

# "The Problems Faced By The Rural Students In Conversing In English And Proposed Solutions To Develop Their Communication Skills"

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**ABSTRACT:** *This paper reflects on the difficulties of speaking English in India's rural areas. Teaching policies are a social concern and also a personal challenge in Indian schools and universities. In most Indian schools and universities, the quality of English Language education paints an alarming picture. Teachers' language skills, language exposure, and materials are also big issues when it comes to the level of English language instruction. In fact, rural students face many challenges because they lack the ability to communicate in English with their classmates, classmates, and family members, as well as access to language proficiency labs, audiovisual aids, and other resources. In general, rural students consider English as a subject rather than an ability. This is their most difficult task. Students can only improve their level of proficiency if they study it as a language. The bulk of students prep exclusively for the exam. They aren't known for their ability to read poetry, but they are adept at memorising it. English is feared by rural students. Many professors, on the other hand, lack a long-term perspective on student life. They're solely concerned with analysis. Other language classroom interventions, such as metacognitive techniques, incentives, and coping methods, are recommended in the study to help students improve their language skills.*

**Key Words:** *Metacognitive, Vernacular, Competence, Concentrates, Formulate, Mispractice.*

Mend your speech a little,  
Lest it may mar your fortune

-----William Shakespeare

## 1. INTRODUCTION

English is known as the "Queen of Languages" because it is a global language. It is thought to be a one-of-a-kind language. It is spoken as a mother tongue by over 450 million people.

At work, English is a medium for scholarly and technical correspondence. During colonial times, English was limited from being the primary language of instruction in the educational system to being learned as a second language in schools. The changing position and status of English had a significant impact on language skills. English proficiency is also a determining factor in securing a well-paying job. Many people who have excellent language skills would do better in the professional industry. It has an effect on students' writing skills, as well as their reading, listening, and speaking abilities. One of the topics that is constantly discussed during the talk is the use of language acquisition techniques to develop speech skills. The status of English as a second language in formal education has had an impact on the language learning process. Earlier LLSs study focused on identifying successful learners' approaches to improving their English skills. Students in rural areas understand the importance of having good English language skills in order to get good employment. In this sense, the problems that rural students face are numerous. Students from rural areas lack the fundamentals needed to study English. The majority of schools only offer education in the vernacular. Furthermore, they have just recently been introduced to English. When rural students enrol in English medium institutions on a large scale, they are unable to meet the English language criteria of higher education.

### **BACKGROUND:**

The impact of English on students from humble and financially disadvantaged backgrounds is having a negative impact on their college grades. Many of these students' families are poor farmers who work part-time and have little access to current events, educational policy, government, politics, or world panorama production. Any of them are still unable to finish high school education because they must assist their parents in maintaining their nail and tooth health. They even take odd jobs and work somewhere to help support their families financially. Parents with low incomes believe they are unable to provide their children with a good education. Students from these communities and backgrounds find it impossible to deal with those demands in the schools and colleges that followed. They are unable to complete their higher education because they speak little or no English in their rural climate. Just a few of them made the commitment to complete their higher education or seek suitable guidance. One answer could be to begin teaching English in primary schools, but the dilemma is that many primary school teachers lack a college degree and do not come from communities where English is spoken at home. As a result, issues such as teachers' disinterest in inspiring students have an effect on learners' attitudes toward learning English. Their communicating learning needs are not met in an appropriate setting. They will be placed under a lot of pressure in the future due to their lack of pressure to succeed and produce good test outcomes.

### **OBJECTIVE OF STUDY**

The study's key goal is to concentrate on the issues that have been found in college multi-level engineering classrooms in order to determine if the language classroom can be used to improve language learning, with a special focus on improving language skills, and to devise successful techniques for those skills.

### **THE ENGINEERING STUDENTS' PROBLEMS IN THE ENGLISH CLASSROOM:**

Since the curriculum is made up of multilevel students, the engineering students face many obstacles in the English classroom. The recommended syllabus can be difficult for some students but not for others, and the instructor must cater to all of the various classes using the

same techniques and resources. Moreover, the exercises given in the class may be challenging for a few whiles, for the rest, it is not so.

In certain cases, particularly when the activities are difficult, the instructor gives the answers at the end of the exercise for the benefit of the poor students. Most of the students in the class eventually stop working on the tasks and become passive participants, waiting for the instructor to give a response.

Many students choose writing-oriented instruction to speaking-oriented instruction in order to excel on their written exams. This is due to the fact that their communicative ability is not needed for the test.

Many students are unable to understand the target language's syntax and vocabulary in order to improve their speech skills. They don't recognise that even a thorough understanding of the target language's grammar and vocabulary isn't enough to ensure a successful voice.

The propensity of learners to form first utterances in their native language and then pass them to the target language exacerbates speaking difficulties.

