

Portentous Exertion in Embracing of Operational English Language Teaching for Rural Tamil Medium Students

M. Anith Prem Malaravan^{1*} and Dr. M. John Suganya²

^{1*,2} Department of English

^{1*} Kumaraguru College of Technology, Coimbatore, Tamilnadu.

² PSG College of Arts and Science, Coimbatore, Tamilnadu.

Abstract: English Language Teaching (ELT) has been focusing in teaching English effectively for students who learn English as a Second Language (ESL) also as a Foreign Language (EFL). Researches on teaching English through various methodologies has been accepted and adopted by educationists at different ages. Indian Government with Ministry of Human Resource and Development (MHRD) has taken enough measures in developing a strategy and module development periodically using technology enhanced education. Alongside the percentage of school and college drop-outs are consistently high. Drop-outs are in big numbers those aspiring for higher education too. The government has announced various schemes just to support and ensure to prevent drop-outs as well as to promote education among the rural students. The research paper will focus on ELT methodology for rural Tamil medium students in enhancing English language and ascertain better education.

Key words: *Methodology, English Language Teaching, Drop-outs, Rural, Tamil medium*

I. INTRODUCTION

Communication is done by means of language in different forms either human or any other living being wishing to communicate. Maria Montessori states that “The development of language is part of the development of the personality, for words are the natural means of expressing thoughts and establishing understanding between people.” Charlemagne states on acquiring another language “To have another language is to possess a second soul.” He adds that learning a new language extends a chance to become

another person or personality. Moreover, English is being taught as a second language in India. English language has a purpose in India unlike other countries. Yet it requires vibrant tools to reach English language to rural Tamil medium students. The operational research has been done widely for the teaching and training rural Tamil medium students with English language. Dr. Babasaheb Ambedkar states “Men are mortal, so are ideas. An idea needs propagation as much as a plant needs watering. Otherwise both will wither and die.” He has stood and fought for the socially backward class society, fighting for their equality in the religious tenets also for their equality in education. He supports to consistently water the ideas for the propagation on socially backward students’— rural students’— education.

This formulation of research will focus on: What are the difficulties experienced by rural Tamil medium Students in learning English at Varappalayam, a hamlet near Pannimadai, Coimbatore and Government Higher Secondary School, Velliangadu, Karamadai, Coimbatore?

II. REVIEW OF THE RELATED LITERATURE

A. Free Education

As a second language in India, English is being taught and learnt by many people to have better prospects in life. Indian government and its acts such as The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The above act imbibes free education for promoting education among socially background people. Subsequent measures are taken to

promote rural students' education as an aftermath of RTE – Right To Education, admission of children from rural India under section 12. The Act says that it has no criteria on income limits for rural /SC/STstudents.

B. Hurdles on social forbiddance to educate

TOI (2015) states that education has become a question for the rural students of Varappalayam, and Coimbatore as the students have to walk for more than two kilometers to get to school as they don't have any transport facility. This is not the only hurdle they face, there a few more which challenges their education though the government has laid RTE to promotion education. The same is the scenario of the rural students from Velliangadu. The above are one focus on the education becoming hurdle for the rural students. The research has also focused pertaining to language rationalization failure in the education. Dr. BabasahebAmbedkar was afraid of this forbiddance of education, which are basic human rights. Hence he voiced for the voiceless defied people.

C. Hurdles on language as a barrier

According to Willis (1996), learning language needs four exuberant skills as exposure to better language, opportunities to use the language, motivation to handle the skills, and instructionlevied properly to different level of acquisition. Mostly, the modules need to be learner centric. Such modules were not much in the earliest phase of education. They were instructional mode, which has slowly adopted technology as one of the tools to change its phase. Though government has allotted a big fund to train rural students technically, the fund has minimum impact for the training module focusing on English as a second language. English being taught as a second language provides learners chances to say their thought, or feel and to experiment in a supportive atmosphere using language they have heard or seen without feeling susceptible.

