

The Study on Difficulties of Rural Students in Learning English Language at Upper Primary Level

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Abstract:

When it comes to societal authority, English is often associated with persuasion, regulation, imposition of a speech code, elevating one linguistic variation at the expense of others, and so on and so forth. Because of exploitation and colonisation, the English language has expanded throughout the world. As far as concerns of authority are concerned, Free India is an extension of colonial India. One of the reasons why people in this country continue to feel that knowing English is a sign of social position and authority is because of this. To learn anything else, you must first learn how to speak a foreign language. As human beings, we are defined by our ability to communicate with one another. As a person, you must speak in order to be human. A communication channel is a language. A significant communication tool, English acts as a link language in a multilingual society such as India and a linguistic mediator globally. Even after seven decades since British departed India, it still has a special place in our hearts. A replacement for English as a medium of communication or as an official language has not yet emerged. As a result of this, it has become a language of choice for trade as well as economic progress and social mobility over time. Parents' top expectations for upper primary schools include teaching pupils English. Rural students' perceptions of English language reading and learning are revealed in the paper. In the study, it was found that most pupils had several common problems. For this study, upper elementary school pupils from rural parts of Satara District in Maharashtra were asked to identify possible barriers to English language and reading learning. An examination of English language education in India, as well as its expansion and students' perceptions of English as a Second Language and the difficulties rural students confront, is presented in this study.

Keywords: Rural students, Upper primary level, Learning, English language, Problems

Introduction:

Since there is a growing demand for English-medium schools in India, English is gaining in popularity. Aside from that, higher education is now more accessible, and English language instruction is now part of occupational training. Candidates for jobs in the organised sector must be

able to communicate effectively in English.

During the British rule in India, the English language had an essential role as a medium of thinking and activity and a medium of teaching. Also, it was a required topic at all Indian schools. Some individuals fought for the English to be kept in India after independence, such as Rajagopalacharya. Seventy-five percent (75%) of Indians reside in villages, hence rural workers make up the majority of the labour force. As a result, policymakers must bridge the urban-rural gap when it comes to teaching English in the countryside. It is necessary for an English teacher at a rural school to come up with innovative teaching tactics. Primary school instructors need to be skilled and committed. It is important that teachers are educated and qualified to deal with the challenges that students face. Different Indian provinces have their own languages [2]. In India, social etiquette, religious-philosophic conventions, socio-cultural norms, and socio-linguistic factors are all incredibly diverse. A multilingual country, India has a wide range of languages spoken. India's sociolinguistic reality is characterised by a wide variety of languages. There are differences in the way languages are formally recognised and used for communication between socio-geographic groups. In schools, colleges, and universities around the country, English is studied/taught to varying degrees. It wasn't until the 1830s that Lord Babington Macaulay introduced English language instruction to India. Introduced to facilitate management of the vast Indian population with a variety of dialects, English was introduced to facilitate administration [1]. As time went on, the language became increasingly useful for smooth administration, and it was made a second language in the Indian educational system. When it came to schooling, Indians acknowledged the value of English for their future development, and this trend remained continuous. According to the Indian Educational System (IES), teaching English as a second language has become mandatory. Learning is a process that is never finished. As a result, children's education is not limited to the classroom. In order to do this, classroom learning should be connected to what happens outside of the classroom and at home. It is important that if English is to be learned and taught at all, it is done well. These skills include Listening, Speaking, Reading, and Writing and are taught in conjunction with the four core language learning skills. Listening. However, in Indian classrooms, the first two skills - listening and reading - are neglected. Because of this, there is a lot of pressure on students to improve their writing skills in order to get good grades. According to the 1991 census of India, the country has 18 officially recognised languages and roughly 1652 dialects, including several varieties of English. Our expectations for second-language pronunciation are not realistic in a multilingual country, where even the mother tongue is spoken differently by diverse groups of persons belonging to the same linguistic community. When learning to speak English, the mother tongue tends to interfere with its pronunciation in the majority of cases [6]. It is important to note that both the students and the professors speak English with regional accents. For this reason, Indian students are unable to practise and improve their English because English is not taught in schools or institutions in India. However, even in the language classes, most professors do not provide their pupils adequate time for speech training, as they are not sufficiently equipped to do so. As a result, even after years of studying and teaching English in school and college, most people are still unable to communicate intelligibly in the language [7].

