

**“Problems Faced by Rural Students in
Understanding English as a Foreign Language
– A case study of Amravati District in Vidarbha”**

**A REPORT ON
UNIVERSITY GRANTS COMMISSION
SPONSORED
MINOR RESEARCH PROJECT**

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Chapter VI

Observations and findings of the study

In the earlier chapter the researcher has focused on the issues in English teaching and learning in rural areas of Amravati district. The researcher has also brought forward the major issues in incompetence and backwardness in the comprehension of English as a foreign language. English brings larger opportunity, social advancement, power and fame but the picture of this district in English education is like "communication skills- less opportunities". Due to the major reasons illustrated in the previous chapter by the researcher the rural students in this district are too far away from the main stream of development and these problems have brought less employability on the part of these students. Thus It has directly or indirectly affected the future and career growth of the rural students.

The present chapter attempts to illustrate the findings and observations of the study made by the researcher. These observations and findings are brought out by the researcher on the base of actual interaction with the students through the questionnaires, hand outs given to the students and through open end interviews, discussion with the teachers and heads of the institution, in schools, junior colleges and degree colleges in the rural areas of Amravati district. The researcher has paid visits to schools and colleges to interact with the students and to know the actual problems faced by rural students in English learning. Sometimes to check out the grammar competence and language skills the students were given exercises on language skills and communication skills. Through experiences, the researcher has found out the grave scenario of English education in all vernacular mediums in the schools, junior colleges and degree colleges in the district. The findings and observations made during the study are as follows –

- 1) Most of the students in Marathi and other vernacular medium had less Communication skills.
- 2) There was an average ratio of attendance of students during the English classes in rural schools and colleges.
- 3) The scope for creative writing to boost up the interest of the students in English studies was not noticed in the case of rural students.
- 4) Most of the students from Marathi and other medium could not give their own introduction in English in few words. Some of them could do it, but it had full of grammatical inaccuracy.
- 5) The rural students had not confidence to speak or to interact with teachers in English.
- 6) Most of the schools and colleges were not found English story books, best seller, novels, book bank facility etc. in their institutional libraries. And where those material books were found available the students ratio regarding the issuance of English books, writings was observed very less.
- 7) Most of the schools and colleges in rural areas of the district, no creative activities like debate competition, elocution, essay writing, quiz contest were not conducted in English.
- 8) Most of the students in rural schools and colleges were not found well acquainted with dictionaries and the usage of dictionary.
- 9) The rural students were found incompetent in four skills namely Reading, writing, Listening and speaking.
- 10) It was noticed during the study that most of the schools had not proper infrastructure to create English learning environment.
- 11) It was observed during the study that most of the schools and colleges had no modern technical equipments like LCD, OHP, internet, etc. in rural areas.
- 12) The teachers while teaching English were found using the traditional methods like translation method and lecture methods.

- 13) It was observed during the study that no innovative practices were designed and implemented in rural schools and colleges to create interest in the subject.
- 14) Most of the students during their interaction with the researcher opined that English was difficult subject for them.
- 15) It was noticed during the study that most of the students belonged to rural areas and they had a great influence of regional languages.
- 16) *It was also noticed by the researcher that most of the students had less translation skills.*
- 17) Most of the students considered English as very difficult subject for them.
- 18) It was observed by the researcher during the study that teachers ratio to improve professional competence found very less in rural schools and colleges.
- 19) Most of the institutional libraries in schools and colleges in rural areas had non-subscription of English news papers, best sellers etc. for teachers.
- 20) It was noticed during the study that the ratio of conducting parents – teachers meeting was very low.
- 21) It was observed during the interactions with the students that many teachers had no adequate knowledge of linguistics, phonetics and proper pronunciations.
- 22) It was also found during the study that the text book and the prescribed grammar items were taught to the students. The completion of syllabus was the only task for them.
- 23) It was observed in the case of degree colleges in the district that they had no English literary society to enhance the creativity of the students.

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- 24) It was observed during the interaction with the teachers that extra work apart from teaching was given to the teachers and it affected the learning of English language.
- 25) It was noticed during the study that no innovative practices like use of pictures, images, grammar, charts, pie charts were not used by the teachers in rural schools and colleges to teach the subject.
- 26) It was observed during the study that there was no financial assistance provided to the rural schools and colleges specially to boost up the English education in the district.
- 27) Less communication skills and less employability on the part of the students was observed during the research work.
- 28) It was noticed during the study that very few students in the rural areas could access to modern tools like internet, email, websites etc.
- 29) It was observed during the study that most of the students in rural areas come from rural background and they did not attend the schools and colleges during their financial need of the family.
- 30) It was also noticed during the study that the parents in had very less literacy and it affected the English education.
- 31) It was also noticed that the ratio of the last five years result in English was very less in comparison to other subjects.

