



WHY RURAL STUDENTS LAG BEHIND IN ENGLISH COMMUNICATION? REASONS AND ADAPTABLE WAYS TO SOLVE THIS PROBLEM

S. A. Pawar^{*1}, P. V. Shinde²

^{*1}(M.Phil Student, K.T.H.M College, Nashik, Maharashtra, India)

²(Project Co-ordinator, IIT Bombay, Maharashtra, India)

ABSTRACT

Very low number of students from rural areas are actually clearing their secondary education in marginalized institutions and taking admission in colleges for further studies. There is a difference between city and village students not in terms of brain or development but in their initial environment, skills, learning ability, availability of infrastructure, and access to different facilities. Due to improper base of English, poor quality of education these students lack confidence and are not able to speak, communicate and read English as compared to city/urban students. A rural student lags behind! So, authors have studied, observed and analyzed the reasons responsible for rural students lagging behind in speaking English. Authors made a study on a few village and city students. With respect to the study, some simple and applicable ways to solve these problems are suggested. Authors believe that communication in English can be strengthened using these ways.

Keywords: Problems of Communication, Urban-Rural Students, Competency Developing Strategies

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INTRODUCTION

This paper reveals the problems of rural students who lag behind in English communication compared to urban students and presents the result of a research which is performed to investigate the problems. English is the most widely spoken language in the world and it stands out as the most popular and influential on earth. English is the language of science, navigation, aviation, computers, diplomacy, and tourism. Knowing English language and English

communication increases our chances of getting a good job in a multinational company within our home country or of finding work abroad. Communication involves individual as well as collective activities of sharing ideas, facts, and information. Two types of technology are relevant to improve communication in English. One is Communication technology and the other is Digital learning resources. Many websites are written in English. English is based on a simple alphabet and it is fairly quick and easy to learn compared to other



languages! English is not only useful - it gives us a lot of satisfaction. We will enjoy communicating in English. Because it's fun! By learning to communicate in English, we will also learn about other cultures. That means communicating English is a way to improve our opportunities, satisfaction, comfort, confidence, joy and it is also a mark of personality and attitude. Unfortunately, a suitable atmosphere is not created to fulfill needs of rural students for learning to communicate. If rural students want to run the success parallel to urban students they should improve their English communication skills!

THE NEED AND SIGNIFICANCE OF ENGLISH

Language learning is a skill that can be perfected only through constant practice and continuous exposure to the target language, the available resources should be completely tapped so as to provide an encouraging atmosphere for learning and practicing the language. This research was born out of the felt need of the investigator himself. After completing primary education, then secondary education and then college also, many students are not able to communicate-read- & write in English properly. Majority of such students, hail from rural areas. This is because of their weak foundation of English, lack of communication build-up at school and/or college levels, their scaring nature and so many reasons... So, it is important to find out all those reasons and the ways to solve or at least minimize them.

OBJECTIVES OF STUDY

1. To find out the reason(s) behind poor English communication.
2. To find out the reason(s) behind very less participation of rural students in any activities in schools and colleges.
3. To find out whether there is an equal understanding between rural and urban students in terms of lectures delivered by teachers and/or professors.
4. To find out the ways of bridging the gap of English understanding between urban and rural students i.e. village students and city students.

AN OVERVIEW

This study has been performed to find out the reasons relating to learning, adapting and

communicating English language (of science and other too) mainly with rural backgrounds. India is a multilingual and multicultural country where people in different parts of the country speak different languages. Though each state has its own language, English is the second language for most of the people. There are two holy places in the world: one is the womb of a mother and the other is society. One gets his life from the womb but gets his actual or say practical knowledge in the society itself. And so, proper and worldwide communication in our mother tongue and mainly in the second language (English) is strongly important. But communication in English is found to be a tough job for rural students. Different and simple ways to solve this problem should be there. Authors tried to do the same from their study!

