

Teaching English Language and Grammar in Rural Areas

*¹ Mohammed Sattar

*¹ Assistant Professor, Department of English, HPPC. Govt. First Grade College, Challakere, Chitradurga, Karnataka, India.

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Abstract

English is a window on the world to open the knowledge. In addition to that the teaching English Language and grammar in rural area is an innovative task of the teachers at the degree level and below the standards. Let us discuss a little bit about the history of English and advent of English in India. In the history of English in India, we find that English has dominated the teaching-learning program from the beginning. English is a language that is borrowed from six thousand miles away and it belongs to an entirely different nation. English is not only a national language of the Englishmen, it is an international language. It may be called the language of the world civilization. Its richness, its flexibility, its elegance, its dignity seems to have made it universally popular. Because of that it is a diplomatic language. But when it becomes diplomatic language in India, then diplomatic people wanted to open English schools and colleges in India. Especially, a foreign language, is its grammar because it is only grammar that can lead one to write or speak a language correctly.

*Corresponding Author

Mohammed Sattar

Assistance Professor, Department of English, H.P.P.C. Govt. First Grade College, Challakere, Chitradurga, Karnataka, India.

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Introduction

The teaching English Language and grammar in rural area is an innovative task of the teachers at the degree level and below the standards. Let us discuss a little bit about the history of English and advent of English in India. In the history of English in India, we find that English has dominated the teaching-learning program from the beginning. English is a language that is borrowed from six thousand miles away and it belongs to an entirely different nation. English is not only a national language of the Englishmen, it is an international language. It may be called the language of the world civilization. Its richness, its flexibility, its elegance, its dignity seem to have made it universally popular. Because of it is a diplomatic language. But when it becomes diplomatic language in India then diplomatic people wanted to open English schools and colleges in India.

The history of English language and Grammar in India started with the advent of East Indian Company in India it all started summers of 1608. In 1779 that the English newspaper named Hickey's 'Bengal Gazette' was published in India. And as the Charter act of 1793 the rajas of Tanjore and Marwar had agreed to open English medium schools as early as 1795.

After that an eminent scholar Raja Ram Mohan Ray wrote to Lord Amherst against the Sanskrit system education and recommended the use of English in India in 1823. And then we have read Macaulay's minute of 1835. For that minute Lord William Bentinck's concurrence to Macaulay's minute of Indian education is indeed memorable in the history of India laid the foundation stone to English education. After Indian independence English is an official language of India and is widely used in both spoken and literary contexts. It means we have accepted English as a spoken language and follow to study English language, grammar and literature in India. English literature in those periods natives were represented by the likes of Rabindranath Tagore and Sarojini Naidu. In fact Tagore's 'Gitanjali' bagged Nobel Prize for literature in the year 1913. Though English language and grammar is not our tongue but it is a foreign tongue.

So the most important element in the teaching of a language, especially a foreign language, is its grammar because it is only grammar that can lead one to write or speak a language correctly. It is not enough simply to know the words of a new language-the words by themselves do not mean much until they are fitted together to form sentences and it is only

grammar that shows how to do this. Unfortunately, not much attention is paid to the teaching English of English grammar in most schools and colleges with the result that even grown-up children write and speak English in a very Aludicrous and shoddy manner. The teaching of English must begin with the simultaneous teaching of English grammar at the schools and up to the U G Levels. But this method is not good for P G level of teaching. Because of that I would like to remember and to quote professor C D N sir statement. It is like this 'Do you want Ivory or Dung from an elephant'? While we discussed with him and he extended and said that 'Grammar is like a tail of an elephant and language and literature is like ivory of the elephant'. If you want to learn grammar, you only catch the dung. And he used the word 'Usage' instead of grammar while he was speaking and discussing with us. Because of he said it is not grammar but it is a 'garmer' of the head.