D. ICT aided learning

The ministry of Human Resource Development, Government of India has introduced the Information and Communication Technology (ICT)in schools in the

RashtriyaMadhyamikShikshaAbhiyan (RMSA). Any ICT provided in Schools are counted of the RMSA. ICT was launched in December, 2004 and revised in 2010 to provide opportunities to secondary level students to primarily shape their ability on ICT aids and create them acquire through computer aided learning.

The government has taken enough measures in associating schools with Central Institute of Education Technologies (CIET), six State Institutes of Education Technologies (SIETs) and 5 Regional Institutes of Education (RIEs), as also through outsourcing. It also includes teachers to develop their content and motivates them by providing awards too.

E. English System Overview

Hoge (2015) states that: Body, Mind, & Method are the three important parts and areas of speaking which makes English system very simple. These are the primary areas of mastery in English. Students will sturdily progress their English language ability by becoming skilled at specific methods in every area.^[5]

F. Speaking Difficulties

Ur (1996) exclaims that ESL students face enormous difficulties in speaking which incline the English learner jammed in their learning progress. These complications that doomed now are similarly encompassed to the snags and aspects which shake the learning process and the lineage of these complications are reticence that consists of vocabulary lack, grammar and pronunciation in English.^[5]

G. Vocabulary

Nation (2001) states the aspects of vocabularies knowledge as in the following table:^[6]

Table 1: What is involved in knowing a word

Aspect	Component	Receptive knowledge	Productive knowledge
Form	Spoken	What does the word sound like?	How is the Word pronounced?
	Written	How does the wordlook like?	How is the word written and spelled?

	Word parts	What parts are recognizable in this word?	What word parts are needed to express the meaning?
Meaning	Form and meaning	What meaning does this word form signal?	What word form can be used to express this meaning?
	Concepts and reference	What is included in this concept?	What items can the concept refer to?
	Collocations	What words or types of words occur with this one?	What words or types of words must people use with this one?
	Constraints on use (register, frequency)	Where, when and how often would people expect to meet this word?	Where, when and how often can people use this word?

	Associations	What does other words does this make people think of?	What other words could people use instead of this one?
Use	Grammatical functions	In what patterns does the word occur?	In what patterns must people use this word?

Knowing a word is not an all or nothing; it is a complex concept.

H. Grammar

English constantly interacts with reference of phase/time, though rural Tamil Medium students of Coimbatore do have in their language, they fail as ESL candidate. Furthermore, there are singular and plural practices that the learners have to differentiate and still several methods that need to be learned. Rural Tamil medium students get confused with English grammar so quickly, though grammar is an essential and plethora of a language to form a right sentence. Fitikides (1961) mention about grammar mistakes that a learner used to do in English speaking as well as writing:

- a. *Misuse of the infinitive*
 Incorrect: He went away instead to wait.
 Correct: He went away instead of waiting.
 Note: after the word 'instead' should be followed by 'of', not by 'to', then gerund.
- b. *Wrong tense*
 Incorrect: Did you went to market yesterday?
 Correct: Did you go to market yesterday?
 Note: 'went' needs to be changed to present verb 'go' because 'Did' is the verb indicator of past tense.
 Incorrect: Ramesh asked me what I am doing.

G. Pronunciation

Pourhossein (2011) states general remark proposes that it is individuals who jump to acquire English as ESL student are the one to have grim complications in attaining comprehensible pronunciation, with the degree of difficulty increasing markedly with age. This difficulty has nothing to do with intelligence or level of education, or even with knowledge of English grammar and vocabulary.^[7]

Factors affecting the learning of pronunciation:

- Correct: Ramesh asked me what I was doing.
 Note: when the verb in the main clause is in the past tense, use a past tense in subordinate clauses.
- a. Accent
 - b. Stress, intonation, and rhythm
 - c. Motivation and exposure
 - d. Attitude
 - e. Instruction
 - f. Age
 - g. Personality
 - h. Mother tongue influence

II. FINDING AND DISCUSSION

Result of Observation

At the beginning of observation, the researcher sat in the corner of the class, taking notes about everything that happen in the class before the teacher came to the class. In the middle of the class, the researcher also taking notes about the students performances and reaction to English speaking subject. Their responses to their classmates' performances were also included. The students were divided

to be several groups that consist of three members in each group. The researcher has prepared the worksheet table and put the data in the notes to the following table:

