
THE ENGLISH PRONUNCIATION PROBLEMS OF RURAL STUDENTS: REASONS AND REMEDIES

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Abstract:

English as a global language has a special demand in any profession now a days Speaking in English has become as essential requirement for any profession in 21st century. It is popularly known as a gate way to the great way. According to MNC's, proficiency in English is expected from prospecting graduates in any job interview. But unfortunately, Indian rural students are suffering from acute deficiency of speaking English professionally due to their location disadvantage. The paper tries to find out some practical reasons to the pronunciation deficiency among technical and non technical students of rural students of Andhra Pradesh. Based on the reasons, the paper also tries to suggest some practical remedies to overcome the problems of pronunciation in English in day to day life. Having done a mini survey among B. A and B.Tech students in rural located colleges, the paper is written and can provide some practical guidelines to the both teaching and students community.

Key words: pronunciation, inhibition, consonants sound, vowel sounds, accent, etc.

Some Challenges in the rural:

1. Different opinion among teaching fraternity:

The government of A.P is planning to implement English medium schools from elementary to high school. Even model schools which promotes English medium can be observed. As these English medium schools are emerging teachers and teaching associations oppose this view of government because they do not have clarity on the issues. There are umpteen queries with special reference to the establishment and place of English.

2. Lack of proper motivation among teaching community:

Lack of motivation factor is one of the major problems perhaps being neglected. Most of the teachers who work in private schools/colleges had not undergone any kind of training to teach the Language. Though some teachers were trained, they were trained along with some other subject so much so that they were likely to teach English any other subject. A serious attitude to improve standard of English, pronunciation has not set either in schools or in colleges.

3. Lack of proper understanding of aims and objectives of teaching English:

Most of the teachers of English schools /Colleges, teach English like any subject without understanding aims and objectives. Language teachers are not aware that English is to be taught as a skill rather than subject, lack of this awareness among teachers makes teaching ineffective. Further the Education system enables students to take English as an examination rather than concentrating on the proficiency in the Language. Further English Language teaching is made so dull and disappointing that Learners cannot understand why they are studying and learners do not have any love the Language.

4. Lack of proper guidance and observation:

There is no proper supervision and guidance of English language in schools and colleges. English teacher do not follow methods and techniques to English teaching. Language experts in the field to replace traditional methods with the new ones. English teachers don't update their skills for the development of Language. An English teacher should change his/her methodology keeping in view the global changing trends and linguistic needs of the learners, there were no particular programs organized by government, as it is not taken very seriously. Even the need to restructure the entire system of Language is not felt.

5. Lack of teaching materials:

Teaching L2 in a mixed group in a

class is quite a challenging task. Apart from teaching English with proper methodology, requires something more. Teaching English language needs good course content book, a teacher's guide/handbook, charts, pictures, audio-visual aids, Radio, T.V, cassettes, flow-charts, play cards, etc. English teachers unfortunately are not using these teaching aids because they are not provided by management and so teaching has become boredom.

6. Huge classes:

Presence of large classes has been one of the major problems India is facing since independence. In a heterogeneous class, it is impossible for a language teacher to concentrate on a student who is weak in English. Not much attention is given to the talented students. There is not enough of scope for proper intellectual growth and individual attention.

7. Lack of awareness towards language:

This is the biggest problem ever faced by all the English teachers. Students get very little exposure to English language outside the classroom because of lack of awareness towards language. So there is a certain limit to learn language and there is no practical command over the language.

8. Number of teaching hours are reduced

Number of hours allotted to teach English has been reduced drastically. Language lab hours are also reduced and more time is allotted to non-languages.

