

## **A Study On The Challenges In Teaching English In The Linguistic Minority Classrooms**

Dr. A.Padmashini,  
*Assistant Professor of English,*  
*Sri SRNM College,*  
*Sattur.*

### **Abstract**

Teaching English language is always a challenging one for the language teachers in the Linguistic Minority classrooms. English is not our native Language. Our nation is known for its pluralistic culture and heterogeneity in the language learning class rooms. In some parts of Tamil Nadu, there are many Telugu speaking communities. Their mother tongue is Telugu, since they have hailed from Andhra Pradesh. They are unable to write and read in Telugu, but they can speak colloquially in Telugu. The language Telugu is deeply influenced by the major regional language Tamil. The students who belong to that community face too much of hurdles in Speaking and Writing the global language English, since they originate from tri-lingual spoken system (Telugu, Tamil and Local Language). So this paper is planned to resolve the basic issues of the Telugu speaking community in learning the elite language English. Social Media has become an inevitable, intrinsic part of the ESL learners in the new era. The accretion of Social Media technologies has created a big impact among the learners, who interact with each other as a result of the upsurge of communities of learning that are associated by Collective Intelligence. This article purports to analyze the trans-lingual basic problems in the minority linguistic class rooms and trying to explore the methods and techniques to find solutions to the common issues of minority linguistic students.

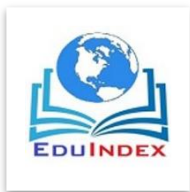
**Keywords:** Minority, Heterogeneity, Colloquial, Media, Intrinsic, Collective Intelligence and tri-Lingua.

English Language Teaching in India has attained a great challenge from the origination of the Language to till date. Language is known as the cradle of all civilizations and culture. English is not our native tongue. After the colonial rule, we have received the language in our country. India is a multi-linguistic nation. The language is insufficiently developed in most of the areas. Over the years, the English Language has won the 'International status'. Once English has become the global language, teaching English to the Minority ethnic and linguistic groups has been a tough challenge to the language teachers for many decades. Since, the global language has attained the colonial, imperialistic power, it ignites the same ideas among the learners and try to influence all languages. Pedagogical practices should be conducted on the mother tongue to enhance the initial stages of their learning communicative skills.

There are varieties of methods to teach the attractive language English. Different methods are suitable to different themes. This paper tries to trace out the ways to overcome the hurdles of tri-lingual spoken system based people.

### **Aims of the study**

1. To investigate and identify the basic barriers of the minority students using the case study method



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2. To evaluate the basic problems of the English language learning and creating the appropriate situation for the target group.

3. To enhance their English language proficiency new software would be introduced.

## **Methodology**

1. Audio-Lingual, 2. Learner software 3. Task-Based and Participatory Approaches.

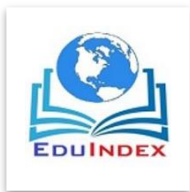
English Language teaching is a Herculean task for the teachers' community. Teaching the English language is not the easiest one for the rural background and socially downtrodden students' community. The institutions like linguistic minority institutions are well known for their struggles to emancipate the English language proficiency. Telugu speaking communities are popular in northern and south Tamilnadu. There are many educational institutions constructed for these Telugu speaking minority groups throughout Tamilnadu. One of the strong fences faced by these institutions is language inefficiency due to inadequate learning of the language to communicate and write properly to accomplish the goals of academic excellence.

Vocabulary would be focused more to improve the spoken structure of the learners than the other things. Interference of the local language, sometimes the dominance of vernacular language over the global language English is inevitable. So, the learners must be asked to focus more on flourishing vocabulary. The grammar part would be focused much to teach them correct English and structure of the speech and sentences. The role of grammar is inexplicable in teaching the correct tenses which must be reciprocally used in speaking and writing.

Pronunciation of the English language in English language teaching is different amidst the pluralistic, cultural, linguistic and regional people of our Indian nation. So special software would be used to emancipate the students' poor pronunciation skill. It would be good to create surplus opportunities among the students to speak and write in English to empower them universally. Tri-lingual system is the basic reason for poor communicative skills. The minority group's second language second language is Tamil. So, they are forced to practice three languages in their day today life. In which, they are not aware their mother tongue due to the migration from one state to the other regional language state. They can speak, but they are unable to read and write not only in English, but also in Tamil and Telugu. It shows their ambiguity over all the Indian languages. So, this paper focuses on how to emancipate the rural students by teaching the global language in an unique way. The number of minority institutions taken for this study i.e three institutions in the state of Tamilnadu. 1. Mannar Thirumalai Naicker College, Madurai 2. Sri SRNM College, Sattur, 3. G.T. Naidu College, Dindugal.