Table 2: *The remarks result*

Group Code	Description	Inhibition		
		Vocabulary	Grammar	Pronunciation
Group A	The students started the presentation with a few vocabulary	☀		
	The students spoke quietly	☀		☀
	The students read their assignment report in the speaking class presentation	☀	☀	
	The students pronunciations were incorrect like; 'TH' Sound pronounced as 'T'	☀		☀

Group Code	Description	Inhibition		
		Vocabulary	Grammar	Pronunciation
Group B	The students pronunciations were better than the previous group (Group A)			☀
	The students only read some of the report but grammar were still incorrect	☀	☀	
	One of the students spoke a little Tamil			☀

Group Code	Description	Inhibition		
		Vocabulary	Grammar	Pronunciation
Group C	The students presentation was so short, only some known vocabularies used	☀		
	The students pronunciations were incorrect like; 'D' sound pronounced as 'T'			☀
	The students read their assignment report in the speaking class presentation	☀	☀	

Group Code	Description	Inhibition		
		Vocabulary	Grammar	Pronunciation
Group D	The students used numerous vocabularies			
	The students did a little incorrect pronunciation like; putting an extra 'S' at the end of word			☀
	The students had some incorrect word in grammar like; the recipe			☀

Group Code	Description	Inhibition		
		Vocabulary	Grammar	Pronunciation
Group E	The students pronunciation were incorrect like; putting extra 'S' at the end of word, using 'D' sound in 'TH' (them, that, etc.)			☀
	The students used present tense for a past action like; when they bring it to....		☀	
	The students used appropriate vocabularies			

Group Code	Description	Inhibition		
		Vocabulary	Grammar	Pronunciation
Group F	The students used some same vocabularies	☀		
	The students were only reading some parts of their report	☀	☀	
	The students' grammar was incorrect like; That's start when... Correct: That's started when...		☀	
	The students pronunciation were not clear enough			☀

Source: Adapted from Ur "A Course in Language Teaching, Practice and Theory" (1996)^[8]

A. Vocabulary

On focusing vocabulary, students found it difficult to speak English that was caused by lack of vocabulary and mastery over it. This statement is supported by Hetrakul (1995) who states that in speaking English, students need to master a lot of vocabulary, because by mastering many words, they would study way of speaking easily.^[9] He also adds that speaking in English does mostly and only within the classroom and it does not happen outside, which tends to be the reason for students to remember and mastery the vocabulary. Students were found to speak in a lower tone or in a feeble voice covering their uncertainty of vocabulary which made their utterance imprecise. Mastering vocabulary is essential for speech, their current knowledge on pronunciation reasoned for their uncertainty and poor poise. This made the students feel timid, hence they happened to

speak in a feeble tone and inappropriate pronunciation too.

B. Grammar

Reading through difficulties, utilization of grammar is much difficult for the students in speaking English. They were not able to distinguish between tenses and its purposes. Creating a good structured sentence along with right tense was a peeve activity for the students. This made them break down in optimism to speak in English. The consistent errors done by them were, using same tense instead of making different tenses as required. Like, using present-tense in a sentence where it had to be past-tense or past-tense to present-tense. In addition they were using erroneous word, such as, use of words like gender, singular, plural words; He / She, Her / His, mouse / mice, Media /Medium. This was stated and borneby Fitikides (1961)on difficulties about grammar mistakes that ESL students do in English speaking and while writing.^[10]

C. Pronunciation

The next analysis was done on pronunciation, which was one of the complexities the students had during their speaking practices. Though the student belong to higher secondary and been taught English for several years, they still have inappropriate pronunciation in their speaking. Pourhossein (2011) stateda broadstudyand advocatedasESL students who started to be trainedin Englishwould have severe complexities in obtainingcomprehensible pronunciation. He adds that the complexity rise along with risingdistinctly with age. Thus the study evidently shows that the difficulties haveno proximity with the aptitude or height of education.^[11]

D. Result of study / discussion

After the researcher got the result of the discussion with the students with three hundred and fifteen students of grade eleven and twelve, the researcher found the data as follows:

