



AN IMPORTANCE OF ENGLISH FOR EVERY SCHOOL CHILD IN RURAL AREAS OF TELENGANA

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Abstract:

The purpose of learning any language is to communicate effectively and no communication is possible if one doesn't get a chance to communicate. It is natural that the demand for communication is high in this ever-changing world. Language plays a crucial role in communication and English is no doubt the foremost and most important tool of communication all over the world. English as a language has been used in India for more than a century, but it continues to pose challenges for many of the non-native speakers. It is used as a link language and widely used in academic institutes, offices, business and industrial concerns and so teaching of English in schools has gained importance in the education system of our country. On the other hand, most of the competitive examinations (higher education & employment) require English as medium of instruction. Vernacular language is spoken and is in common use. Teachers require proper guidance on the effective methods of language-teaching. The ratio of students and teachers is high, leading to ineffectiveness. The rural atmosphere also does not provide students the opportunity to speak and learn English. This paper deals with the difficulties rural students face while learning English.

Keywords: *English language, importance, rural students, difficulties and challenges*

Introduction:

Language is nothing but a systematic means of communication by the use of words, symbols and sounds. In today's™ interconnected and globalized world, learning English language has been a very important factor. It is one of the most widely spoken languages. It is considered to be a common international language when it comes to field of education, business, trade and commerce. If one does not know to speak in English then he or she will surely fail to keep a pace of the progressive force of the world. Knowing English will certainly pave way to better employment opportunities in today's™ competitive and changing world.

The language could be better learnt only if the students learn it right from their elementary classes. It is only then a definite sequential pattern could be followed thereby which their communication skills could be improved. And that is why it is said that English language should be mandatorily taught right from the primary classes in school. A good foundation will certainly help the students to carve themselves into a person with better proficiency in the language which is the need of the hour today.

The purpose of learning any language is to communicate effectively and no communication is possible if one doesn't get a chance to communicate. It is natural that the demand for communication is high in this ever-changing world. Language plays a crucial role in communication and English is no doubt the foremost and most important tool of communication all over the world. Individually every man should strive hard to acquire good communication skills which are the most important prerequisites to excel in one's career.



Importance of English

In a multi-lingual and multi-cultural country like India, classes of mixed ability groups are a feature of every small town and village. In most of the rural parts of India, learning – teaching process is done in the vernacular language, where the word English is considered as a magical and mystical one. On the other hand, most of the competitive examinations (higher education & employment) require English as medium of instruction. Vernacular language is spoken and is in common use. The ratio of students and teachers is high that makes individualization of instruction a little challenge. Besides, learners from rural areas lack exposure in English till they complete their school education and when they step into college, they face real challenges.

To improve the education in rural areas of Telangana

Currently a high majority of places across rural India in the country lack basic infrastructure and there is a need to ramp it up so that students have access to educational facilities. A lot needs to be done even at the primary level as we can see from the news reports. Not only the infrastructure, but even the teachers lack knowledge when it comes to teaching.

Let's have a look at how things can be improved:

- **Trained teachers:** Teachers need to be experts in their subjects, because unless, the teachers are themselves aware of the subject they are teaching, what can be expected of the students. Therefore, training the teachers should be the first step to ensure that the most fundamental requirement can be met.
- **Rural Connectivity:** It has been observed that even if schools are present in the rural areas; often, they lack connectivity. Which forces a lot of students to opt out since travelling over long distances to school doesn't appear feasible to a lot of people belonging to rural India.
- **Incentivise Schooling:** The mid-day meal is a great incentive for students from impoverished backgrounds to go to school. The government should come develop more such schemes designed to appeal to students so that they have a reason to go to school every day.

Literature Review

Aggrawal, Yash. (2001). In his examined the various dimensions of access and retention in District Primary Education Programme (DPEP) districts, and specifically focused on the structure and trends in enrolment for DPEP districts, and examined trends in district level performance indicators including retention. Data was collected from the DPEP states using District Information System for Education (DISE) formats .The study found that significant gains in access and retention have been made, both under the formal as well as alternative systems of primary education. Despite considerable progress in enrolment and retention, it is becoming evident that additional efforts would be required before the overall objectives of DPEP can be fully realized. In order to improve the quality of data, steps and the community



has to be strengthened, secondarily, periodic validation of data through scientifically designed sample surveys should be undertaken, and the margin of error should be estimated at the district level.

