or uncertainty. Strategies can only act as a pill to motivate the students to come out from their hesitancy.

To overcome hesitation, broken English can be allowed in the classroom. Make them have fluency and accuracy. The circumstances, in which rural learners are placed in is a misfortune. Like the urban students, they don't get suitable surroundings. So it is the duty of a teacher for conducting study for the students. Teachers should encourage the rural learners to be confident and feel that English is also a language like their mother tongue.

Involuntary Hurdle

There are two kinds of involuntary hurdles-one is teacher centered and the other is student-centered. It is impossible for the rural learners to derive benefit from the parents as the urban learners. The only main source is their teacher.

Teachers should understand the difficulty of rural learners and give them good input. It is disheartening to feel that some teachers with no involvement spoil the rural learner's spirit of learning. On the other hand, whatever the teachers say some irregular students never consider. They don't have involvement. What can be done by the teachers? Counselling is the best tool to get such students involved. Teaching is a two-way traffic, both the students and teachers should have involvement.

The right attitude of the teacher is important for the students who are grappling with the complexities of English speaking and pronunciation. Not only do students need more exposure to the language, but also the teachers need to be well-exposed. The teachers need to keep themselves abreast of the current issues by reading books and journals related to the profession unless the teacher takes a more professional interest in their work; they may lag behind their professional counterpart in the domain of the English language teaching.

Teachers should advise the students to listen to good English from the sources like watching English Channels,

listening to English news, Native speaker's sessions to learn the language. The innovative strategies will instil confidence in the minds of the students and give more responsibility to the students. Repeated and regular practice leads to the success of effective communication in English.

Subjected Oriented Problem

English is a stressed language. The first problem is stress. A stressed syllable is the one that gives more strength, loudness and prominence than the other syllables. In contrast, unstressed receive shorter, unclear and weaker voice. Stressed syllable should be spoken slowly and clearly, but unstressed syllables should be spoken quickly and less clearly. However, in many other languages stress does not exist.

In English, stress can fall on any syllable of the word and there is no orthographic indication to learn about English Stress. Furthermore, the place of the stress of a word can be changed when we add prefixes and suffixes. This causes a lot of difficulties to the students.

Intonation plays a very important role in the English language. With the same lexical items, the meaning of a sentence undergoes a change with different intonation, but this feature does not exist in many languages. That is why many English second language learners fail to give the correct intonation that can otherwise cause misunderstanding to the listeners.

The Pronunciation and vocabulary do give certain problems. Pronunciation depends on their vernacular. So it differs from people to people. Good pronunciation is one of the first things to be learnt in English. Students can use simple words to say what they want to say. They can live without advanced grammar –they can use simple grammatical structures instead. But there is no such thing as simple pronunciation. It is important to learn the correct pronunciation as it makes the first impression.

The next problem of the students is fluency or accuracy. To be able to communicate in English fluently means that the speaker is comfortable using the language and can be reasonably understood by other speakers of English. This does not necessarily mean that speaker is free of errors in their communication, but the errors do not obstruct the message.

Motivate the Learners to Participate

Students 'Personalities also play an important role in determining how quickly and correctly they will manage a speaking task. Students who are risk-takers, unafraid of making mistakes are usually more talkative but make many mistakes. Those who are shy may take a long time to speak confidently with fewer errors. The aim of both the types of students is to use the language correctly and fluently. To achieve this goal, the teachers must create the platform to break the silence in the classroom and make them interact.

The discussed challenges of the rural learners can be changed positively with the below-given suggestions.

- Building a rapport among the learners in the classroom
- The importance of English should be explained
- Using different methods of Teaching
- Building confidence among the students

- Improvement in teaching facilities

CONCLUSIONS

English communication skills are recognized as the important element in the academic life and career of the undergraduate students. It requires making use of integrated methods to facilitate advanced communication skills which are the need of the hour for the industry as well as society.

The rural area learners should effectively make use of the faculty education system and the amenities provided to them in combination with the self-efforts to emerge as a competent user of English communication to become successful in life and career.

English teachers, especially those who teach rural students need to be very patient and systematic. They are expected to do a miraculous job under adverse conditions which will surely be the step for social mobility through rural uplift.

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