Significance of the Study:

Several schools in rural areas give instruction in the local language until the student graduates [3]. In higher education, English becomes a mandatory medium, and students who received their education in the local language must choose to study in the Second language, which creates a barrier for local

students who received their education in their native tongue. As a result of students' native languages and their inability to interact in English with each other, obstacles often arise. Listening, Speaking, Reading, and Writing skills are all part of the English learning process [4]. The first reason why pupils have difficulty speaking English is that their environment does not encourage them to do so. Since English is a foreign language in the United States, the majority of pupils, especially those in high school, are not familiar with it. A lack of interest on the part of pupils from rural areas is evident in their attempts to learn English. To motivate pupils, they should employ sub-coaching to encourage them to participate in school activities.

Learning is a complex process that requires a lot of time and effort. But it's possible to understand it by applying some rules outside. Thorndike, in general, has found and defined a few Laws of Learning. His laws, which include the Law of Exercise, the Law of Readiness, and the Law of Effect, are universally accepted. In this section, we'll look at some of Thorndike's most important laws. Starting with the easiest part of the job, this theory says, you may work your way up to more challenging parts. This method will help the youngsters who are weaker and less educated. It also forces a youngster to learn certain skills, such as sitting, standing, walking, running, etc., by trial and error. After making a mistake in writing, the child corrects it in class. A greater focus has been placed on motive in this theory. As a result, pupils should be appropriately motivated before beginning class instruction. As a result of practice, a person becomes more mature. The essential characteristic of the trial-and-error method is practice. Practice reduces the number of mistakes that a youngster makes when learning a new idea. Repetition is the key to forming habits. Children's bad behaviours can be changed and their good ones strengthened with the help of this theory. The impacts of rewards and punishments on a child's learning are equally important to consider. For this reason, a teacher's use of reward and punishment in the classroom is highlighted in theory.

Changing the behaviour of delinquent children may be aided by this theory. As a result of this hypothesis, the instructor should be able to cure such children. Using this approach is possible for teachers to manage bad emotions in children such as rage, jealousy, etc. Using this principle, the teacher can enhance his teaching approaches [5]. Students' reactions to his teaching methods must be monitored, and he must be willing, when necessary, to change them. The theory places a greater focus on oral drill practice than it does on written drill work. Teachers should therefore do oral drills on the material they are teaching—this aids in enhancing the process of learning.

Objectives:

Objectives of the study are-

1. To determine the students' problems in learning English as a second language.
2. To identify the factors that influence the learning of English, such as home environment, family background, income, medium of instruction, and teaching method.
3. Compare the difficulties that boys and girls endure in secondary school.
4. The ability to provide solutions to a situation.

Problems of young English learners:

1. Based on the data collected from the learners, there is a strong influence of mother tongue on more than half of the learners. Of the responders, almost two-thirds of them have a mother tongue. In the classroom, the language of instruction is also bilingual.
2. English as a language: English is not taught as a language in schools but rather as a topic. Learning English for tests is more important than learning it for everyday use. It has been

observed that neither the instructor nor the students have a good grasp on the fundamentals of English learning in many instances. The study's core goal is ignored.

3. English in schools: The place of English in school instructional plans has yet to be determined. Answers to the following questions are needed:
 - a) If English is to be taught in the first grade, what grade should it be taught in?
 - b) In what class should the examination continue?
4. As a result of this rote learning, the students treat English as a topic and memorise answers without understanding their significance. This study has an issue since it prevents the learners from developing their critical thinking skills [9]. They make faults in their utilisation when communicating. As a result, they are unable to correct.
5. Educators who do not know English and are unaware of the most current and comprehensive improvements in the English instructional approach have been assigned to teach English throughout the foundational years of school. Teachers that are good at what they do can better prepare their students for the future. English language learners will never forget the basics if they are taught well.
6. Traditional Examination System: The oral and written test evaluation technique isn't helpful for learners in the real world.

Methodology:

The investigation was conducted using the descriptive survey approach. Due to the fact that this method focuses on the issues at hand and strives to provide answers to queries concerning the current state of affairs, this method was chosen. A researcher has created an online questionnaire in order to gather information regarding the difficulties faced by pupils. His examinations have also included the four abilities of language learning: hearing, speaking, reading and writing, which have been given to each class. In order to get useful knowledge, the first step is to collect data. Almost the bulk of the data was gathered from original sources, but some secondary sources were also used. Secondary data on this topic is quite scarce. On the other hand, it was underlined that the data collected is real and pure.

A variety of colleges provided the data. Interviews and data analysis were conducted with the parents of the students in order to acquire the data. The selected colleges in metropolitan, semi-urban, and rural areas are covered. They can tell us about their teaching methods, the students' attitudes about English, and the students' perceptions of English.