Table 3.The discussion result

Sl. No.	Questions	Responses			Remark
		Yes	Some times	No	

1	Do you have difficulties in learning English vocabulary?	315	-	-	Inhibition
2	Do you have difficulties in using English vocabulary?	295	20	-	Inhibition
3	Are you confused with the spellings and sounds of English vocabulary?	308	7	-	Inhibition
4	Do you have difficulties in learning Grammar?	282	20	13	Inhibition
5	Do you have difficulties in using Grammar?	295	13	7	Inhibition
6	Have you understood about Grammar structure in speaking practical?	308	-	7	Non Inhibition
7	Have you understood about the basic essence of Grammar tenses like; time signals, etc.?	288	20	7	Non Inhibition
8	Are you confused with the practical use of Grammar in speaking?	308	7	-	Inhibition

9	Do you have difficulties in learning English Pronunciation?	314	1	-	Inhibition
10	Do you have difficulties in using English Pronunciation?	315	-	-	Inhibition
11	Have you learned about Consonants and Vowels pronunciation before?	314	-	1	Non Inhibition
12	Do you think that pronunciation is hard?	315	-	-	Inhibition
Total data		3645	94	41	

Source: Adapted from Ur "A Course in Language Teaching, Practice and Theory" (1996)

Taking the above table as substantiation, the researcher has found that the ESL students of grade eleven and twelve placed in Tamil medium students of rural Coimbatore still have high frequency of difficulties in acquiring English particularly for English Spoken.

Considering vocabulary, the students were having complexities in acquiring vocabulary. Students were perplexed about vocabulary in English being ESL students. Their rural exposure doesn't allow them to know or learn English vocabularies. It is also found that as they get to higher grades their sense to learn becomes difficult when they had to learn fresh vocabulary by fresh spellings. The ability to speak in English becomes a perplexed and creates anxiety among the rural Tamil medium students. It also has led a height of nervousness when it comes for writing and listening in English. The anxiety restricts the flow of language, which in turn affects the speaking ability such as, forgetfulness, stammering, etc. New vocabularies tantrums

rural Tamil medium students and makes it hard to comprehend the conversation stripe. Few students said that they had taken pains to acquire ten to fifteen vocabularies per week. Regrettably, their memory doesn't support them to remember and utilize the vocabulary they have learnt. Though the government has taken ICT as a tool to educate rural kids, being rural Tamil medium they have lesser exposure and lesser support in their province.

In Grammar, the proximity of difficulties was much higher for the students of rural Tamil medium. Two hundred and eighty two of three hundred and fifteen students have reported to have difficulty in acquiring English grammar. Few have reported to have part of the grammar to be difficult for them. A very few on the other hand had no problem with English grammar, but they had real time speaking and writing English. Hence most of the rural Tamil medium students have reported to have practical difficulty in utilizing grammar in writing and speaking. The most strenuous part of the English grammar was found to be 'tense'. Though during the research, most have reported that they have understood the basics of time signals, and hence forth, they still find it taxing while speaking English.

Pronunciation-considering the research aspect in pronunciation, almost all of the students in the analysis found to have had problem in pronunciation practice. The detailed analyses have found the cause for the trouble learning pronunciation was owing to some facets of pronunciation that incorporated the use of accents. The accents their teacher made or their friends spoke was different. Furthermore, problems were found in acquiring pronunciation in English was because of so many different accents of English as American or Australian or British accents and each accents has diverse intonation, sounds, rhythm, and speakers' tones.

The students of rural Tamil medium had their problem bigger in acquiring pronunciation in English as they use to speak Tamil more often within and off the classroom. During the research, the students informed on their acquisition of English consonants sounds and vowels sounds through ICT / AV, but forlornly, learning English pronunciation was still

so tough for the rural Tamil medium students. On the analyses and result above, the researcher could identify that the biggest rate of recurrence of difficulty was with students' pronunciation in English.

Based on the research analyses stated above, the researcher could find and conclude from the random sample of almost all rural Tamil medium students had difficulty in acquiring English vocabulary, grammar and pronunciation both in oral and written practice. Ur (1996) supported this conclusion by stating about inhibition in Speaking. The researcher adds that the difficulties of rural Tamil medium students faced in speaking were lesser vocabulary mastery, English grammar and pronunciation; hence forth they were afraid in committing mistakes.

