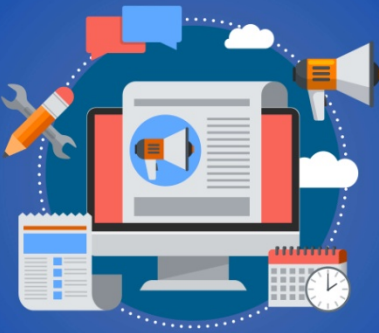


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English, Metalinguistic Issues: A Study of Rural Primary Schools

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Abstract:

The study has been conducted in the rural primary schools to analysis the present issues and dialectical problems faced by students. They are multilingual and have not the facility of pre primary classes in these institutions. They have been admitted directly in first class. They face different sort of problems by passing through different dialectical differences, by the teachers in the institutions, by the parents at their homes and also by environmental factors in locality. The students of primary classes cannot read the prescribed texts which are prepared by the Board of School Education and are taught through different medium of instruction because of multilingual society. The students have different mother tongues and are using languages like Pheri, Urdu, Kashmiri, Khah, Gujjari, Dogri, Hindi, English etc. When children admitted in these schools they at once have to follow teaching learning process in English dialect. Students not only face dialectical differences but unstructured and unsystematic syllabus. The study will focus on primary classes and an attempt to deal with the issues and problems faced by them in rural primary schools of the State of Jammu and Kashmir.

Keywords: Primary Classes, Differences, Multilingual, Current, Issues, Teaching, Urban and Rural.

Introduction

In most of the rural parts of India, learning teaching process is done in the vernacular languages. On the other hand, most of the competitive examination (higher education and employment) require English as a medium of instruction. (Roy, P 1)

English language was new and hard to speak and write among the rural literate people and they even did not know how to talk properly in this language. Time passed and the need for this language increased and gradually it became the language of masters and even the language of the servants. Everywhere in the world and in the country English is compulsory for all the classes and at all level it is taught at pre primary level, middle level, secondary level, in colleges and in all the universities all over the world. The study also involved the various cultures and social dialects because the area is multicultural and multilinguistic. People residing in these areas have different cultures and languages, they speak more than one language for example Kashmiri speaker can talk also in Urdu, Bhardwahi, Kistawari, Khah, Seeraji, Dogri or can speak Gujjari or Pheri dialect spoken in the area. Students admitted in the school have to learn English and have to come across to mix up with the different cultures and languages. So the study is taken to explore the problems, causes and reasons and there to give the solutions to all. The area of the study is vast in heterogenic cultures and languages; therefore it is tough challenge to teach the primary classes in the selected area for the research.

Objectives of the Study

- ✓ To know the problems of the teachers faced in the classroom.
- ✓ To find out the problems of the kids in these schools.
- ✓ To find out that how to improve the teaching learning process of English language in the rural schools.
- ✓ To find out the solution to the existing problems faced by the children and by the teachers in these institutions.

Problems in the Institutions

In rural schools children are unable to speak English language at primary, middle and secondary level. Primary level children cannot read and write fully, writing alphabets are common practice of these children. Primary level of students cannot utter spelling of words mentioned in the primary text book and cannot write the same. In this study the researcher has tried to find the quite relevant issues which are problematic for the primary

and middle level children in the rural schools. Following are problems discussed numbering wise.

1, Lack Pre primary Classes

The rural schools have no pre primary classes and they admit kids directly to first class. Kids admitted in the first class they don't know alphabet and cannot write them properly. There are no pre primary classes in governmental institutions in overall areas of the Chenab Valley.

2, Lack of Language Teacher and Staff

Lack of trained teachers in rural areas has become a reality. Teaching is a continuous process and the teachers in rural India are often debarred from attending workshops and seminars to acquaint themselves with new ways and methods. (Roy, P 2)

Rural schools have least infrastructure schools have lack of staff, separate classroom facility and language teacher. Teachers are there but the ratios of the students are high and the classes are more than the number of the staff in the schools. In primary school only one to two staff member are available and in the middle schools three to five staff member are available whereas a teacher has to teach at least thirteen to fourteen periods and the class time table is short duration. Staffs for preprimary classes need to be trained and in all these institutions the need of the time is to give proper training to the staff with regards to primary classes. So that the kids can learn basics of the language and maths at very grass root level and the future teaching learning process become easy and understandable.

3, Number of Dialects

In the Chenab Valley the people of all districts are multilingual and are multicultural. There are number of dialects and the people use mixture of languages and have mixture of cultures. They have great values and heritage. Language is what the culture of the people. Most of the speakers are Kashmiri and everybody use Urdu language and they can write and read this language. Dialects are like Urdu, Kashmiri, Dogri, Kistawari,

Bhadarwahi, Seeraji, Khah and Gujjari etc. number of dialects and their users are also one of the big reasons behind it.

