

Why Rural students Lag behind Speaking English

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ABSTRACT

In India English is considered as administration language. But we can also see people often give respect to those people who can speak English fluently for surviving in this competitive world English is becoming a life jacket. Speaking in English is not a big problem for students who are from urban areas but it's not the case with rural background students. In India speaking in English is a thing of reputation in their locality. Many parents from a rural background are putting their blood and toil for making their children good speakers in English. But there are many factors which become the barriers for rural students those problems were discussed in this paper.

Keywords: Problems of speaking English, Need of speaking English, Objectives, Remedies, Conclusion

INTRODUCTION:

English is an international language which is leading the globe. Whatever the language spoken in any local area either it is in India or any other country there will be the presence of English as a common language. In present days students are getting exposed to English in primary school, upper primary schools and also in colleges, But still speaking English is a very big problem for the students of the rural area. The demand for the English language led to the establishment of so many spoken English institutions as mushrooms grow, and it became a business. But the institutions with a profit motive are not able to make the students speak English fluently mainly the rural background students. A very low rate of students from the rural background is getting succeeded in fields related to communication because those jobs required persons who can speak English.

METHODOLOGY

The questionnaire has been used as an instrument to collect the data from the selected students the problems of students to speak English. Collected data is based upon the questionnaire responses of 80 students (both 40 male students and 40 female students) from the rural area of Cuddapah district Andhra Pradesh. All the students are responded for the questionnaire. They were selected from rural areas of Cuddapah district Andhra Pradesh. Participants were suggested by the researcher how to fill out the questionnaire. The questionnaire is prepared by twenty questions. Results after data analysis have been presented in the pie chart and bar graph.

DATA ANALYSIS

The data in the questionnaire collected from the rural students of Cuddapah district Andhra Pradesh. From 80 students 40 Male students and 40 Female students response to the questionnaire the data analyzed in the form pie chart and bar graph.

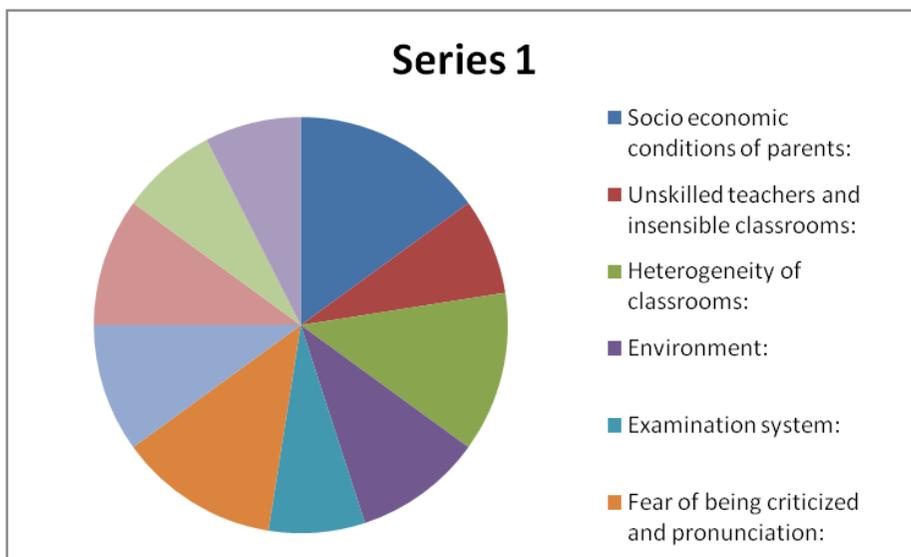
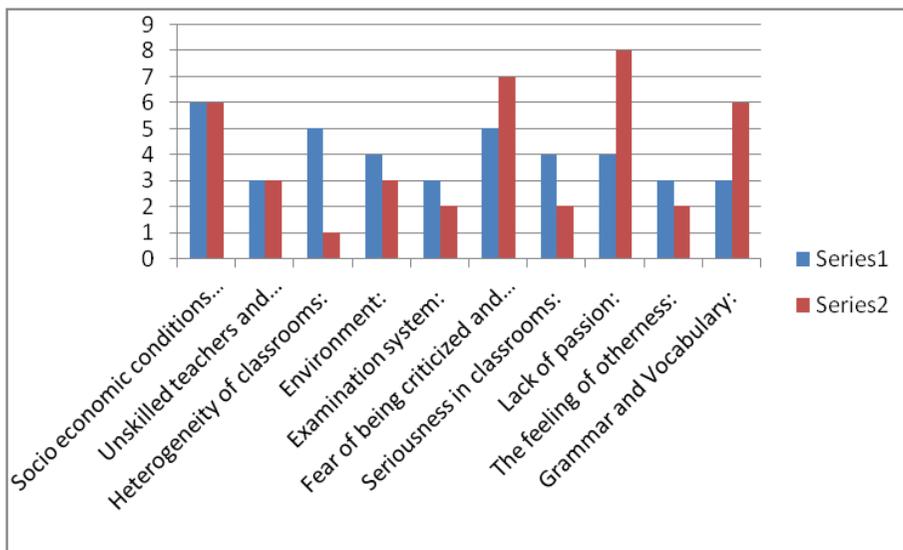
Students Participated in Questionnaire

