CHALLENGES OF LEARNING ENGLISH AS A SECOND LANGUAGE IN SMALL CITIES AND RURAL AREAS OF MAHARASHTRA: A STUDY

Renjini T[1] & Dr. Shaifali Rachna Puri[2]

[1]Research Scholar, Himalayan University, Flat.No.2, Samrudhi Sankalp, Beside Podar School, Tamjainagar, Satara, Maharashtra – 415002, India

[2]Research Supervisor, Department of English and Education, Himalayan University, Itanagar, India

ABTRACT

The teaching of English as a second language within the classroom could be a challenge in India, notably in small cities, tier 2 cities and rural areas. This paper focuses on the issues faced by lecturers in teaching English at the higher primary level in Satara district of Maharashtra state, India. Drawing from the experiences of lecturers, the paper appearance at ways that to beat the challenges. It additionally explores the impact of this downside on students and what lecturers have confidence it.

The teaching challenges within the room will be overcome by bound methods that area unit helpful in teaching language. A preliminary survey of lecturers reveals that the teaching of language wants time and structured steering. The paper additionally appearance at the teachers' role, teaching ways and also the varieties of techniques and resources they use. Lack of decent coaching associated lack of fluency is an obstacle determined among lecturers, particularly during a settlement like Satara, wherever this study relies. Considerably, the issues mirror the bottom situation in alternative little cities, tier 2 cities and rural components across the country where English is used as a second language. The model of on-line categories necessitated within the wake of the continuing COVID-19 pandemic has exposed lecturers to the challenges of adapting to new technology, additionally to limitations of resources, facilities, time, and information of the most recent teaching ways. These area unit challenges that college authorities and education departments ought to address to make sure higher learning outcomes. This successively needs application of specific methods and procedures, understanding students' learning capacities in their given atmosphere, and making certain optimum use of obtainable resources. This study evaluates responses of a target population of English lecturers in state board faculties in Satara.

KEYWORDS: *English Teaching, Language Proficiency, Teaching Ways, Strategies*

INTRODUCTION

English may be a progressive language as a result of it's been subjected to vary within the past and is progressing within the gift. It is the thought of a living language because it is employed wide and perpetually evolving. Within the teaching-learning of English, the teacher's language ought to change to the requirements of the learners.

In India, we have a tendency that we cannot expect a verbalizer to show English. As there square measure an oversized range of colleges and lack of lecturers, English is usually educated by non-native lecturers. Even the proficiency

of country lecturers isn't uniform. It varies in metros, tiny cities, and rural areas, so making inequality within the education system and therefore the learning outcomes of learners.

English has shifted from being a third or foreign language to a 'common second language'. Even if there are changes in the education policy from time to time, they need to be principally cosmetic. The fundamental structure of the system has remained an equivalent. If something, it has created lecturers 'qualified clerks'. In an education policy that aims at promoting tongue primarily based multi-lingualism, it might be an uphill task to make sure the place of English as a language of freedom and, considerably, convenience.

OBJECTIVES

- To give the fundamental language skills like listening, speaking, reading and writing

- To facilitate the learners develop command of English effectively for daily usage.

- To develop the learners' intellectual and career skills.

- To enhance higher artistic ability and confidence within the use of English.

METHODOLOGY

Qualitative analysis with phenomenological approach was used to clarify the challenges featured by lecturers in teaching English. The phenomenological inquiry is to know the individuals' lived expertise during a specific development and to deeply explore and interpret the meanings from participants' words, descriptions and views on the development (Creswell, 2013).

In terms of sampling, the purposive sampling methodology was accustomed choose the participants within the study. Initially the investigator planned to involve lecturers of varied faculties from different schools in Satara. However the pandemic scenario doesn't allow lecturers in faculties for the study. When discussions with some lecturers, solely four respondents from 2 English medium faculties were willing to participate during this study.

A semi-structured interview controlled by the interview protocol was accustomed to collect knowledge and find an insight on the subject. The interview was done singly for regarding 15-20 minutes with every of the four English lecturers. All of them selected to talk in English throughout the interview. The investigator discovered the sentence structures of the respondents and analysed the interview knowledge. To avoid knowledge mistaking within the final report, the investigator verified the information through member checking. During this regard, the interview transcriptions were came back to any or all the respondents so as to induce their feedback and comments.

Main Themes about the Problems of Learning English in the Discussion

- **Completion of the Curriculum**

Sub Themes: No importance is given to LSRW; No explanation about subject verb agreement.

- **Lack of Adequate Interaction with Learners**

Sub Themes: Lack of your time to convey basic and extra inputs to learners; little or no communication with learners within the target language.