4, Lack Exposure and Environment

This problem exists since the very beginning in India that the speakers cannot speak and are not getting right place to speak at the right time and how an environment could be created in order to address this problem. The environment is not good, shyness and hesitation is still on in such areas and the cultures of the people do not allow the students to overcome this big problem in the Indian society. People prefer to speak in their own language and the daily language is their local dialect they pay heed to their language and cultures and shy to use the English language.

5, Parental Ignorance and Responsibility

The unimportant and unacceptable sense of responsibility is common in the rural where parents are irresponsible and pretended to be ignorant about the need for the standard of education in the 21st first century. They are not making inquiry and are not asking their kids why, when and what teacher has taught to you in the school. The parents are more illiterate and less responsible.

6, Lack of Learning Systems like Spelling, Syllable and Drilling

In the governmental institutions no such learning systems have implemented and this resulted the sequential problems from the primary to the secondary level. Texts are available in long and mixed lesson, no proper and impressive chapters are framed based on the spelling drill and based on syllable drilling system.

7, Play Way Teaching and Learning Methods

In governmental institutions play way methods of teaching learning process is not available. Teachers get scanty of time for teaching classes in any school. More classes in one go means in one particular time period a teacher has to teach more than one class at a time.

8. Improper Guidance and Supervision

The students in the rural areas have not been given proper guidance and supervision. This is because of different factors like illiteracy rate, environment, exposure and value of education. Parents do not know how to guide their kids and children fail to understand the value of different subjects and streams. They do not have proper knowledge about the future of the kids which is largely depend on the option of the streams and choice of kids.

9. Imbalance Syllabus

This factor is playing major role in the life of a student because he/she cannot copout from this fallout of English language. Text books are provided in hassle and jumbled manner and having lengthy and futile exercise activities.

Solutions to the Problems

It can be understood that the primary students from rural schools are facing various types of problems while learning English language at primary level and later on it becomes late for them to establish comprehension about the value and feasibility of the English language for future. This study is intended to deliver comprehensive solutions in order to upgrade the understanding level of the kids so that they can read write and speak English language. It is need of the time to put the education system and the supportive organs of education at the very grass root level to implement all these prescribed consequential factors. These proved and solved factors can change the understanding level of the children in the rural and they can enjoy the school curriculum to some extent. Following are the points which are discussed in order to understand the problems of the students in the rural primary schools.

✓ Introduction of Pre Primary Classes with Teachers

Pre primary classes must be started in the rural primary schools and such schools should be provided with a language teacher. In such area only solution is to open schools with preprimary classes with teacher because there is no private school for less number and the condition of the people is not good. It has been nicely cited by Noam Chomsky that“a child of two year can learn much complex system of grammatical language”. It is duty of

a teacher to deliver his/her hundred % percent in order to train the little kids. Schools in such areas must be provided preprimary teacher.

✓ **English as Medium of Instruction with Language Teacher**

Language teacher must use English as a medium of instruction in the classroom. In the classroom teaching learning process of language subject must be in its original form so that children can grasp language bits. A language teacher must not use other dialects in the language classroom in order to improve English language skill and interest about usage of the language.

✓ **Implementation of Latest Learning Systems, Drilling Syllable and Syllable System**

In governmental institutions unsystematic and uninterested text books have been designed for the preprimary classes. Text books for preprimary classes must be designed in attractive manners having pictures and images in order to drag the attention of the students. Alphabets drilling, short syllables, drilling and drilling of word formation must be included in the text books of preprimary classes.

✓ **Implementation of Child Centered and Short Syllabus**

The present syllabus of these institutions is not up to the understanding level of the students and cannot play attractive role for the enhancement of teaching learning aptitude among the primary kids of the rural area. It is requirement of these student to shorten the syllabus and make it attractive to grab the interest of the students and paste with smart teaching learning materials in the text books.

✓ **Parental and Teacher Check up**

There is lack of parental and teacher checks up over the teaching learning activities of the students. parents are not making inquiry and are not asking about their class work done in the schools and home works given by the teaches. This factor must be inculcated among the parents so that primary students can be checked properly at home and teacher cannot check properly because of various classes at a time in the school. One teacher has

assigned more than one class in 30 to 40 minutes of class time period, he cannot do justice with students and how it is possible to give daily and proper check up over the class and home work of the students.