These institutions are popular Telugu Minority institutions in southern part of Tamilnadu. The research would be pursued among the students of these three institutions to excel and enrich their skills in English language teaching and learning. Evaluative method is the best method for teaching them exact methodology in the entire learning process.

As a first step, a new software would be installed in the academic campus to add an extra assistance in their learning. Many audio-visual aids would be used in the language lab to inculcate the



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language expertise. Students would be divided into peer groups for their effective learning purpose. Activity based classes would be practised for the easy learning process of the students. Making them to be more creative in language learning and to articulate the effective communicative skills of the students would be the ultimate aim of this study.

There are simple methods and techniques to solve the disputes of the learners, who do not come under the elite sphere. It is difficult for ESL and EFL learners to incorporate and follow the techniques and procedures adopted in English Language teaching and learning. There are some formal methods and there are also some informal procedures to manifest the learning process easy. Informal techniques are better than the formal methods.

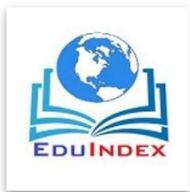
### **Sample Study**

A sample for this study would be collected from the other three institutions. The sample would be comprised of 100 students. The large group would be taken for the sample study is free from the gender disparity. The group would be divided into two. A questionnaire would be prepared which consists of two parts. Part one would be allocated to grab the ideas of the students on the English Language. The other would be to test the practical knowledge of the students' speaking skills that would be related with the context of the study which is also essential for this Linguistic ethnic group. The researcher must act as an observer throughout the study to interpret the ideas of the learner's community who belong to this trilingual minority group where they lack of effective communication skills in ELT. The observation part must be clear on the students aspect in teaching, learning process to make them empowered. The observation part on the teaching tools that should be used by the researcher must be measured properly to pursue the research confidently and successfully. The observation on the skill based activities in the class room would also be much important to evaluate the basic potentialities of the students. On the spot speaking test would be conducted among the students for nearly 30 minutes in the classroom.

The test would be divided into three divisions. First part of the test would be done to evaluate the students' understanding and speaking skills to know about their hobbies, family and some general things. Second part of the interview would be focused to improve the writing skills of the participants. They would be asked to listen some passages taken from the audio clips. Later, they would be asked to write on that. Third level test would be conducted by showing and making them visualise from the pictures. The learners would be emphasised to narrate a story orally and asked to submit the manuscript later. The responses of the students would be recorded using some technical, multi-media aids.

The response of the students would be analyzed and rated by two experts. The basic skills of the students would be estimated from their family background, their schooling and the other social background. The students would be asked to read English Newspapers, English journals, story books and listen the news bulletins and English songs gradually in order to get enrichment and proficiency in English Language.

These techniques would obviously transform the minority Telugu speaking community learners to acquire the most challenging skills to conquer the universe using the effective



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communicative skills in future. Using this study, the linguistic minority students would definitely create the situations and find their own space for enhancing and empowering the language English. Field work would bring the broader aspect for the learner's as well as researchers in ELT. This challenging task would be implemented for the emancipation of the linguistic minority students who hail from the rural background. Installation of the new software for inculcating the spoken efficiency of the learners' community would certainly bring a great change in the teaching and learning process of the English language.

In several developing countries with linguistic minorities, the colonial language is preferred for education. According to the Linguists view, the language and knowledge acquisition happens only after giving importance to the mother tongue. Similarly, these Linguistic minority institutions in India, pave way to support the mother tongue in order to develop the basic literacy skills of these community students. The learners from ethno-linguistic communities lack the linguistic skills, if they have been compared to a communicatively competent group in the official language. In a met shell, the mother tongue is helpful during the initial stages of literacy acquisition, but not in the cognitive growth of global, official language instructions. So, the Linguistic minority institutions must take a paradigm shift of converting their academic communities from gaining basic literacy level into highly competent based language acquisitioners to meet out the global challenges confidently.

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