Population and Sample:

The study population is made up of pupils in upper primary schools in the Satara district of Maharashtra. 150 students were randomly picked from colleges in the Satara district as part of the study's sample. There were 150 participants in the study, all of them were college students. Government upper primary schools in Maharashtra, Satara district produced these pupils.

Results and discussion:

The following results have been interpreted after evaluating the data acquired with the help of different technologies.

- When it comes to learning English, the kids have a lot of issues. These issues include a poor home environment, a lack of parental guidance, and a faulty educational approach.

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- A variety of issues hinders upper elementary children's ability to learn English. Of them, the most important are inappropriate home environment, lack of parental education, family background, and ineffective instructional methods.
- The influence of the first language on the acquisition of English has been well documented in the literature. There are errors in pronunciation and sentence structure that the pupils use when speaking and writing to construct their sentences.
- Girls in secondary school encounter more challenges than boys. Their timidity and inability to adapt to classroom education are the main reasons for this behaviour.

Students' problems may be solved with the help of a few measures. This includes completing remedial lessons, participating in exercises, practising vocabulary and grammar, and educating with the use of audio and visual aids [8].

Findings:

Listening and speaking skills, two of the four English language abilities, have been deemed a key challenge for the territory level studies due to their unfamiliarity with the sound system of English, insufficient vocabulary, and inability to form specific grammatical constructions. The following are some of the reasons why students have trouble learning English.

- Parents do not encourage their children to learn the language at home and in the classroom actively. Students are not much encouraged to practise the English language with native speakers in both inside and outside classrooms.
- Language learners' requirements should be considered when curriculum designers construct curricula.
- We need to do more research to find out what learning and teaching methods are used in the country and assess English instructors' qualifications before they are allowed to teach.
- There is a lack of involvement in class at the majority of institutions. When you don't want to learn the local language, it's okay.
- The environment is not conducive, and the backdrop is not good. This is due to a lack of common information and the current environment surrounding. Students from rural areas have a difficult time learning English.
- There are a number of elements that make learning English difficult. They are an inadequate home and college setting, a lack of parental direction, finances, the medium of education, and a poor classroom teaching approach.

Because of the influence of first language on learning English, upper primary kids misspell English words. As a result of the above element, alternative sentence forms are also shown to be incorrect. When it comes to learning English, girls have a difficult time because they are accustomed to speaking their mother tongue at home. That's why it's so hard for them to learn how to speak English. Girls, on the other hand, have more challenges than boys. As a solution to the problem, remedial lessons, drill and practise of English words and structures may be offered. Aside from this, daily written and oral exercises might help tribal kids overcome the difficulty of learning English.

Suggestions:

In this study, my goal was to find out what students thought about English learning and what they feared in the past. Different pupils' preferences for different language skills and teaching techniques

were particularly interesting. Even though it is impossible to quantify objectively, English teachers have seen that some pupils have higher English skills than others (when considering non-English graduates). Although some groups of students, such as management majors, may be considered to have higher English skills, this does not preclude other students from having similar interests and potential, but with a different emphasis and approach. With the support of peers who can talk in English, students who have difficulty acquiring the Second language will be able to overcome their difficulties effortlessly. Second Language acquisition would be aided by using this method. Many students alienate themselves to avoid the languages exposure that comes with their linguistic training and language acquisition process. Rather than the language itself being an issue, the learner's ability to surpass it needs to be improved upon.

Conclusion:

A number of factors has hindered rural students' reading skills. Teachers in rural areas are underpaid, and those who have the best teaching methodologies want to leave for the cities to earn more money. The less qualified teachers who settle in rural areas are not equipped with teaching methodologies. This has created an obstacle for rural students. Improve the learning and reading skills of rural pupils by introducing effective teaching approaches and engaging word games. If anything, learning English increases students' exposure to the global community and aids in the nation's overall development. When it comes to reading in English in the countryside, most pupils have a loyalty to their mother tongue. When English is introduced to kids in rural areas, they should be taught to read and write in English at the primary level of education. In rural areas, teachers do not teach according to the students' needs, and pupils are forced to talk in English at higher levels of education in order to keep up with urban reading abilities. Methodologies and curriculum should be revised, and teachers should be encouraged to work in remote areas. Also, they should keep up with the most recent research in order to eliminate the difficulty of reading in the English language in the future. In spite of students' readiness, barriers have been firmly entrenched in their minds.

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