



# INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

## The Learning approach and attitude towards English language among the rural student With special reference to students of standard 10<sup>th</sup> of village Kulharia

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**Abstract:** The very principle of equality entails that English should not remain associated only with the rich, elite, or upper-middle class. Even a rural child of the underprivileged has an equal right to gain a sufficiently good level of proficiency in it so that he [sic] should not suffer discrimination for lack of it. Improving literacy rates are indicative of the efforts state governments have made to improve education in Bihar which follows a 10+2 system, divided into elementary (primary: Standards 1–4 and upper primary: Standards 6–8), secondary (Standards 9–10) and senior secondary/intermediate, often referred to as 'Inter' (Standards 11–12). This research study aims at finding the attitude of rural student studying in government schools towards English language. This study aims at finding the approach of the learners about the English language. The sample here are the students studying in standard 10<sup>th</sup> in government school. The research area Kulharia comes under Bhojpur district of Bihar.

**Keywords:** English language, Bihar, Kulharia, rural, student, learning approach, government school.

### Introduction:

This research study aims at finding out the learning approach and attitude towards English language among the rural student. English as stated by Timothy J. Scrase “is not only important in getting a better job, it is everywhere in social interaction. If you can’t speak it then you are a nobody.” This view makes it clear that English occupies a place of prestige in our country. People belonging not only to a different language groups but also to the same speech community make use of English in their inter-personal communication. In big metropolis of India, it is really difficult to come across any educated person who can speak any Indian language well without avoiding the use of English words. Its importance is not just in how many people speak it but in what it is used for. It is the major language of trade and commerce, news and information in this world of globalization. It is the language of higher education and research, maritime communication, international air traffic control and it is used even for internal air traffic control in countries where it is not a native language. Thus it has attained the status of a global language in the ever changing economic context.

Amongst the vast majority of our respondents in Bihar there is a significant association between English and individual economic progress: English is widely seen as one of the most important keys to a better life. In this sense the view of English as an aspirational language in Bihar accords with research elsewhere and is prevalent even though, as we have seen from our review of key literature, high levels of education and relevant skills in the chosen field are as important as proficiency in English in gaining employment. As indicated above, older respondents are more likely to be sceptical of the value of English and it seems too that the more experience respondents have of contexts where English is likely to be found, whether this is employment (the Professionals group) or location (living in the state capital, Patna), the more sceptical they seem to become about its putative benefits. This suggests that experience with the language leads to the development of a more realistic view of the benefits that it can bring with respect to personal economic improvement.

The village Kulharia taken for the study is situated on the bank of river Son. The Village has all the means of transport and communication. It has railway station from one side and NH 30 from other side. The high school taken for the study is the Mano-Bajinath High School established a year after independence in 1948 is a government school. The school is co-education. It is secondary school where lowest class is 9<sup>th</sup> and highest is 10<sup>th</sup>. The student teacher ratio in the school 1:60, one teacher on sixty student. It has computer facility and rich library.

## **Review of literature:**

In a research paper titled “Mother tongue-based Multilingual Education in Bihar: A Practical Approach” by researcher Shilpy Raj states that The system of education in India, neglects the most powerful resource that a child comes to school with, that is, her mother tongue, and in the process fails to enable her to a life of choice; rather, it fails to develop the human resources and leads to cumulative disadvantages. Exclusion of mother tongues in education limits access to resources and perpetuates inequality by depriving language communities of linguistic human rights, democratic participation, identity, self- efficacy, and pride. In case of the disadvantaged groups in India, linguistic discrimination forms the core of their capability deprivation through educational and social neglect which contribute to their poverty in a vicious circle. It is necessary to realise that mother tongue in education is not a problem; it is the solution.

Linguistic and cultural discrimination, arising out of prevalent inequalities, is central to the relationship between illiteracy and educational failure, lack of freedom, capability deprivation and poverty. While education is the enabling factor for economic development, mother tongue is the enabling factor for access to quality education. Mismatch between home and school languages and neglect of mother tongues force the linguistic minority children in India into subtractive language learning in the form of submersion education in the dominant language and leads to poor educational achievement reinforcing inequality and leading to capability deprivation. Educational failure, at least partly due to the systematic exclusion of mother tongues, is clearly reflected in the economic under-development, and general poverty of the disadvantaged groups in India, which evidently is a complex multidimensional phenomenon.

The report of British Council (2016), titled “English in Education: Bihar State Profile” shows the statistical figures of entire teachers and children in their report. Some highlights included in ROL are; There remains a significant shortage of teachers in the state. It has been estimated that one third of teachers' posts are vacant, with primary schools operating with only half the required strength and upper primary schools 92even less. The number of single- teacher schools has increased slightly over the last three years to 7.6 per cent. In reality, less than half of primary school teachers are graduates and even at secondary level almost 20 per cent do not hold graduate qualifications. Between approximately 10 per cent and 20 per cent of teachers in different categories have only a secondary education. At secondary level more than 50 percent of teachers do not have a postgraduate qualification.

Bihar is also rather unusual in that, unlike in other states of the same size and importance, traditionally almost all employment in the service sector has been with the government – state or central, civil or military/police and the railways. There is a common perception that to perform duties in this sector (at lower levels, at least) no English is required, one possible reason for lower priority given to English by both schools and learners.