Chapter VII

Suggestions and Recommendations

In the previous chapter the researcher has thrown light on the observations and findings sought during the research work. These observations and findings have been brought out by the researcher during the actual interaction with the students and teachers in rural areas in Amravati district. Though this district is known for enriched education, but this enrichment in education is observed in the case of the students in urban areas only. But as for as the condition and status of English teaching and learning in rural schools and colleges is concerned, these future pillars of the nation have to confront to number less problems and issues. So the vast world of employment opportunities remain closed for them. So less proficiency in English language results into less opportunities.

On the basis of the study made, the researcher has found out some severe irregularities, problems and issues as the stumbling blocks in the upliftment of rural students but the researcher has hopes for the improvement of the situation. So the researcher has made some recommendations and suggestions to improve the status of English teaching and learning in rural areas that can help a lot for the upliftment of the rural English learners and it may also help to overcome these problems. They are enlisted as follows –

- 1) There is an acute need of motivation for rural students to become successful English learners. So the teachers should take initiative to create love and interest in the subject.
- 2) English language teacher should be sportive in classed during the interaction with students. Teacher should fulfill the role as a friend, philosopher and guide to students.

- 3) Teacher is called the roll-model for the students and his smiling gesture can refresh the minds of the students so the English teachers should enter the class with smiling body language.
- 4) English teacher should upgrade his knowledge and should be anxious about the current developments in the study. And he should share this updated knowledge and recent knowledge of the subject with students.
- 5) The use of internet makes the English learning process full of fun and enjoyment so the teacher should use internet as a tool for English education for rural students.
- 6) Vocabulary can be developed through memory games, so the teachers should use this practice while teaching English in rural areas.
- 7) The movies based on curriculum or prescribed works in literature can be used to give thorough knowledge of the subject. So the teacher should establish film-clubs in their departments in rural schools and colleges while teaching English.
- 8) The teachers should give much exposure to the students while teaching English. He should involve the students in the process of English teaching and learning.
- 9) Teacher of English language and literature should not project a negative picture of the students about the ratio of less attendance. They should encourage the students to read to write to listen and to speak in English.
- 10) In the process of English teaching the teachers should give maximum exposure to mother tongue or any other regional language to seek communion with the expression of the students.
- 11) The curriculum designers should take into consideration the needs of rural students for their maximum exposure to the subject.

- 12) The schools and colleges in rural areas should subscribe English newspapers, English story books and other material to enhance the proficiency of English of these students.
- 13) The schools and colleges should establish literary forums or English Literary society to nurture and boost up the creativity of the students in rural areas.
- 14) The teachers while teaching English in rural areas should use modern tools of global knowledge such as LCD projector, Lingua – phones in innovative manner to create interest in the subject.
- 15) At school level while teaching English in rural areas the teachers should conduct most of the academic and extra-curricular activities in English medium to promote communicative competence among the rural students.
- 16) The teachers should play a pivotal role in teaching basic language skills, grammar and strengthen their confidence in English teaching and learning.
- 17) Teachers should provide hand outs to the students based on the translation of small paragraphs in Marathi or other languages and develop their confidence through bilingual method.
- 18) The institutional libraries in the schools and colleges in rural areas should provide the book bank facility for the betterment of the students.
- 19) By using the charts on English basic grammar teachers should encourage the students to learn grammar by heart.
- 20) The institutional libraries in school and college should have maximum stock on English grammar books and the books for the beginners to enhance the knowledge of English.
- 21) The Management of schools and colleges should encourage the staff to improve the professional competence of teachers through their participation in conferences, seminars, workshops training programme and other faculty improvement programmes.

- 22) The managements of the rural schools and colleges should provide maximum assistance to conduct academic activities in English to the teachers.
- 23) Govt. should provide financial assistance to establish language labs in schools and colleges in rural areas to enhance the communication skills of the students.
- 24) The schools and colleges in rural set up should have regular teaching staff to teach English having good knowledge of the subject.
- 25) The managements should appoint quality candidates for English subject to teach in schools and colleges.
- 26) The institutional libraries of schools and colleges should have updated stock of syllabus, questions papers, best sellers and it should be facilitated to the students.
- 27) It was observed in degree colleges that maximum English subject classes kept after recession causes average attendance in English classes. So to overcome this problem of attendance, the English classes should be given preference in the first three lectures in the college or school timetable.
- 28) The schools and colleges should publish Annual college magazine having English section in it to nurture the creativity of rural students
- 29) Teachers should implement creative ideas and activities along with curriculum through images, pictures or other visual images to involve the students in the process of English learning.
- 30) The text books should also consists of the fundamentals of English grammar.
- 31) Evaluation of the learners in English should be based on written as well as oral examination.