Students Participated in the Questionnaire	Number of Students
Total number of students	80
Female students	40
Male students	40

The opinions of the Students participated in the questionnaire from rural background shown in the table below:

S.NO	Opinions of students participated in questionnaire	Male students	Female students
1	Socio economic conditions of parents:	6	6
2	Unskilled teachers and insensible classrooms:	3	3
3	Heterogeneity of classrooms:	5	1
4	Environment:	4	3
5	Examination system:	3	2
6	Fear of being criticized and pronunciation:	5	7

7	Seriousness in classrooms:	4	2
8	Lack of passion:	4	8
9	The feeling of otherness:	3	2
10	Grammar and Vocabulary:	3	6



Importance of speaking English:

English is the language of sports, tourism, aviation, judicial, computers, diplomacy, navigation, science, politics, so there is a compulsory need to have the skill of speaking English to survive in this competitive world. The world became a global village. The international market needs so many employs to work but all jobs are based on speaking skills in English. Communication plays a major role in the field of business but rural students are not competitive enough.

Objectives of the study:

To find out,

1. The problems of rural students in speaking English.
2. Various factors which effecting weak speaking skills in English.
3. The cause of poor participation of rural students in English communicating activities.
4. Role of classrooms in enhancing the peaking kills in rural students
5. Suggesting the remedies for prescribed problems

Keywords:

Speaking English, problems in speaking English, need of English

In India English is treated as the second language, there are many languages spoke in India but the common language which is uniting all the world is English. There are many factors which are the causes of students' weak speaking skills.

I) Socio economic conditions of parents:

In India, most of the families are earning their income in the agricultural field. But the problem is most of them are illiterates because there will be no scope for a good environment for the students in speaking or hearing English that means students are not getting any inputs from their families in this way learning questions and answers and getting good marks in English only is become a big task for the students. And as the parents are farmers who live in villages, in general, are not in a state to provide their children with tuitions or spoken English classes also. The illiterate parents could not keep an observation on the state of the children's education and his speaking skills in English.

II) Unskilled teachers and insensible classrooms:

The English teachers who are not trained with good skills cannot provide the students worth full content unless they do much practice to improve their inputs and teaching methods. In general, the English teachers in rural areas often use the mother tongue in English classes but it causes the student to habituate for listening to the English classes in the local language. The rural teachers especially who are not from English medium may not be able to use good vocabulary in the classrooms. In rural area students have only one input device commonly for listening and speaking English that is the classroom, but unfortunately in classroom student are not getting such environment because classrooms are working on lecture-oriented and for mark's sake. There is less participation of the student in classrooms whereas it's not the thing which should happen in language classrooms. A language classroom without the student's active performance is really lifeless.

