

Teaching English as A Second Language For Learners In Rural Areas

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Abstract

English is considered as a people's aspiration for a quality education and it is a international language spoken in all parts of globe. English is demanded by everyone as a inevitable part of life. It is rich in Literature and it remains as a tool to human beings to explore their own views. This present article traces about the approaches that can be used to teach second language learner, learner's difficulties and teachers role in helping the pupil to overcome the difficulties.ELT considered as a vibrant and dynamic. English is the most widely distributed of all languages of the world. Every Educational system has an aim to uplift and to create changes in the pupil because English has become the universal demand and it is considered as a medium of communication among all the nations of the world. As it is considered as a official language it is demanded by everyone from initial stage itself.

INTRODUCTION:

Language is the basic ingredient of human activities from mundane to day-to-day life. The main purpose of teaching English to a second language learner is to make them able to communicate with other speakers of that language. The aim of it also includes improve other skills that is reading with understanding, writing grammatically correct sentences and listen to English with fair degree of accuracy, and to read with understanding. Each language has its own structure. The structure of the second language will be different in meaning. But when we learn second language we automatically try to apply first language experience. The place of mother tongue in second language learning has been the subject for many studies. But in the past it was held that mother tongue interfered in the learning of a second language. The acquisition of first language is different from acquisition of second language.

ROLE OF TEACHER:

Teacher has an important role in teaching the second language learner. According to Philip Sydney teaching is the end of all learning. The primary duty of the teacher is to make the learner to understand the views. In a teaching process two things play an essential role one is developing capacity of teacher and the other one is receiving capacity of the learner. If two processes coincide at the same time then the teaching learning process will be successful one. Teaching and learning process is like making sound by clapping. With the help of one hand one can't clap. Just like two hands which in necessary for clapping. Likewise without good teacher learning is meaningless.

Teacher uses various approaches for the second language learner cognitive approach which refers to mental activity including thinking, remembering, learning and using language. By this approach the mentor creates an opportunity to a learner to

think about it. In the procedural approach to language development the interaction between internal and external factors become much more central. Monitoring is also considered as an important role of a teacher in order to obtain a feedback from them.

APPROACHES IN SPOKEN LANGUAGE SKILLS:

Speaking Skills is also considered as important skill for second language learner. Pronunciation of words, rhythm, stress and intonation should be taught by the mentor. Phonetic symbols and theory of phonetics which is considered as a essential one for the learner. The two main approaches of spoken language are direct and indirect method. Direct approach in teaching conversation is that it focuses explicitly on the processes and strategies involved in casual conversation. Indirect approach means it is an approach of teaching conversation with conversational competence derives from engaging learners in controversial interaction. Through this approach second language learner acquires language through conversation. The problems faced by second language learners predominant one is lack of vocabulary to communicate, lack of confidence among the learners who deny speaking and ear creates a barriers for the second language learners.

Speaking skills can be enhanced by games and play activities like problem solving activity, information gap activities, grammar focused activities, Role plays, puzzles, brainstorm and dramatization were some of the activities for the second language learner to enrich ones speaking skills.

APPROACHES IN TEACHING LISTENING SKILLS:

Listening is not actually a passive skill. The mental process in listening indicates that the second language learner must exercise to comprehend meaning of it. The main component that the learner should have is that one should be able to distinguish phonemes and intonation. The approach in oral skills are conversational class which is related to conversation and is not much productive and interesting, second is topic based class refers to the classes where the learner remains as a silent Observer. There are three main kinds of listening material.

- Authentic listening material
- Recorded listening materials
- Live listening material

Authentic listening material is a speech which is recorded on real situation and provides learners with real life listening tasks. The language that the learner hears is natural and it is not artificial.

Recorded listening materials are listening inputs which have been specially scripted for teaching purposes. It allows the learner to concentrate on tone of voice and type of vocabulary. This learning exposes the learner to variety of voices and a range accents making realistic. It gives chance to the listeners to rehear it again by stopping in between. Live listening material is that much easier as the mentor herself speaks and instructs the pupil. So the pupil feels much comfortable to listen to it.

BLOCKS FACED IN LISTENING BY THE SECOND LANGUAGE LEARNER :

- Learner may find the language as a difficult one to understand as because authentic materials may too fast and rambling.
- In recorded listening material learner faces technical problems which are connected with it the audio cassettes may be of inferior quality.
- Lack of proper knowledge or prior knowledge about the topic also affects the process of listening and understanding it.
- Trying to listen to more conversation at a same time a barrier creates a barrier in listening.
- Mentors gestures can also create a barrier in listening.

Listening skills can be enhanced by learner by listening to various speeches in various audio-visual aids, to increase vocabulary so it may help the second language learner to comprehend the messages easier. It can also be improved by paying attention to it without scattering of thoughts. A measure to overcome the authentic material problem is to give learner notes and to undertake pre-listening task.