Anyhow, Language and Grammar are the two faces of a coin. We would not neglect both the faces. Because of language is also important and grammar also important. If we put a question to ourselves 'What is language and grammar'? For the question, Language is systematic study of letters, sounds, words, phrases, clauses and sentence. And Grammar is a systematic study and arrangement of words in to a meaning full sentence. It means 'right word is in the right order'. As per my knowledge now itself I am innovating the methods of teaching to the students to the concerned topic of language and Grammar at the college level and school, especially in the rural areas. Because of I am working in the Govt. first grade college in rural area well as the border area of Karnataka and Andhrapradesh. Why I would like to mention my college geography here. Because of my college students are speaking 'tri-languages' mainly, Kannada, Telugu and English. It is the problems of vernacular impact over English in teaching as well as learning. In addition to that there are two types of learners, 'Slow learner' and 'Fast learner' in the classes. So, 'Teaching English Language and grammar in rural areas' becomes inevitable to us to confront the issue. And we try to teach them every year and every semester's academic year. But it is a multi-milliner question to the rural areas college teachers at UG level and even below the standards. Because of that we have definitely these questions in our mind. They are the questions of 'How do we teach'? 'Whom do we teach'? 'What do we teach'? What type of English do we teach to them in the class room'? So we have to take many discourses in the teaching side. We the teachers not only teaching the texts to attend the examinations but also we have to teach students the competitive English language and Grammar to compete for the jobs at various levels in this modern situation. So we the teachers turn and twist their minds towards English and its usages. Therefore we have to have empowerment ourselves first to adopt and to teach the 'Situational method of teaching in English language and grammar' in present day's class room to make their brain into brainstorm towards competition and for competitive exams. English language is not like a dress but it like our skin. Because of a dress is wore and removed but skin is not a removable thing from our body. For example Nigerian Writer and a Nobel Prize winner Wole Soyinka opinion is like this, "Clothe does not make a man" in his novel 'The Interpreters'. Likewise being the teachers of English language and grammar we have to maintain like that strategies. Hence the teachers of English have a vital role to play in India and especially in rural areas. So, English is a window on the world. The study of English by Indian serves the purpose of a window. Just as

we can peep through the window and see what is happening outside and all around us. Today, the world is shrinking faster due to the technological advancement. There is an explosion of information in all the fields of education; English is the only means to this end of information. Though both the vernacular and the English medium education is available at school level but at the higher level of technical and professional education the medium of instruction is in English. So we have to teach the conveyable and comprehensible English at UG level in the rural areas. Likewise if we know the English language and grammar then we comprehend the world knowledge and matter within the four walls. Thus we find that English informs us about the advancement or progress having taken placed or taking place throughout the world. It may be the field of knowledge to human beings. English language and grammar is an integral part of our existence. We need English language and grammar for a variety of purposes of Communication, Knowledge, Job, Administration, trade and commerce. So we have to realize the value of English language and grammar to access our position in the world wide. Even now a day's China has paid much more attention to develop English language to get above mentioned aspects in it. Africa is also in the same situation to learn English language and grammar. Because of that what I have read in Chinua Achebe's 'Arrow of God' novel, in that novel Ezeulu the priest says to his son. That is "World is like a mask dancing. If you want to see the world you do not stay at one place". Here in this statement even Ezeulu advised to study English language to his son in the novel.

In Indian rural areas the aims of teaching English must be quite different from those which are considered necessary for an English student in the class rooms by the teachers. We have to teach the traditional skills of language and grammar to the learners. In addition to that we have to teach skills of 'Listening', 'Speaking', 'Reading' and 'Writing' to the learners (students) clearly. Because of that what Francis Bacon's statement in his essay 'of Studies' he says, 'Reading' maketh a full man; 'Conference' a ready man; and 'Writing' an exact man. Likewise I would like to say like this, 'Listening' makes a comprehension person; 'Speaking' makes a wise person; 'Reading' makes an intelligent person; and 'Writing' makes a successful person. So what we do to teach now to the students, we learn first. If a lamp is burnt first then it gives light to another lamp or thing. Because of a teacher should know what his task is and what he is trying to achieve by teaching English language and grammar in the class room. According to LAC Strong—"For us who speak in English, English is everything. English is what we say and what we think. English is our relationship to other people, our friendship, our truth and untruth, our character. English is not a subject, English is our life". So, teacher has to develop the practical command over English language and grammar, over the students and for that he has to acquire all teaching skills and techniques in his/her teaching. Strong says here his main aim of teaching of language and grammar it should be to help students to acquire practical command over English. So that it may be useful to them in everyday life. Practical command over English means that Indian students should be able to read, speak, write and understand English language and grammar. They learn the languages for the purpose of utility. In other words, they should acquire a command over it for practical purposes. This means the English should be taught as a language and grammar, not as literature. It has been said by Thompson and Wyatt: "To aim at Literature is to miss the

way to language. To aim at language is to pave the way to Literature". This obviously means that Literature should be excluded from the language curriculum. But in UG level also we have to teach language as well as grammar in the class room.