METHODOLOGY OF STUDY

The study has been undertaken in following way:

DATA COLLECTION

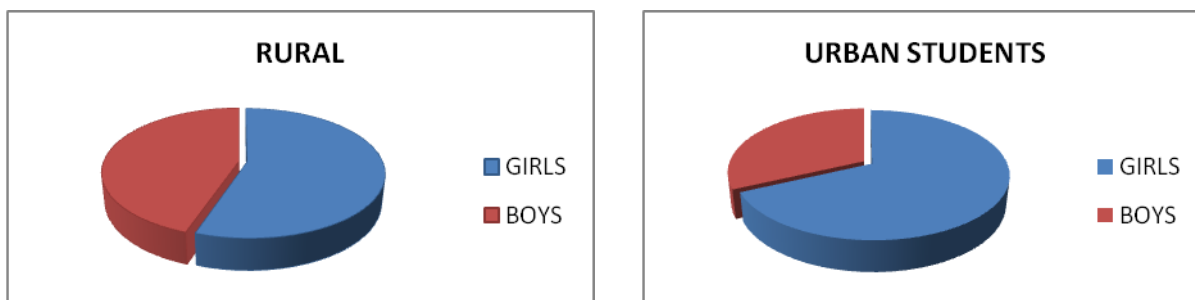
Author selected an education institute in Jorve. For this study, the structured review method was adopted and questions were prepared. A 47 + 47 = 94 students from rural & urban education society belonging to the first year of junior college of science, Students of 12th std. (S.Y.J.C.) were chosen at random. The questionnaire used for collection of data was to know:

- i. The affect of completing secondary education in English medium and Marathi medium.
- ii. Self Decision taking power
- iii. Attraction towards English speaking.
- iv. Vocabulary and ease of using it.
- v. Translation capability.

To have a strong support to our result author compared these students with equal number of 12th science students from urban area randomly.

RURAL STUDENTS		URBAN STUDENTS	
BOYS	21	BOYS	17
GIRLS	26	GIRLS	30
TOTAL	47	TOTAL	47

Table 1: Distribution of number of Boys & Girl students



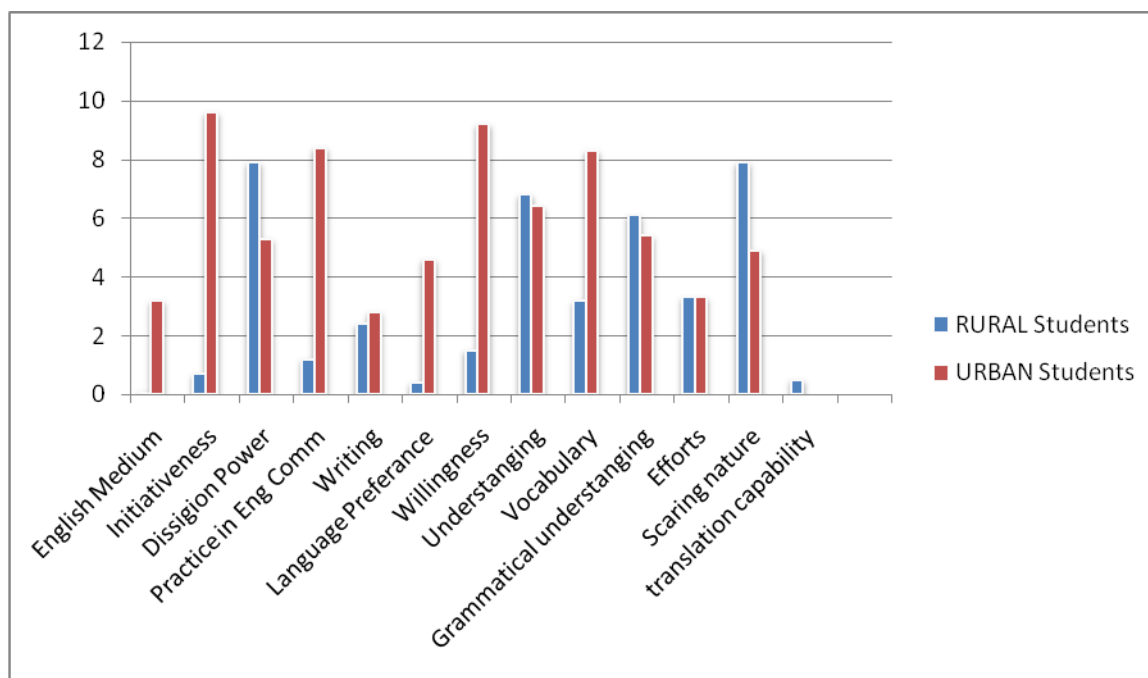
Graph 1: Graphical distribution of girls & boys in two groups of students