III. CONCLUSION AND RECOMMENDATIONS

Based on finding and discussion, the researcher could present numerous conclusions on the difficulties that the rural Tamil medium students had in acquiring English speaking:

A. Students' low Vocabulary mastery

The rural province had not provided enough resource for the students to acquire and practice English speaking skills though they have interest in speaking better English. Most of the rural Tamil medium students didn't have the opportunity to master vocabularies in English, which could help build conversations in English. They were provided enough support from both teachers and government by introducing Information and Communication Technology (ICT) in schools in the Rashtriya Madhyamik Shiksha Abhiyan (RMSA). Furthermore, social backslaps like economy and self persistent practice which were restrained for these students from acquiring and utilizing or mastering English vocabulary could be enumerated through the RMSA and similar modules.

B. Low Pronunciation practice

Students were often confused with the pronunciation due to various factors which were discussed above. These factors could be overcome by the strategically defined module such as pronunciation practice through various activities. These

activities will develop the confidence and controllable modulations of English vocabulary. The AVs through ICT in a MHRD supported smart classrooms could enable rural Tamil medium students' to witness the native accents than the confused non-native speaker – teachers and peer group – would provide strong acquisition for English pronunciation. These technologies could also provide space for individuals to record and listen to perfect their accent gradually using proper stress and intonations.

C. Grammar

The MHRD has granted or developed e-content, which has been termed as e-pathsala – learning on the go. This specific plan has a purpose to enrich the rural students' knowledge through electronic media. Also, this app has e-Text books, supplementary books, event column and other e-resources. The national achievement survey is the health check of the education system provided for the rural students, it tells what these students know and can do. Participating in the various programme and practices using the tools in the e-content, which could be used as referral tools would enrich the usage of perfect grammar or structures. The worse part i.e. confusion and dilemma could be stopped and confidence through practice and reference would help and benefit the rural Tamil medium students.

The following are few to which the digital India has contributed to promote education for rural students. The essence and the role of the National policy of Education (NPE), 1986/92 persists to be modifying the policies of education and provide opportunities to develop rural students to have easy education. It has implemented e-pathsala – app – learning on the go, RashtriyaAvishkarAbhiyan – a congregate framework which aims at nurturing young learners spirit and creativity, School GIS – a web-based school GIS app for identifying schools and its location across the country, Udaan – a special focus to develop and promote girl students enrollment ratio, National teacher platform – it is a state of art to build and host the Open Educational Resource (OER). And schemes like: SamagraShiksha, Mid-day meal, Infrastructure Development of Private Aided/unaided Minority Institutes (IDMI) has produced and will be supporting the development of rural student education and development of their knowledge in English through practices.

REFERENCES

- [1] MHRD – Department of School Education & Literacy, Ministry of Human Resource Development, Government of India.
- [2] Times Of India, Coimbatore. Mar 15, 2017.
- [3] Willis, J.A Framework for Task-Based Learning. Harlow: Longman.(1996)
- [4] Ur, Penny. A Course in Language Teaching: Practice and Theory. U.K.: Cambridge University Press.1996.
- [5] Hoge, AJ. Powerful English Speaking. USA: www.TheEffortlessEnglishClub.com. 2015.
- [6] Nation, I.S.P. Learning Vocabulary in Another Language. Cambridge: Cambridge University Press.2011.
- [7] Abbas PourhosseinGilakjani, A Study on the Situation of Pronunciation Instruction in

ESL/EFL Classrooms.Iran:Islamic Azad University. 2011.

- [8] Ur, Penny. A Course in Language Teaching: Practice and Theory. U.K.: Cambridge University Press.1996.
- [9] Hetrakul, Kavin. Students' Difficulties in Speaking English and How to Solve It.1995.
- [10] Fitikides, T.J. Common Mistakes in English with Exercises. England: Essex CM20 2JE. 1961.
- [11] Pourhosein, Abbas Gilakjani. A Study on the Situation of Pronunciation Instruction in ESL/EFL Classrooms.Macrothink Institute. 2011.