In other report of British Council (2016) titled “Social Attitudes Towards the English Language in Bihar” some findings were guidelines for the researcher in order to conduct this report. Some points suggested in the research report are as follows: This research study has provided considerable insights into social attitudes to English in Bihar in 2016. Conclusions to languages are inevitably multifaceted and, as Firth and Wagner (1997, 2007) commented some time ago, second language learners and users are socially situated beings with diverse needs, wants and identities. Attitudes to English must then be set within the social context of the communities of Bihar and wider India in all their diversity. Mohanty (2006) illustrates from his own experience that India is a multilingual society and English has a place in the linguistic mosaic of the country as a whole and individual states within it. It is not simply a question of the presence of English being thought of as a positive or a negative. In Bihar an intricate web of attitudes exists to the place of English in various domains. English, it seems, is largely perceived as a language for study and, by those not yet in the workforce, as one which would be required to gain employment. There was very limited concern about the impact of English on Indian society and traditions and, even where it did occur, it was counter-balanced by a perception of the instrumental value of English in economic terms for the individual and society as a whole. However, though there is evidence from other research studies that proficiency in English is associated with higher incomes, where this does occur the individuals also possess high skill levels and qualifications in their chosen fields.

## **Objectives of the study:**

- To find out the learning tendency of English Language among students
- To find what approach rural student have towards English Language
- To find the attitude of rural student towards learning

## **Research Methodology:**

To complete the research on “The Learning approach and attitude towards English language among the rural student: With special reference to students of standard 10<sup>th</sup> of village Kulharia” descriptive research design has been applied.

This research is a qualitative study.

The sampling done for the best outcome and result was purposive random sampling , with sample size of 11 student five girls and six boys of standard 10<sup>th</sup> . The study is based on primary data and tool used for data collection adopted is Interview method. The area of research is Mano-Bajjnath high School in Kulharia a village in Bhojpur district; it was selected through convenient sampling.

## **Findings and Data analysis:**

In response to several questions asked in order to fulfil the objectives of the research, the interviewees responded in following way:

R 1: This respondent is regular to school and only misses when there is a genuine reason such as family engagements or health related issues. Respondent finds English as one of the most important language in achieving high aims and success in life. This respondent wish to be fluent in English such as urban people and convent school students. But in the school even English is taught just for passing the examination. The respondent also believes they have better facilities in school for both boys and girls. The environment for studying in the village is very cooperative.

R 2: R2 finds that school is the place for learning and playing with friends. The respondent misses out school frequently due to household works but wish not to miss school. The respondent feels that they only study English because they have to pass the final exams. Respondent knows only English grammar but can't read or write good piece of work in English. Respondent is not very keen to learn English. There is only one high School in the village, which is little far from the house of the respondent, which is a difficult for her to reach school on regular basis.

R3: The respondent finds English language as key to success in life. Respondent feels like they (rural student) lack behind in life just because they are not English literate. This village has produced Governors, Judges and many more officials and great personalities but all of them might had done schooling from village but afterwards they had moved out in urban areas and foreign for higher education. The problem in learning English language is they had not received better elementary education in English. Leaving these aside the High school provides good quality education.

R4: The next respondent didn't find English Language education very important as, the respondent find higher education is possible in Hindi. Respondent has strong feelings for Hindi and advocates Hindi should be the national language and compulsory in all parts of India. The respondent aims high in life.

R5: this respondent finds that English Language in the present day is important not only for success in life but today everywhere English is in demand. Respondent feel the necessity of English while surfing internet, searching for things on internet etc. the respondent finds that the school should provide better English teachers and revised English syllabus from primary education to higher education in government schools. Respondent said that after studying from rural area they had to opt for English courses for getting the knowledge of English. Otherwise, the school is good and provide better education than other villages.

R6: the respondent finds education as key to success. the respondent favours English education is very important for overall development of an individual in the modern times. The school we are focussed only on English grammar that also is enough to pass high school. Other than, this all subjects are taught well. The environment is good for education

R7: seventh respondent of the research advocates for better education rather than emphasis on any specific language. A regular student to school hardly miss any class, has opinion that if an individual is educated well he/ she will surely get success in carrier. The success is not dependent on any language. Also finds that Kulharia High School is one of the best school in the area. The school is located on the main road it is convenient reaching to school.

R8: The respondent finds English language is important to get success in life. Respondent feels like they (rural student) lack behind in life just because they are not English educated. This village has produced Governors, Judges and many more officials and great personalities but all of them might had done schooling from village but afterwards they had moved out in urban areas and foreign for higher education. The problem in learning English language is they had not received better elementary education in English. Leaving these aside the High school provides good quality education.

R9: The next respondent find English Language education very important as, the respondent find higher education is possible only in Hindi. Respondent has strong feelings for Hindi but advocates for English also. Respondent had opinion that both Hindi and English should be made compulsory in all parts of India. The respondent aims high in life.

R10: The respondent misses out school frequently due to household works but wish not to miss school. The respondent feels that they only study English because they have to pass the final exams. Respondent knows only English grammar but can't read or write good piece of work in English. Respondent is not very keen to learn English. There is only one high School in the village that is little far from the house of the respondent, which is a difficult for her to reach school on regular basis.

R11: the respondent finds education as key to success. the respondent favours English education is very important for overall development of an individual in the modern times. In the school, we are focussed only on English grammar that also is enough to pass high school, but English literature misses. Other than, this all subjects are taught well. The environment is good for education.

**Findings of the study:**

- This study makes it clear that the rural students are very keen towards learning English language.
- It is also find that student have a very positive approach towards English language.
- Since they are happy with their school education and facilities but have one grievance that English language is not taught in proper manner as other subjects.

**Conclusion:**

After the data was analysed by the researcher, the found that rural student are keen to learn English language in the school but they somehow lack behind, as they are not getting proper English language education. It is the failure of the system school and government who is not able to provide rural students a good English language education.

This study finds that student have a very positive approach towards learning English language as they find this language as the key to success in life. They have good learning tendency but the drawback is that they don't have much basic learning in this language.

Therefore, to make the language appropriate among the rural student, good English language duration must be provided to the student so that when they reach in higher classes they should have hold on the language.

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