- 32) The teacher should conduct group discussion, employability skills, self introduction activities to give maximum exposure to English language.
- 33) The schools and colleges should conduct parents teacher meet twice a month to monitor the academic development, punctuality in English studies and attendance in classes.
- 34) Semi-English medium should be given preference at high school level for the development and to enhance the knowledge of the subject.
- 35) The teachers should use simple language while teaching the subject rather than using bulky words and sentences.
- 36) Teacher should encourage the students to use dictionaries to build the vocabulary of the students.
- 37) The teachers in schools and colleges should appreciate the meritorious students and give prizes individually sponsored by the subject teachers to accelerate the academic development of the students.
- 38) English teachers should not be assigned extra works other than academic works like election duty work, census work, votes list preparation etc. by the government.
- 39) Teachers should apply innovative teaching methods to teach the subject efficiently.
- 40) The examination system should be improved keeping in view the aims of teaching English in rural areas.

In the light of suggestions and recommendations as mentioned above the researcher feels that the status and condition of English teaching in rural schools and colleges have the hopes and aspirations for better prospects. This improvement will also help to create good employability skills among the rural students and they may be brought in the main stream of global development.

Chapter VIII

Conclusion

In the present era, we find that English has been the need of times as a language of success. A man of fair command over English has better prospects, high employability and a vast world of global opportunities opens to him to flourish his career. Thus the communicative competence accounts the success and the failure of an individual. As Abraham Lincoln once said, "If I had eight hours to chop down a tree, I would spend six sharpening my axe." In rural areas, teaching students to develop their proficiency in English is a challenging task since most of the students do not come from the social background where English is the medium of communication. It is through proper guidance, government. Financial assistance and the team work between teachers, educationists and policy makers the upliftment of the rural students in English competency world be possible.

Amravati district in the vidarbha region of Maharashtra is known for its enriched education. The foundation of modern education was laid by the great educationists like Dr. Panjabrao Deshmukh in this region.. The district has a great legacy of social education through the great sentinels like Sant. Gadge baba and Rashtasant Tukdoji Maharaja who had great aspirations for the upliftment of the poor and the reconstruction of villages. In his 'Gramgita' Tukdoji Maharaj has laid great emphasis on the education producing employment opportunities, skill based education and job-oriented education. This all needs employability skills on the part of rural students. The researcher feels that this employability skills, soft skills can be developed only through

the proficiency of English among these student to compete in the world of globalization.

Bhartratha Dr. B. R.Ambedkar, the great visionary and educationist harnessed his whole life for the thought that Education must be accessible to all the sections of the society through equal opportunity and equal rights. But the picture of English teaching and learning in rural areas has been very depressing and passive and much not has been done on the part of policy makers for the upliftment of the students in rural sections of the society.

The researcher feels that the English teaching and learning needs a lot of improvement, assistance to bring the rural students in the main stream. There are some serious irregularities, issues, hindrances, obstacles and hurdles in the development of English proficiency among the rural students. These issues like poor communication skills, lack of technology based teaching, non-availability of modern technical tools for learning, non-availability of language labs, low professional competency among the teachers etc. are the stumbling blocks in the path of betterment of rural students.

On the basis of study made by the researcher through the interactions with teachers and students it is observed that English teaching in the schools and colleges belonging to rural areas in Amravati district is confronting several problems. The researcher has also given some recommendations and suggestions to improve this grave scenario of English learning and teaching in this area. Amravati district is enriched with a legacy of education but this enrichment in education is mostly seen in urban areas. The rural students are still untouched from this enrichment of education so far as English teaching and learning is concerned. In 2015, Shri. Narendra Modi, the honourable Prime Minister of India has initiated the drive 'Digital India' –

as movement based on e-literacy and computer education accessible to all. But the success of this movement based on the proficiency of English.

In the light of the above study illustrated in the core chapters, the researcher feels that this work will pave a new way to pay attention towards the issues prevalent in rural English education and the need of Improvement on the part of the government and the other competent authorities. It will also prove fruitful to eradicate these problems faced by rural students in the comprehension of English as a foreign language. Thus the golden dream of digital and developed India will come true.

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