

THE EFFECT OF SOCIAL FACTORS ON ENGLISH LANGUAGE USE IN TELANGANA SCHOOLS

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ABSTRACT

Traditionally, language and literacy have been viewed through a deficit lens – as a set of skills. Literacy and language need to be seen in use and be approached as a set of social practices. This takes the learning and teaching of literacy beyond a restricting range of skills, into the use of language and literacy across people's wider lives. Over the last decade and a half, there have been a growing number of publications which suggest a positive relationship between investment in learning English and English learned, as well as the quality of the learning experience. Also a number of researchers have conducted research on the affective and social factors which affect the learning of English in school domain. The English language learners of this Telangana state have been rigorously locked with their mother tongue because of socio –economic effects in their lives. In this paper mainly focuses on socio-economic factors and their effects on the English language learning in Telangana region. There are many methods emerged in the 21st century for teaching and learning of English language. Teaching English language becomes challenging for teachers at school education system in India. The present study focused on problems faced by the teachers in teaching English language in government schools in Telangana. The English language learners of this state have been rigorously locked with their mother tongue because of socio – economic effects in their lives. This paper mainly focuses on socio-economic circumstances and their effects on the English language learning in Telangana region.

Key words: English, literature, Telangna Schools, Socio – Economics.

1.0 INTRODUCTION

The learning of English speaking skill is a preference for a lot of English as a Foreign/Second Language (EFL/ESL) learners. Language learners sometimes evaluate their success in language learning based on how well they have improved in their spoken language ability. Teachers and textbooks use either direct approaches that concentrate on particular aspects of oral interaction such as turn-taking and topic management or indirect approaches which make situations for oral interaction by group work, task work, and other strategies. Persons need communication when they want to say something and transmit information. Speakers use

communication when they are going to inform someone about something. Speakers apply language according to their own goals. So speakers should be both listeners and speakers at the same time for the effective communication. Speaking is very important in second language learning. Despite its importance, speaking has been overlooked in schools and universities due to different reasons like emphasis on grammar and unfavorable teacher-student proportions. Speaking has been absent from testing because of the problem in assessing it objectively and the time it takes to carry out speaking tests . Speaking is a skill which is worthy of attention in both first and second language. Learning the speaking skill is the most important aspect of learning a second or foreign language and success is measured based on the ability to perform a conversation in the language . Speaking is one of the most important skills of all the four language skills because individuals who learn a language are referred to as the speakers of that language . The main aim of English language teaching is to give learners the ability to use English language effectively and correctly in communication. However, it seems that language learners are not able to communicate fluently and accurately because they do not have enough knowledge in this field. In spite of the efforts, the teaching of English as a foreign language in India has not been producing the expected results in high schools. This problem arises when students enter higher education with little or no knowledge about the language. As English Teachers and responsible for the training of future teachers, we feel the need to learn about the reasons that cause this problem. According to teachers, students, and environment are the core elements of a social process that should interact properly to achieve the desired results in the learning of the English language. On the other hand, states that “Quality teaching is achieved not only as a consequence of how good teachers teach but through creating context and work environments that can facilitate good teaching”. This means that teachers must be proficient in terms of language and methodology to create an appropriate environment by using tools, materials and technology for learning to take place. In Telangana schools, many English teachers who are currently working in educational institutions, have a low language proficiency level and very poor teaching skills, which do not allow them to successfully achieve the teaching goals. This data made evident the poor quality of English teaching in our country.

2.0 Literature Review:

Tulasi Nimmala, (2016) The English language learners, now, internationally have been increasing largely. There is a considerable need to enhance the teaching of English to English language learners of Andhra Pradesh state. English language teaching is very essential because of the global status of English. Since the state Andhra Pradesh has been bifurcated

and has become a new state, many companies are being attracted to the development of the state. In this regard, there is an essential need to improve the English language skills of the students who belong to the bifurcated Andhra Pradesh in promoting employment needs as well as the regional needs. The English language learners of this state have been rigorously locked with their mother tongue because of socio –economic effects in their lives. This paper mainly focuses on socio-economic circumstances and their effects on the English language learning in Andhra Pradesh region.

Farhath Unissa Begum, (2017) Reading is a fundamental life time skill and keystone for a child's achievement in school. This paper highlights the reading comprehension skills and ways of stimulating students' interest to reading comprehension. The study adopted schema theory as model. An important aspect of this study hinges on levels of education, teachers' requirement and criteria for employment of teachers in to public school in India.