APPROACHES IN READING SKILLS:

Reading skill is also considered as important one among the learners of second language. It is not a general ability but it involves a complex set of skills and mental process which can be acquired through guided programs. Reading English is the most important skill in day-to-day survival of an individual. In Reading skill the speed of reading material and also grasping the contents plays an important role. There are different methods of oral reading one among them is Alphabetic method which means the teacher has to teach the alphabets one by one and then asking the pupil to read. This method is not much useful for learner. Second method is Phonic method is that the phonemes and the way of articulating sounds were taught to the pupil. This method is not much effective in silent reading but it is effective when the pupil reads aloud. Third method introduces sentence as a unit. Sentences are taught in full. Second language can be trained in the advanced skills of the reading which makes the learner facile one. Some of the other reading skills are scanning which is technique of fast reading. It is a way of reading to look for specific information in a text. This helps the second language learner to scan small advertisements in a Newspaper. Reading must be an active process skimming is also considered as one of the approach which is useful in reading skills. Skimming means gathering as much information as possible in a shortest time. Reading speed varies according to the content and purpose. It involves complex cognitive skills.

PROBLEMS OF SECOND LANGUAGE LEARNER IN READING:

There are many barriers which the Second language learner faces. One among them is learner fails to understand the original content of a text in a proper manner. Vision for reading also remains as a problem, lack of proper knowledge about a particular subject. Problems arise due to faulty reading techniques have been noticed among second or foreign language learner. They are sub-vocalization it refers to forming of sounds of the words while reading and even murmuring aloud. In case

of sub-vocalization one will tend to read word by word which slows down the process. Finger pointing is also another reading process which slows down the reading speed of a learner. Regressive eye movements that makes reading slower than the moment remains backwards towards the words instead of moving forward. The way to overcome the problems in reading is by having extensive reading habits and transforming information through images, graphs, and charts helps the reader to understand it and it makes pupil away from misconception.

APPROACHES IN WRITING SKILLS:

Writing is just like putting speech in the form of letters. It is also a collection and organization of ideas and experiences. Good writing skills are essential for effective communication. While writing be mindful of the fact that once something is in written form it cannot be taken back “Writing is a creative process where one discovers oneself and it is a process of reaching out for one’s thoughts and discovers oneself and it is a process of discovering them. Writing is as such a process of meaning making. The process of learning to write is a lifelong writing has its moments of ecstasy as well as agony. Writing is much more than a mere transcription of speech. Speech is natural and instinctive Harold Rosen says that “The writer is a lonely figure. He writes with one hand tied behind his back being robbed of gesture. He is robbed too of the tone of his voice. He is condemned to monologue there is no one to help out to fill the silences put words in this mouth or making encouraging noises” Among four skills writing is the more complex and difficult. It requires active vocabulary grammatical pattern and sentence structures. It demands the mastery of convention of writing like spelling and punctuation approaches. To teach a learner the writing is based on three approaches. Process writing is one among them in this pre-writing is considered as the first step where the teacher or a mentor who motivates the creativity of students to write and there is a much flow of ideas in this stage. Mentor can support the student to improve their ideas. Second step is the focusing on ideas. Students write without much attention accuracy of the work is that the teacher should focus on the content of the writing. Then the next step is evaluating that is organizing learner is guided by the mentor to edit their own work. Now the mentor can ask the students to interchange the notes for proof reading. Finally Feedback should be given to students.

Model based approach is that pupils are provided model passage. Teacher asks them to write. The learners analyses the passage and write parallel passage which is helpful for early learners. Interactive approach it creates a relaxed atmosphere among the classrooms. Learners learn the ideas from each other and work without a sense of inhibition. Through this process of interacting they acquire all four skills they listen and learn to write through speaking and reading. This approach is considered as an essential one among above approaches.

DIFFICULTY IN WRITING FOR SECOND LANGUAGE LEARNER:

Second language learner may not be completely aware of the grammar usage. Poor vocabulary creates difficulty among the pupil, careless errors improper planning, uneven spacing, many misspelled words sequential order problem, frequent capitalization, punctuation and trouble in generating ideas. These difficulties can be over some by getting well versed knowledge in all aspects of grammar and vocabulary.

CONCLUSION:

Teaching English in rural areas is considered as a difficult task. Pupil find it hard to understand regarding nature, way of speech, fluency etc. Hence in order to improve their skills that is LSRW skills. Practical classroom activities regarding development of skills should be included in the syllabus and the institutions should provide certain test in order to check proficiency of a pupil which can be monitored by mentors or by English language technical institutions. It is also necessary to consider LSRW skills as equal to academic studies by allotting certain time period to bring out better exposure among pupils.

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