III) Heterogeneity of classrooms:

Generally, in many schools, the English classes are given less priority when compared to the core subjects. We can see the English classes with huge students as the effect of combining multiple classes. Many schools and colleges pay less priority to language classes. When there is a huge crowd the teacher could not concentrate on each student and put efforts for the improvement of the student's speaking skills. There will not be any scope of conducting language improving activities such as JAM, GD, classroom seminars etc in heterogeneity classrooms.

IV) Environment:

Learning a language is not an ordinary task it must involve all our sensory organs otherwise it will be a very big problem. But when a student is in a suitable environment where English speakers available, the learning and speaking English will be an easier one. That means the student should get a surrounding where he can listen English frequently but that is not possible in Indian villages. In villages, the student can't get such an environment where most villagers speak only the local language in their home and hometown. But in urban areas, students often listen and aware of many English words and conversations and get the opportunity to speak in English often when compared to rural students.

V) Examination system:

Language learning is not a memorizing or repeatedly reading task. Any student would never get the skills of speaking English by only memorizing things and reading a text many times. In India, we are having examinations and marks awarding process in schools and colleges purely based on writing skills rather than speaking skills. When the case with exams student only concentrates on examination point of view thus there will be no serious efforts towards speaking skills.

VI) Fear of being criticized and pronunciation:

When we attempt to speak in English then only we can build a hope of becoming a good speaker. But in rural students, we don't often see such attempts to speak English because they are afraid of criticism. That means the feeling of being criticized is one of the reasons why the rural students lag behind speaking English. The student refused to speak in English with a feeling that their pronunciation is not good and they feel that they can't speak like the native speakers of English that's why they are afraid of being criticized.

VII) Seriousness in classrooms:

English is not a native language for us, Indians it is a foreign language that's why the student feels boar in listening to the English classes which they find so hard to understand. it is the duty of the teacher to make the classroom entertaining as much as he can. Because the teacher is the second role model for every student where the first role model will be one of his/her parents. One more fact which should take into consideration is when information is given along with entertainment it will reach quickly

VIII) Lack of passion:

When a student wanted to speak in English he must have a passion for the language otherwise it will seem so artificial where the language must be realistic. The words must come from one's heart, and then only the language looks beautiful. But when there is no such passion in a student he might never show a complete interest in speaking English.

IX) The feeling of otherness:

Students are treating English as not their own language and they are seeing it just as a language which they need they are not at all looking it as a beautiful language and not developing any passion for it .the reason behind this is the rural students have seen English as a second language in their prescribed syllabus in schools and colleges.

X) Grammar and Vocabulary:

The rural students have less confidence in their language skills. The main cause for this problem is they are not thorough with all grammatical knowledge and they have less vocabulary. Some students don't know the basic words in English. They treat grammar as one of the toughest subjects ever they find grammar harder than mathematical formulas and equations.

Remedies:

- 1) Language activities such as group discussions, classroom seminars, JAM sessions, play roles etc
- 2) Encouraging the students to speak English by presenting some gifts to the winners in language activities.
- 3) Increasing the participation of the student in the language classroom.
- 4) Involving small change in the system of conducting examination that means there must be the priority given to speaking skills in examination point of view.
- 5) Taking students to the language lab.
- 6) Having classes on pronunciation.
- 7) Conducting e-classes for good pronunciation.
- 8) Making classes entertaining.
- 9) Conducting guest lectures on speaking skills.
- 10) Teaching grammar in an easy way.
- 11) Supplying different required vocabulary to the students in the classroom.

Conclusion:

In India we can see many languages and many cultures the people speak different languages at different places of country. Though each state has its own language English is the common language for all the states. Students have already realized that there will very less opportunities of career without English. So the present article aimed at bringing out the difficulties of rural students in speaking English .there is no much use of classroom teaching and conducting examinations in written format. To improve a student's language skills we need to focus on developing his listening skills, speaking skills, reading skills, and writing skills, which are known as LSRW Skills. But our education system is just focusing on listening skill and writing skills.

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