Suggestions:

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- 1) Policy makers should make plans that will favour the use of English language for teaching and learning in our secondary schools.
 - 2) The realization and acknowledgement of correct spoken language enhanced the spoken skill of the learners in multifold manner. Learners were more confident in speech and attempted to speak in English more often.
 - 3) For better understanding of the subjects, resorting to mother tongue is no mistake. In other words, mother tongue makes students more comfortable and confident.
 - 4) Language production differs between users in numerous subtle and idiosyncratic ways. Every speaker processes reality in his/her own way, and the transmission of this reality is, in turn, bound by a degree of subjectivity.
 - 5) Writers may conceptualize the same idea but how that idea is communicated might differ depending on factors such as culture, social status, academic background, family education, mother tongue, genre, self-esteem, and so on.
 - 6) They should be conscious not only of the variations produced by their mother tongue, but also of the variations that they can come across when reading texts produced by writers with different linguistic backgrounds.
 - 7) Second language learners should be aware of the implications of communicating in an international language. They should be conscious not only of the variations produced by their mother tongue, but also of the variations that they can come across when reading texts produced by writers with different linguistic backgrounds.
 - 8) Students should be able to produce and understand international English and this fact implies that they should be conscious of language variations
 - 9) Number of hours allotted to teach English has been reduced drastically. Language lab hours are also reduced and more time is allotted to non-languages.
 - 10) Policy makers should make plans that will favour the use of English language for teaching and learning in our secondary schools.
 - 11) The realization and acknowledgement of correct spoken language enhanced the spoken skill of the learners in multifold manner. Learners were more confident in speech and attempted to talk in English more often.
 - 12) For better understanding of the subjects, resorting to mother tongue is no mistake. In other words, maternal language makes students easier and assured .
 - 13) Language production differs between users in numerous subtle and idiosyncratic ways. Every speaker processes reality in his/her own way, and therefore the transmission of this reality is, in turn, bound by a degree of subjectivity.
 - 14) Writers may conceptualize the same idea but how that idea is communicated might differ depending on factors such as culture, social status, Number of teaching hours are reduced

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- academic background, family education, mother tongue, genre, self-esteem, and so on.
- 15) They should be conscious not only of the variations produced by their maternal language , but also of the variations that they will encounter when reading texts produced by writers with different linguistic backgrounds.
- 16) Second language learners should be aware of the implications of communicating in an international language. They should be conscious not only of the variations produced by their mother tongue, but also of the variations that they can come across when reading texts produced by writers with different linguistic backgrounds.
- 17) Students should be able to produce and understand international English and this fact implies that they should be conscious of language variations
- 18) The content teacher should combine the CLIL activities with some language classes, as language assessment is essential in order to reinforce the students' language skills.
- 19) It was found that first language has interference in second language. A lot of things that cause interference were considered like the similarities and differences within the structures of two languages, background of the learner, proficiency of learners on second languages, and therefore the structures of consonant clusters in L1 and L2.
- 20) If there are similarities in L1 and L2 the learners have less problems in acquisition of L2 and fewer errors may occur in L2, but if there are no or little similarities of the structure of mother tongue and second language, learner is faced with tons of problems in L2 acquisition and it's tough for them to learn.
- 21) The structures of two languages are different, negative transfer occurs, and where the structures of two languages are similar, the positive transfer occurs and L1 facilitate the L2 acquisition.
- 22) Mother tongue influence (MTI) is that it kills our confidence. You as a speaker know you sound wrong and even funny. It makes you self conscious and requires hard work for a long time to get over.
- 23) The language proficiency of the students enrolled in CLIL classes should also be taken into account. If students do not feel confident when using a second language, this may cause a negative effect on language acquisition.
- 24) It is observed that speaking is one of the most important skills it needs to be polished by the people to be mastered by the people in speaking such as grammar competence, listening skill, vocabulary and pronunciation.
- 25) The basic logic which the technology developed, the progress of science and technology, emphasis on every individual human to understand and learn a foreign language in order to pay attention and communicate with all people of the world from different background and nationalities in the field of education, science and technology.
- 26) With overall finding of the assessment of the study in relation to the study of (Linguistics) the target

language in the environment of education, where the enhancement of vocabulary, expression is the most needed for accuracy and obtaining a high grades.

- 27) The traditional analysis of variation has focused on rhetoric and linguistic elements but we propose further criteria in any analysis of variation, which take into account their causes. Although discourses are socially

constructed, the influence of societal factors seems to be subtler in writing after the results shown in this study.

- 28) Nevertheless, it may be assumed that English undergoes change and is subjected to all kind of influences, nowadays not least due to its massive use in international communication.
- 29) Language variation undoubtedly questions the fixed characteristics of certain specific use of English.

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