



## Think India (Quarterly Journal)

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### Two-Day National seminar on "Artificial Intelligence, Multimedia and ICT in Teaching, Learning and Acquisition"

sponsored by

Indian Council of Social Science Research, New Delhi  
on 23rd and 24th September 2019 at Department of English,  
SRI S. Ramasamy Naidu Memorial College, Sattur, Tamilnadu, India



### English Language Teaching For Tribal Development In India

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#### ABSTRACT

India is multicultural country strives for imparting education for the learners of different religions, castes, languages and cultures. Indian classrooms are fine examples for it. Indian classroom is also made up of the learners of different religions, castes, languages. In India Teachers are an important role in teaching-learning activity to shape the learners where he is regarded as a Guru. Though English is a foreign linguistic communication in India its important is much more than any other languages spoken in India. Its because it's used in Educational field, It's a path of communicating in areas like business and professional. The impact of English language is high in Educational field and so for students. Though English language taught from elementary class in schools there is a need of English communication class at graduation level because lack of English knowledge. The present paper is the study of the problems of learning and teaching English to the Tribal people in India. In India the classrooms are full of learners of different religion, caste whose first language is not English.

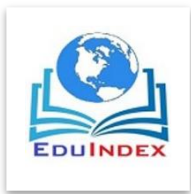
Key words: Indian, Tribal people, Learners, Teachers, English Language.

India, Where teaching profession is considered as a noble profession, English has an important value in curricula. Learning a language is a prime aim of education is any classroom of the world. Child, first language starts learning a language at his home only. His first language always may not say will be useful from the point of possessing the good qualities or excellence in his or her profession. In India, after the globalization concept introduced to the world, English is accepted as a language of profession. It has been studied in each and every field of study as ESP. But we have observed the huge gap among the learners from different regions in India. Learners from urban region than we may say master and speak excellent English as compare to the learners from rural villages. Villages where actually number of students require basic education, English is being neglected . It has only

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documentary importance in curricula. No actual attention is paid toward the learning of English language so that it is observed that comparatively learners from villages have less opportunities in employment as compare to urban learners and many of the times those learners are the issue of the fun for the society because of their weak English. No people can be island in the modern world. There is a necessity of English language teaching and learning so that the knowledge and communication can be extended to all.

Problem of Teaching English in Tribal people:

1. Psychological problem
2. Learning Methods
3. Use of Translation Method
4. Lack of Practice, Interest, Motivation
5. Accent in English
6. Malpractices in Exam
7. Crowded Classrooms

How to teach English?

Language learning capacity differs from individual in a broader sense language is not ink on paper or property modified sound waves. It is the entire world we see around as in our perspective and ones capacity to translate it to him/her and others meaningfully. Every one of us has different perspectives and hence different approaches. What this means is that we cannot have an inflexible teaching outcome should not be narrowed down to only one definition; every improvement regardless of its insignificance is significant and commendable. since learning capacity differs in individuals, it is important to customize our class according to the needs of the students.

1. Grammar Translation Method is one of the best and earliest method and also most practiced methods of English Language teaching. Though presently considered outdated in reference of modern methods, it is still useful and constantly applied in schools and colleges in India.
2. The Direct Method which is also known as natural and Psychological Method stresses on developing oral and listening skills of English than bookish grammar.

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3. Structural-Situational Method gives importance to language as a system of structurally related elements of Phonemes, Morphemes, Words structures and Sentence types to encode and decode the meaning.
4. Communicative Method does not aim at language as a set of linguistic items, but aims at developing communicative competence in the learners. It focuses on the meaning and functions rather than on the form of the language.
5. The Bilingual Method considers that second language can be learned with the help of learners mother tongue but it should not be used word translation as in Grammar Translation Method but as a means to achieve the communicative end.

**Students Response:**

Learners like graduate students when admit to their respective branches intentionally think about the science discipline and arts discipline gets marginalized. They think to learn science subject they English doesn't play an important role though they English doesn't play an important role though these subjects are in English language only. They just think the necessity of English only to get clear their subject regarding their science subjects they only think about mesmerizing the scientific words and concept. They don't care about grammar vice versa Arts discipline students have fear about English subject. They go for their native Language subject or humanities rather than selecting English subject as a special. Very less students think about English as a subject of livelihood.

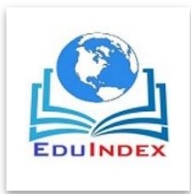
Learners who select English as their special subject are basically weak in communication. They don't think about getting fluency in English. Learners keep themselves apart from many of the languages improving activities. They don't easily and voluntarily participate in such activity. Even they avoid the daily task of reading newspaper, carrying a dictionary for enhancing the vocabulary. They select English subject not because of their passion but attraction and then as they don't remain with any option, think about getting passing marks in English subjects.

In order to improve communication in English learners should be in a flow of continuous speaking and writing. Learners should make some group of English speakers so as get the proper environment of improving fluency over English. They may take the help of

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new technology like TV, mobile or computer but they don't. Rather than listening English news channels, learner's in Indian villagers(rural India) are mostly interested in watching TV for entertainment purpose. Mostly learners make the use of computers and mobiles for social networking like chatting.

What is a student response? A student response in the classroom is not confined to come with one specific answer, definition, solution or objective. Student response class has a bigger objective than just learning grammar. A student centric classroom gives the student a lot of freedom to participate and learning by experiential methods rather than a learning that is based on lectures. Student centric class needs skilled teachers who themselves are liberated and not bound by tradition.

Teachers Attitude in classrooms:

Teachers who are the sources of knowledge in rural classrooms may not be fully blamed but somehow they are also responsible for the same. They themselves have melancholic attitude towards education system and learner's attending their classes. The rural education system is something different to explain as it's dirty with corruption and negligence. Teachers don't think positively towards the education system and its pillars like students. Once they get job, they don't look for improving excellence in profession or qualification. The mostly come to the classes, pick up the test whatever they have to teach and live the class once the contact hour get over. Usually they themselves are not involved in languages improving activities. They have the passive and melancholy attitude towards education system. Many of the teachers are unaware of present scenario and realm of English and literature.

Conclusion:

Language learning is a skill. It's more difficult to teach because language is taught by the use of language itself. Indian education system should consider such factors in teaching and learning English in Indian rural classroom context and try to overcome the same by employing new strategies in their day today teaching, then we can develop learning competence among Indian rural classrooms and make our education system more effective



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