- **Lack of Facilities**

Sub Themes: Lack of facilities like language research lab, activities for learners, and alternative resources

- **Completely Different Levels of Learners**

Sub Themes: Low, middle and high levels of understanding of learners

- **Paper Work Related to School Records**

Sub Themes: a lot of importance given to keeping records, files, registers, etc., than teaching

- **Education System Generally**

Sub Themes: lack of proper management and assistant teachers to assist.

FINDINGS

- **Completion of Syllabus:** In faculties, English is schooled a lot of as a 'subject' than as a language, despite the actual fact that language skills for sensible use would be essential for learners in their future. The instructors are harassed to hurry through the programme for unit tests and also the final. There is terribly time for academicians to specialise in LSRW, or to boost the students' data of basic descriptive linguistics and syntax.

- **Lack of Communication:** The more the instructors converse with the students, the more skills will develop in the learners. The improvement of learners depends upon the communication skills developed during school time. However, there's little communication between academics and learners within the target language. The teaching of textbooks doesn't sufficiently give scope for developing the learners' LSRW skills. Therefore, learners ought to lean chance in teams, pairs and severally to participate in activities like one-act plays, debates, speeches and additionally in assembly conferences to develop their English speaking skills and boost their confidence. Library hours will encourage students to develop the reading habit.

- **Lack of Facilities:** Infrastructural facilities are a key component within the method of teaching-learning of language. Limitations during this regard hamper the effectiveness of teaching. Facilities like language science lab, activities for college kids and varied resources are required for the effective teaching of a second or third language like English. The executive department and faculty management should guarantee higher teaching facilities for academics.

- **Different Levels of Learners:** The understanding levels of scholars vary. Some learners have high grasping capability, whereas others lack it. Therefore it's a significant challenge for the teacher to use a 'one size fits all' method for all students in a very single schoolroom. If students are helped per their grasping skills, it will not only generate interest in them, but also additionally encourage creative thinking and facilitate retention.

- **School Related Paper Work:** Teachers are usually burdened with lot of paper work, as it gives a lot of importance to keep records, files and registers. This leaves them with depleted time to specialise in the differential desires of learners.

- **School Education System:** The exam-oriented teaching education system is beset with elementary flaws that haven't been addressed and corrected over the years. In terms of teaching content, amount is given importance over quality. The parents and teachers are happy if the students clear the exam with high percentage or grade even if they are not capable to handle the language with better understanding or read it /speak it well. Resistance to alter among educators and conservative people may be an issue that forestalls innovation and introduction of best and latest practices in pedagogy and learning. The concept and importance of assistant academics in faculties is neither recognised, nor experienced.

- The interview was conducted to induce a deeper understanding of the issues of learning English.

- A major question of the analysis is: "What are the challenges faced by learners in learning English?"

- Respondents gave varied answers. "We are not given proper time for communication with the instructors". (R1)

- "There is not any time to create students perceive the importance of LSRW." (R2)

- The most significant side within the teaching-learning of English knows the thought and importance of LSRW.

- Another challenge is with relation to the "the level of understanding of scholars within the classroom". (R3)

- In a schoolroom, the students' ability to grasp varies; this is often a challenge for many academics.

- Teachers say "there are ample paper work related to school that affects interaction with students". (R4)

- "Sufficient facilities aren't provided for the teaching of a language like English, for e.g., language lab". (R1)

- "School education system doesn't guarantee 'effective' teaching of English within the schoolroom." English teaching is completed even as a formality. (R2) Teachers are trapped in different mundane tasks. Students pass the exams with high marks or high grades while not truly learning the language. Developing sensible skills of language use isn't given due importance.

- Teachers are restricted by having to "use the textbooks provided by the school for teaching, and not different resources". (R3) Students should be supplied with materials like magazine articles, newspaper clippings and audio-visuals within the schoolroom. Home culture may be used as a particular reference during which learners develop a casual understanding of the target culture. (Singhal, 2014).

- "There aren't any strict rules for the youngsters in faculties." (R4)

- In the absence of facilities, the academics notice it tough to make sure language outcomes that will be helpful for college kids in their lives.

CONCLUSIONS

The challenges featured by instructors in teaching English are too several to be mentioned in one paper. However, reading of connected literature, additionally to field analysis, makes it clear that the purpose of teaching a language is defeated by the issues featured by academics. These may be addressed with applicable policy interventions at the extent of the government, the education departments, and additionally the school management. Ceaseless analysis, coordinating assessment and outcome-based appraisal are vital. Teachers ought to pay a lot of attention to upgrading

their skills and creating learners simpler and assured in use of the target language. Special coaching for academics on effective and latest ways of teaching English can go an extended means in making certain that the aim of language education is achieved.

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