From then to now Indian teachers have been facing the problems of teaching English language and grammar in India especially in rural areas. So, the teachers have a responsibility of not only imparting knowledge to the students but also of instilling in them proper values and principles. They often become the role model for the young teachers and students. Society has indeed entrusted them with great responsibility. Only trained teachers can ensure the proper development of the students entrusted them. A teacher becomes an expert in the job only after years of training and experience. A teacher has to face many challenges and performs many tasks in classroom and at the rural areas colleges. Before going to teach, teachers of English have known minimum fundamentals in teaching. These points must be followed by a teacher if he wants to teach successfully in the rural areas class rooms. They are, 'Introduce the concept and tempt to tell students', 'Teach through the senses', 'Proceed from observation to reasoning', 'Tell the students as little as possible and lead him to tell you as much as possible', 'Let the Pupil learn by doing', 'Start from what the students know and go on to what he does not know', 'Teach the thing subject to object', 'Make the lesson interesting and attractive', 'Encourage self-learning', 'Make to follow the subject', 'Make the questions to the students and inspire them to ask the questions freely in the class room'. 'A good teacher behaves friendly with the students'. So, the application of the above rules in teaching English language and grammar. In addition to that we have to have the good methods of introduction and explanation matter in the class room. We the teachers should have inspired the students to read and write the subject. But in the teaching field-teaching of any subject even becomes much effective and more systematic only when the teacher is fully aware of the aims and objectives. So we have to know minimum two things to teach the students in the class room of 'How to teach'? And 'What to teach'? It is very important that a teacher should know what his task is and what he is trying to achieve by teaching English language and grammar. A teacher without the knowledge and aims and objectives is like a ship which has no harbor to reach. Let us take practical experiment to learn English language and grammar. While we are teaching the students, the English language and grammar, we adopt the questioning and answering methods about the subject, verb and object in an effective manner.

1. While we are teaching prose pieces, let us making small and clear cut questions to the students to get answers from them. In addition to that let us take Ruskin Bond's title 'The Tiger in the Tunnel'. Let us make or frame the questions on the title to get ideas on the title. For example,
 - a) 'What is in the Tunnel'? - Answer is The Tiger.
 - b) 'Where is the Tiger'? - Answer in the Tunnel.
2. So likewise, 'Once upon a time I went into a forest. There I saw a tiger in the forest. It was very ferocious'...When did I go to a forest? - Once upon a time. Who went to a forest? - I what did I do there? - Saw. What did I see in the forest? - A Tiger. How is it? - Ferocious.
3. Let us see some sentences to make the question and answer method of teaching language and grammar. For example, 1) I write two letters to my father. I wrote two

letters to my father yesterday. We have to make these possible questions to the students at time of teaching. They are, who write letters to my father? - (I) what do I do? - (write) how many letters do I write to my father? - (Two) what do I write to my father? - (letters) whom do I write letters? - To my father. For the 2) statement framing the question we have to make the past tense verb of 'do' - 'did'. Even we have to frame yes/no questions. For example 'Do I write letters to my father'? Likewise we can take many such type of sentences to teach practical language learning and its grammar in the class rooms.

In the effective manner we have to use Audio Visual and PPT presentations to show the structure of language and grammar and to listen some clips to the students at rural areas colleges to teach English and its grammar in the class room. In this way we the teachers of English do some attractions to inspire and motivate to listen, to read, to speak and to write to the students in the proper way. Because of what G.B. Shaw says in his essay 'Spoken English and Broken English'. The native speakers of English pronounce the two simplest and commonest words in any language are 'Yes' and 'No' in the different manners. But no two members of the committee pronounce them exactly alike. There is no "Perfect English" or "Correct English", there is presentable English which we call "Good English". So anyhow we try to speak conveying method of English language and grammar to the students in the class room.

To conclude, the discourse of teaching English language and grammar in rural areas, I would like to quote Tagore's view, 'Where the mind is without fear and the head is held high'.... 'Where words come out from the depth of truth', likewise who have free mind without fear of English and have the good training in it they can teach language and grammar in rural areas in the better and inspiring way. Finally I would like to say 'My dear learners let us make our country and class rooms awake with English language and grammar in all areas'.

Conclusion

To conclude, the discourse of teaching English language and grammar in rural areas, I would like to quote Tagore's view, 'Where the mind is without fear and the head is held high'..... 'Where words come out from the depth of truth', likewise who have free mind without fear of English and have the good training in it they can teach language and grammar in rural areas in the better and inspiring way. Finally, I would like to say 'My dear learners let us make our country and class rooms awake with English language and grammar in all areas'.

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