

**ORIGINAL ARTICLE**

**PROBLEMS OF TEACHING ENGLISH AS A SECOND LANGUAGE IN RURAL AREAS**

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**ABSTRACT**

This paper clearly announces the fact that English can be learnt comfortable even by the people who were born and bred up in adverse conditions. Most of the students accomplish their schooling in their mother tongue. Through they have attained heaps of marks in core subjects; they remain very poor at English still. The students have an unknown fear and fever over English all these years. Now, let us examine some of the various factors which leave English as a souring grape for rural students even today.

**Keywords:** Teaching English, Rural Areas

**1. INTRODUCTION**

The First and the fore most factors is the socio-cultural and financial background of the family. As most of the parent's illiterate, they cannot directly take part in the daily routine of their children through they aspire for their children's bright future. Hence, the student's performance lacks parental supervision and guidance which is very necessary at this juncture of their education.

The Second major problem is the examinations are content based on memorization where the students are supposed to reproduce what they have recited. Thus students are forced to adopt by – heart method. Their memory works help them more than their creativity and intelligence.

The other factor which affects English language learning is the educational system itself. There are primarily four skill involved in English language learning i.e. Listening, Speaking, Reading and Writing (LSRW) (Ogden and Charles, 1934). The students of rural have been tutored and trained well enough in reading and writing for long ages. But listening and speaking skills play a greater role in communication which have been neglected and ignored. Thus are educational systems lacks an dimension. It enables the students to concentrate on reading and writing only. The final examination does also test them mainly on how good their memory is. The examinations are not language oriented (Alexander, 1980). Even parents are craving for hollow marks

than real knowledge. Nobody can speak a language without listening to it. Even an infant starts speaking in a particular language after listening to it for many months (Quirk Randolph, 1981).

While English is no more complex than other languages like Hindi, it has several features which may crate difficulties for learners. Conversely, because such a large number of people are studying it. It is important to remember that learning a second language involves much more than learning the words and the sounds of a language. Communication break downs occur not only due to the more commonly understood syntax and pronunciation difficulties but because when learners learn a language they also learn a culture. What is perceived as right, normal and correct in one language and culture does into always 'translate' into a second language even when the vocabulary is understood. Communication breakdowns may occur as a result of cultural assumptions regarding age, forms of address, authority; and respect, touching, eye contact and other body language, greetings, invitations, and punctuality to name just a few.

You are always making mistake, (No Special emphasis) you're always making mistakes (special emphasis an always)

**Pronunciation**

English does not have more individual consonant sounds than most languages. However, the inter dentals, / θ / and / ð / (the sounds written with - th), which are common in English (thin, thing, etcl, and the, this, that etc.) are relatively rare in other languages, even others in the Germanic family ((e.g., English

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thousand = German tausend), and these sounds are missing even in some English dialects. Some learners substitute a [t] or [d] sound; while others shift to [s] or [z], [f] or [v] and even [t] or [d].

**“Stress for emphasis”** – Students own languages may not use stress for emphasis as English does.

**“Stress for Contrast”** – Stressing the right word or expression. This may not come easily to some non-native speakers.

**“Emphatic apologies”** – The normally unstressed auxiliary is stressed (I really am very sorry).

In English there are quite a number of words about fifty that have two different pronunciations, depending on whether they are stressed. They are “grammatical words”; Pronouns, prepositions, auxiliary verbs and conjunctions. Most students tend to overuse the strong form, which is pronounced with the written vowel.

In Grammar, English is reputed to have a relatively high degree of idiomatic usage. For Example, the use of different main verb forms in such apparently parallel constructions as “try to learn”, and “avoid learning” pose difficulty for learners. Another example is the idiomatic distinction between “make” and “do”: “make a mistake”, not “do a mistake”; and “do a mistake”; “do a favor”, not “make a favor”.

English has an appreciable number of articles, including the definite article including the definite article **the** and the indefinite article **a, an**. At times English nouns can or indeed must be used without an article; this is called the zero articles. Some of the differences between definite, indefinite and zero article are fairly easy to learn, but others are not, particularly since a learner’s native language may lack articles is rarely essential for communication, English uses them frequently (several times in the average sentence), so that they require some effort from the learner.

In vocabulary, Phrasal verbs in English verbs in English can cause difficulties for many learners because they have several meanings and different syntactic patterns. There are also a number of phrasal verb differences between American and British English.

Collections in English refer to the tendency for words to occur regularly with others. For example, nouns and verbs that go together (ride a bike/ drive a car). Native speakers tend to use chunks of collocation and the ESL (English as a Second Language) learners make mistakes with collections in their writing speaking which sometimes results in awkwardness.

## 2. DIFFERENCES BETWEEN SPOKEN & WRITTEN ENGLISH

Spelling has many changes in pronunciation which have occurred since a written standard developed, the retention of many historical idiosyncrasies in spelling, and the large influx of foreign words (mainly from Danish, Norman French, Classical Latin and Greek) with different and overlapping spelling patterns, English spelling is difficult even for native speakers to master. This difficulty is shown in such activities as spelling bees that generally require the memorization of words. English speakers of others may also rely on computer tools such as spell checkers more than speakers of other languages, as the users of these utilities may have forgotten, or never learned, the correct spelling of a word. The spelling system causes problems in both directions – a learner may know a word by sound but not be able to write it correctly (or indeed find it in a dictionary), or they may see a word written but not know how to pronounce it.

These problems may be the proper reason why they have not been able to speak English in a proper manner. They have become adept only at writing and reading English. There should be a comprehensive course for listening and speaking skills. The classrooms should be equipped with audio – video materials. Student talking time (STT) should be maximized.

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