The Study of **Julie Fisher (2003)** examines school attendance and educational performance by girls and teacher recruitment. He found that retention rates are adversely affected where there are inadequate water and 51 sanitation facilities and hygiene behaviour for a variety of reasons related to health issues, the burden of domestic and water carrying duties and private issues for girls.

Ajitha Nayar (2006) studied to identify (1) the level of willingness of secondary school biology teachers to use teaching aids, (2) to study the level of willingness of secondary school biology teachers with respect to the following variables. Sex, locale, management of the school and experiences of the teacher. (3) To identify the constraints faced by secondary school biology teachers while using teaching aids.

Status 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 deals with the effective methods which can be employed in teaching English to the rural students for their enhancement. Today, conventional teaching methods are replaced with modern techniques which rely hugely upon media resources and teaching English with the help of such modern techniques fosters a positive attitude among the rural students to learn the language which would enable them to meet the demands of the day in a creative way.

Difficulties of Learners

Generally, learners from rural areas face more difficulties than those from urban areas during the process of language acquisition. In cities, mostly parents are educated. So, even domestic environment helps the students from urban areas acquire the language quickly because there are more chances that the wards can speak in English other than their mother tongue with their family members. But in rural parts of the country, students of today mostly do not get



chances to either speak or read in English. Even in classroom, teachers use vernacular language in order to help the students to learn.

Challenges faced by the rural students

1. **Poverty:** This is probably the biggest obstacle. Some of our students live in homes with limited food, or only intermittent access to running water/ electricity. This comes with a whole host of challenges, not only in school work, but also in limited ability to participate in extracurricular activities. Every year I have to purchase clothes for my Forensics students to compete in, because many of them would simply be in jeans and a t shirt.

2. **Religious restrictions:** This, fortunately, isn't such a big issue in our area, due to the libertarian bent of most of the families, but in some rural areas parents take issue with lessons conflicting with their religious beliefs. This is particularly problematic in science (evolution, climate change, etc.), and English (books, content lessons, etc.).

3. **Lack of resources:** This is compounded by our state's abysmal track record with education funding, but much of the resources of our school (books, supplies, etc) comes from the teachers. We can fill out a requisition form for many things, but more often than not it just sits in a stack and by the time it gets through it's past when we needed whatever it was. It's just easier to buy whatever ourselves.

4. **Lack of parental involvement:** This may be just specific to our area, but there is a decided lack of focus on education, as many older people have the opinion of "I was fine with little school", or "you learn everything you need to know by working on the farm", so there is very little assistance from parents with anything school related that isn't sports. There is also a low rate of students going to college, as many of the parents discourage higher education. There are also days where a student will get pulled out of school to go help on the farm in the middle of the day.

Good English learning in the school level will help in making the students competent in this era of globalization. It will certainly help to bridge the communication gap between people of various other countries and thereby bringing the whole world under one single roof. It is high time that innovative and new breakthrough strategies of improving the language learning method should be adopted by schools. Altogether it will help the students to speak English language just like any other native speakers.

Conclusion

English teacher, especially those who teach rural students need to be very patient and systematic. They are expected to do a miraculous job under adverse conditions. This is a real challenge which may sound impractical, but it would be highly unjust on the part of the English teacher if he/she overlooks the seriousness behind the issue and it would deprive the



students' opportunities which are mainly attained through communication skills and the specific purpose of teaching English as a communicative tool would get lost. Let us try to build a solution around these problems which will resolve the overall issues of rural education in Telangana. Hence implementation of English language should be injected in the all rural schools of India. The importance of English language has been introduced at the primary level in all the government schools rural area of India. Trained and dedicated teachers should be appointed in all the government schools of rural areas. All these implementations would help the rural people to communicate properly and help them in building up their careers and very essential in developing their futures. Indian rural schools? problems may be solved by advanced technologies and tools.

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