The disparity between the local language and the board language in terms of mental production of speech is negligible since all languages have mechanisms for conceptualising, formulating, articulating, self-monitoring, and bargaining. However, for a variety of purposes, speaking abilities cannot be immediately translated from the speaker's native language to the target language.

Other issues that arise often in language classrooms are linked to the identities and attitudes of individual students toward the learning process, especially speaking.

Most students are easily confused by English grammar, despite the fact that grammar is needed to shape a proper sentence. Students that do not understand grammar would, of course, be unable to construct grammatically correct sentences. Students are embarrassed to speak English sentences and they are aware of their poor grammar skills.

Students in rural areas only listen to English at school. When they are at home, they do not receive any language input, while urban children receive private tutoring from Their tutors. Their parents, who are learned, may also assist by studying English. This is why they communicate in English. The ability to communicate is improved.

The bulk of the parents were uneducated peasant farmers, and in many cases, the student was the first person in his or her family to receive a degree. As a result, students did not receive any assistance from their families or homes, and school was the only location where English was taught. Students in urban settings, on the other hand, received extra assistance from their out-of-school Domestic guardians.

They found locations outside of the school where they could be found. Will parents afford to pay for their children to learn English? The children get private instruction. These motivations hampered the development of student skills in rural zones.

**These can be summarized as follows:**

- Learners have inhibitions such as fear of making a mistake, making a fool of themselves, fear of ridicule, shyness, and stage fright.

- Apprentices frequently have little to say; they see no need to speak; and they are unable to articulate their views or make appropriate comments.
- The learner expresses himself more naturally in his mother tongue or native language.
  - Problem in getting the abstract idea
  - Interference with psychology, finance, and the environment
  - Method of learning
  - First-generation apprentices
  - The influence of mother tongue
  - Differences in language pronunciation
  - Missed interest
  - Mispractice
  - Mismotivation

### **English Teacher role in developing speaking skills of the students of Engineering students:**

The English teacher takes on a variety of tasks in the classroom, depending on the needs of the students. The type of task being discussed may be used to categorise roles. Nunan and Lamb (1996) point out that teachers' roles are dynamic and not static, and subject to change, depending on the emotional factors of the participants. The teacher's roles vary from teacher to teacher, classroom to classroom, subject to the subject matter, and skill to ability. The learners in the classroom are fascinated by a successful teacher. That is why Byrne (1986) balances the teacher to an actor explaining that at different times, teacher could have different roles to play. He differentiates between fluent and correct practises, as well as the teacher's involvement in facilitating the type of contact that must occur in the classroom. During fluency exercises, the instructor serves as a manager, stimulator, and consultant, with the primary goal of assisting students in interacting with one another. Since initiating the exercises, the instructor only makes himself available to students if and when they need assistance. During the precision tasks, on the other hand, the instructor takes on the functions of controller, coordinator, and conductor.

The teacher only makes himself available to the students after initiating the activities if and when they need any help. The teacher, on the other hand, adorns the roles of a conductor, organizer, and monitor during the precision activities. Also, the teacher acts as a controller, entertainer, and developer based on the behavior of the classroom students (Nunan & Lamb 1996).

This encompasses a variety of positions and a sense of autonomy and duty. According to them, an instructor who establishes authority is referred to as a "controller." When he brings sports and recreational opportunities to the students or reads novels, he is a "entertainer."

A successful teacher is praised, and epithets are bestowed upon him based on the part he or she plays. Harmer (2001) identifies three basic positions that teachers play: prompter, participant, and input provider.

He claims that during an exercise, when students get confused and can't put together the words they want, the teacher can serve as a prompter and offer subtle clues to help them get out of a tough situation. The instructor who takes on the role of a participant assists the students by quietly adding new knowledge to facilitate the game, maintaining their engagement and fostering an innovative environment.

## Other Remedies

- Building a relationship among classroom learners
- It is important to explain the importance of English
- Use of different teaching methods
- Building student confidence
- Improvement of educational facilities

## 2. CONCLUSION:

As Gandhiji said, if a village is lost, India will be destroyed as well. And until it is no longer abused would this village be able to recover. Whatever one's true fortune is, 'Education' is a treasure that is never wasted or taken away from anybody. All, regardless of their background, should have access to both an affordable and high-quality education. In most schools, teachers are active speakers, while students are passive listeners. You must alter the situation. Students should be encouraged to engage in talkative practises. Assessment should be dependent on ensuring that English is being learned and taught effectively. Learners are often interested in the drafting process in the name of a standardised test. The written assessment is designed to assess their subject knowledge rather than their writing abilities, and the students are not required to engage in other skills such as listening, reading, communicating, or other communicative tasks. The importance of English and the growth of communication skills should be emphasised in the minds of school students. The ultimate aim of English teachers must be to improve students' communication skills. Curriculum revision is a must of the hour. The English curriculum must be challenging and current, and it must meet the interests of the student body, both academically and professionally.

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