ANALYZING THE STUDY

The percentage of students for the various items given in the question bank has been tabulated and presented for further analysis. This indicates the survey details of the rural and urban learners and the response towards their level of interest in acquisition of English language skills, communication problems and some hints to solve these problems too!

FACTORS AFFECTING ON COMMUNICATING IN ENGLISH	% OF RURAL STUDENTS	% OF URBAN STUDENTS
Medium of Education	English(1) Semi-English(0) Marathi(99)	English(13) Semi-English(19) Marathi(68)
Initiativeness	7	32
Decision Taking	79	96
Practice of English communication in a day	12	53
Writing in English	24	84
Language preference for communication	4	28
Willingness	15	46
Understanding English communication	68	92
Vocabulary	32	64
Grammatical understanding	61	83
Efforts to speak English	33	54
Scaring nature	79	33
Translation capability	5	49

Table 2: Factors affecting English communication (each in %)



Graph 2: Comparison between the factors affecting the growth of English communication in rural and urban students

After collecting this data of rural students, authors tried to compare same factors with urban students. The study has revealed the factors that impede English communication skills of rural students.

OBSERVATIONS

- i. Almost all rural students complete their secondary education from Marathi medium, whereas maximum urban students as compared to rural students have completed their secondary education from English medium. This simply indicates that medium of education affects students communication skills.
- ii. In other parameters or factors like Initiativeness, Decision Taking power, Practice of English communication in a day, Writing in English, Language preference for communication, Willingness, Understanding English communication, Vocabulary, Grammatical understanding, Efforts to speak English etc. urban students lead!
- iii. Almost 80% of rural students scare to communicate in English with their friends, teachers & family. This is just because they are not having confidence in them.
- iv. When we asked both group of students about their economical background, maximum students

from rural group said that they are economically poor and so they have to work for themselves to be an educated students (earn & learn)!

So, attitude of the rural students must be changed to make them communicate in English and avoid those who discourage them from communicating in English. The village students have not yet realized the importance of communicating in English for their personal development and career opportunities. Rural students are also confident, clever and smart but they are not initiative taking. They don't have a proper environment to improve their skills. They are not having economically strong background. They have their household workload for everyday. Because of all these reasons, village/rural students are not getting exposure to enhance their English communication skills.

CONCLUSION

To improve communication skills in English, for rural students, communication in English should be their main target and they should be target oriented about it. They should keep practicing to communicate in English in their own environment, in their group of friends, on social sites, on social



communication apps etc! Try to communicate in English with the one who knows English! They should try to chat in English on social sites and communication medium. They should expose their illiteracy. Almost all students are aware of social media and communication sites! Whatsapp, skype, hike, way2sms etc.-like applications can also be used to communicate properly. But instead of using short cuts, users of such applications should use proper text language. It will help them (and urban students also) to improve their vocabulary and so, English communication. Tutorials system should be introduced and students can be divided into groups. Constant supervision of their academic progress increases their confidence levels as they will be regularly in touch with their teachers. For this, teachers should be committed too! Frequent group discussions should be arranged by teachers. Students should correct their grammatical mistakes in such kind of sessions with the help of their teachers, friends, elder or younger, whoever is better in English. Rote learning should be avoided. Village students feel less comfortable when surrounded by other students who could communicate in English. This feeling should be killed by improving their confidence. Because it is only the key to success!

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