Pablo Alejandro Quezada Sarmiento, (2017) This study demonstrates that the English language teaching process in Ecuadorian high schools is being affected by the teachers' low English proficiency level. In addition, the lack of training of some teachers' results in an incorrect use and selection of suitable activities that involve the use of didactic and technological teaching resources that help to teach the language in an e-society. Also, this lack of training does not allow them to use the target language in the classroom in a high percentage, which is an important aspect, since it is in class where students have the only opportunity to be in contact and produce the language. On the contrary, aspects such as lesson planning, learning management, students' needs and level and seating arrangement are being carefully handled by English teachers; thus, they do not represent a real problem in the Ecuadorian.

3.0 OBJECTIVES

1. To study the Importance of teaching English in Telangana State
2. To Understand the LSRW skills in the students of second language learning.
3. To Problems faced by the students while language learning.
4. To understand how social and economical aspects affect the students in learning English.
5. The importance of language learning in Telangana.

4.0 ENGLISH LANGUAGE IN TELANGANA SCHOOLS

In Telangana state, teaching English is the toughest task as most of the learners are from rural background. Due to that reason, they are unable to adapt the learning situation in English classroom. It is also difficult even to the teachers of English to make the learners learn language skills freely without any hindrance. Learning English, today, plays a crucial role in

our day to day lives. Earlier, students learn English not only as a language but also to score marks. But, now the government of Telangana has induced LSRW skills to meet the needs of the students not only to acquire the language skills but also for the Professional advancement. Because of this reason, a number of Private schools have been tremendously increased. Even the teachers are attracted towards such private schools for their monetary benefits, though they have no adequate qualification. Thus, the students are unable to enhance their language skills”.

Majority of the teachers still have challenges in methods of teaching English language in classroom. It is asserted that teachers were facing some issues such as severe workload, lack of teaching resources and more number of students in class. Other factors impeding teachers’ ability in schools are inaccessibility of Internet facility and English digital text books. Schools in rural community of Telangana state are confronting many challenges today. They are pressurized to improve student achievement in the face of falling enrollments, increasing budget arrears, and growing state and federal mandates.

5.0 SOCIOLOGICAL ASPECTS OF LEARNING OF ENGLISH LANGUAGE

Teaching English to students of non-native languages is our common interest. Our common goal is to help our students learn English, and this enthusiasm rests upon a number of presumptions. The most basic assumption is providing the opportunities for learning language. Many courses have led us to believe that language can be taught, by providing factors such as presentation, repetition and activity based learning. Our primary responsibility is to see whether this ESL program is efficient to learn English. There are some propositions for learners by teachers. The first one was, teachers encourage those learners who develop best in their own personal ways. The second one was about the social context in the classroom. “Learning alone”, might be attractive for some people but most people like to learn in a group environment because of the mutual support that the group can provide and also create more memorable learning opportunities for both the students and teachers enjoy spending time.

A good learning strategy is to ask questions about the things one doesn’t understand. So, the people with fear of public humiliation can improve to speak in public. There are certain factors inhibiting teachers and learners, why they don’t speak English in classroom. Some of the factors are discussed below.

- Lack of self-motivation for the teachers of English language. So that they are also unable to motivate the students in the classroom.
- The teachers require the strategies of teaching in the ESL classroom.

- Due to time constraints, the teachers of English language are unable to make an analysis on the language skills of the students.
- Universities provide the syllabus that has no proper tools to enhance the skills of the students. Hence, teachers also do not show any interest to make the students involve in the ESL activities.
- Since the students are strictly stucked with their native language from their childhood, they are unable to learn a second language.
- Students mostly interact with their friends and family only in their mother tongue.
- In Telangana state the medium of instruction in schools has been in their friends and family only in their native language. Because of this, they are unaware of learning the basic of the non-native language and unable to interact in English higher studies.

6.0 CONCLUSION

The socio-economic effects always affect the students learning environment and their attitude. Socio-economic aspects have to positively be enhanced. Only then the students can grow themselves socially, economically, educationally, and professionally. Student's performance in language learning also depends on economic conditions of the family. Because, there is a strong relationship is between economic factors and English language learning. Economic prosperity will ultimately enhance the performance level of a student (sometimes) towards learning. Student's performance in language learning also depends on economic conditions of the family. Because, there is a strong relationship is between economic factors and English language learning. Economic prosperity will ultimately enhance the performance level of a student (sometimes) towards learning. Statistics confessed that students with good economic background get good grades in English language classes as compare to the students, who are low in economic flow.

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