✓ **Maximum Allotment of Time for Pre Primary Classes with consistent Involvement and engagement of Children**

Maximum allotment and maximum involvement of the students need to be inculcated in these schools so that they can learn things easy and smartly. Consistency in both factors leads to the successful result of the teaching learning process of the school. Allotment of time must be kept maximum for the preprimary classes and make them to utilize for various activities while imparting them lesson. Their teaching learning process must be based on playful method of teaching so that they can teach basics of language with reading and writing ability.

✓ **Supervision and Responsibility of Head of the Institution and Parents**

There is lack of supervision and responsibility on part of the head of the institution. The head of the institution is not in capacity to take proper action with regards to supervise and responsibility of the school, staffs and student and of the society. It is duty of the head of the schools to manage and mould the social environment and the overall environment of the institution. The head of an institution can produce smart society, smart staffs, smart school, smart students and congenial environment of the institution. Proper utilization of time and management of teaching learning process is in the hand of the head of the school. He/she can create and can produce disciplined, elegant and intelligent staffs, and intellectual, brilliant, and smart students.

Critical Analysis of the Study

The most derailing and big factor is the multi dialects and multi languages which increases the metalinguistic issues in these schools. This problem is common with everybody whether for a language teacher, math teacher or science teacher and it is obvious on part of the students in the longer way they are the victim of this irony in the society. It takes them time to learn all these languages in order to come close to the

English Language. This study was intended to give new insight to the researcher about the multilingual society of the Chenab Valley which is valuable and intrinsic part of Jammu and Kashmir. It has been proved that such areas are still behind proper working aids and are lacking basic infrastructural facilities which are required for the developed society and the nation for its strength and progress. Problems apart from multilingual society, multicultural and multilanguages there are other things like lack of staffs, infrastructure, basic educational requirements, lack of basics amenities of life, transport facility, less values of education among the student and lack of proper knowledge about the purpose of education.

Methodology for the Study

The research methodology for the study was applied survey of primary and middle schools of the districts Ramban in the Chenab Valley in the State of Jammu and Kashmir. Six primary schools and six middle schools have been taken for survey. Teachers have given some questionnaires and some students have been given questions in order to identify the problems faced by them.

Primary Schools

1. Primary School Topen
2. Primary School Naikdar Gargarnag
3. Primary School Dhak Danmasta
4. Primary School Gujjar Basti Gugwani
5. Primary School Gujjar Basti Bohardar
6. Primary School Howri Bason

Middle Schools

1. Middle School Bohardar
2. Middle School Gurgarnag
3. Middle School Loru
4. Middle School Chanjloo
5. Middle School Chedoods

6. Middle School Barmuji

Results of the Study

In the result we can expect to improve the English language understanding among the students and the schools will not suffer if the government would implement child centered, play way methods and proper teaching learning systems and the three tier system work together to incorporate in the language teaching learning process. It will enable the students to read and write English language if worked out problems would be addressed. Problems have been highlighted in order to make solution for the benefit of teachers and for the students. English as medium of instruction and proper supervision and responsibility would work out for progress and improvement of the schools in the rural areas.

Conclusion

We can say that the present study will help the researchers and can give new insights into the problems of the rural students in order to solve and put forward solutions. The problems existing in the classroom and faced by the teachers while imparting English language teaching learning process in the rural areas in the districts of Chenab Valley. These problems faced by the teachers and by the admitted kids in the governmental institutions can be solved by implementing the above mentioned solutions. It can be understood that by implementing pre primary classes, language teachers, good infrastructure, and supervision of the head of the institutions and parental responsibility and daily check will help the total scenario of the society to improve English language understanding and teaching learning process in the rural primary and middle schools.

Recommendation

- This research paper was an attempt to cater the issues of English language in rural Middle and Primary schools of Chenab Valley in Jammu and Kashmir.
- These institutions must be provided preprimary classes with language teacher.
- Improvement of infrastructure and availability of staff.

- Design texts with short and lucid syllabus and implement of short syllable version text books for preprimary classes.
- The government must take notice and implement the above mentioned measure in order to eradicate the problems faced by the primary and middle level students in the rural primary schools.
- Rural primary schools are largely depending on governmental institutions so the education department has to take a step forward for the implementation of preprimary classes.
- Requirement of the strong action and implements of governmental plans and facilities for proper utilization by the hands established sections of the society.
- To manage and use proper check in order to remove lope holes exist in the system is responsibility of the government.
- Strong notice by the established sections of the government and private in order to provide facilities of the education system without discrimination on the bases of religion, caste, creed color or sex etc, and to reach at the grass root level.

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