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# Effective Techniques of Teaching English in Tribal Schools Learners

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*This study briefly discusses the importance of English, English in Indian education, importance of active vocabulary in English, in the present context, importance of speaking skills in the current scenario, difference between rural and urban students in speaking skills. Then, it highlighted the aim of the study and moved to stating the research problem, research questions and assumptions of the study, relevance of the study and scope of the study.*

*The low literacy rate of Scheduled Tribes is a serious threat to Indian education. It is significant even in Telangana, which is newly established in recent times. The intensity of the problem is reflected by the SSC (Secondary School Certificate) examination results in Warangal district of Telangana State has scored the less pass percentage. The increase in the number of failures and drop outs in the schools of tribal areas of Warangal district is pointed out as major cause of the fall by educators and proponents of the State. The lack of proficiency in English language is identified as a major obstacle to the education of Schedule Tribe English learners. The fear in learning English and teaching method of English develops a negative attitude in learners towards learning*

*the English language. The fear of learning a foreign language is one of the factors to stop their education because English language is a criteria rather than an option at higher level. It is clear that tribal learners are not motivated well. They have adjustment problems with school curriculum and teaching of English language. Though the Government can provide grants and scholarships for the betterment of learners, the responsibility of their educational development are ultimately in the hands of teachers. Hence, the investigator has undertaken the research study on “Effective Techniques of Teaching English in Tribal Schools of Warangal District – A Study”.*

**Objectives:** The study will aim to attend the following objectives: (a) To study the educational backwardness of tribal learners with special reference to English language in Warangal District of Telangana state, (b) To analyze the causes of backwardness in the study area and (c) To understand the English language learning problems of tribal learners.

**Hypotheses of the Study:** Based on the research questions, the following assumptions are made. It is assumed that (a) Learners do not have exposure to use English inside and outside

the classroom and they fumble to express their ideas, feelings and thought in simple English in rural life situation as they do not have sufficient English knowledge, they struggle to construct simple sentences and struggle to speak in English. (b) Learners' confidence levels are very low. They feel shy and show unwillingness and reluctance to speak in English and they are not aware of any technique or strategic that would enable them to learn English language for speaking purposes and they show interest in listening to small conversation and small stories.

**Effect of English in the Classroom:** The study shows that most of the students from eighth class expressed their opinion with regard to speaking of Telugu in English lessons by English teacher, whereas the students of ninth and tenth class were neutral in this regard. This is due to that either the English teacher may be new to that classroom or due to change of class from secondary level to high school level. The eighth class students strongly disagreed the statement as they do not speak often English in the classroom, but with regard to ninth class students the percentage was slightly less compared to eighth class, whereas the tenth class students strongly agreed with the statement. The analysis clearly shows that increase of class the students opinion also increasing with regard to repeated speaking of English in the classroom. The students perception with regard to talk with other students in English each other, even after their teacher encourage, the ninth class students

do not show their interest, however, fifty per cent of eighth class students follows the teacher's instruction and tenth class student also strongly accepted the teachers' opinion. It can be concluded that the role of playing and singing in enhancing the students' learning is meaningful. The tribal residential school students of Warangal district strongly agreed with the statement that their teacher frequently correct the students' errors in the class. This shows the teachers' tendency to administer measures to remedy the lacunae of the tribal students. Susana Gómez Martínez (2006) made a suggestion to the teachers that they should correct errors which interrupt the interaction, especially in the first stages, because in everyday situation it is more important to communicate successfully than to communicate perfectly. In the same way, teachers should also encourage students to take risks and make errors if necessary so as to develop their learning steps, which in turn, is the main goal of language teaching and learning.

**Students likes and dislikes in Learning of English:** Widdowson (1991) discussed what place grammar should have when learning English and how meaning is important for the learner. He also considers how the environment is an important element for motivation. The present investigation shows that the students studying 8, 9, and 10<sup>th</sup> class at tribal residential schools of Warangal district strongly agreed that they like learning grammar rules in English

class. Andreas Johansson (2010) opined that, in general, the students were positive towards grammar and thought that the teacher-student relationship was to some extent important for learning grammar. The sample under the investigation showed their interest on repeating sentences after their teacher in English class. Learners' attitudes could incorporate in language learning because it may influence their performance in acquiring the target language. Students' attitude, i.e. feelings, beliefs, likes, dislikes, needs, should be considered, since their attitudes influence language learning (Shahzad Eshghinejad and Kriss Gritter, 2016) It is observed from the study that the students does not like if the teacher speaks in Telugu during English class. In a study conducted by Ahmed Maher Mahmoud Al Nakhalah (2016) suggested to one of the question that the students should avoid anxiety by encouraging them to speak fluently even if they make errors or mistakes in their speaking and not to criticize them cruelly, more over the teachers should let students avoid the fearful of criticism, or simply shy by making them familiar with the person whom are talking with. It is concluded from this investigation that three-fourth of the students strongly agreed that they like an English class in which they do not need to speak in English. The teachers should create an English speaking environment by encouraging the students to use English in the classroom to make it a habit, letting those watching films or videos in English and the

teachers should also use English in the classroom frequently so that the students have more exposure to the language. As is known to all, errors are inevitable in the process of language learning for most of the students in general but tribal students in particular. Should we ignore students' errors in learning English? In the present study, a soaring percentage of students expressed their agree ness when the English teacher correct s the errors in speaking English in the class. Rula Tahsin Tarawneh and Islam Mousa Almomani (2013) found out that the learners while uttering short simple sentences; they commit either a mistake or an error as a result of L1 interference, overgeneralization, lack of competence, and carelessness. The researchers suggest that learners must be aware of their mistakes or errors in order to avoid them in future use. Inside the classroom, the learners must be corrected by teachers to realize their mistakes or errors because feedback by teachers will give an indication of positive learning.

#### **Meaning of English Learning:**

Grammar is one are to understand another language's linguistic system. This includes the study of tenses, sentence structure and part of speech accordingly. Therefore, English tenses were taught in all level English classes. Halliday (1994) said that if the learners of English as a second language do not understand the concept of tense in English grammar, they cannot advance their English at the high level. The

investigator analysed the tribal residential students' opinions on meaning of English learning. There are moderate percentage of students strongly agreed that the learning English means to learn grammar rules. Ishraq M. Aqel (2013) indicated the applying of grammatical structure or the practicing of the language skills in general should be in the target language to confirm the needed forms that the learners must develop to achieve the best results they are looking for. In the present study, a high percentage of students strongly agreed that repeating the teachers' sentences that help them in learning English. Students, in general, are not interested in learning the language and just think about passing the course, thus because they are not interested, they do not listen to their teacher and do not learn anything, even if they learn something they will forget it quickly, because they are tired of its repetition. The study shows that only thirty per cent of students were agreed with regard to this statement "Repeating the teachers' sentences helps me learn English". Further, Sixty six per cent of the residential students agreed that speaking in English is not essential for learning English.

It is learnt that from this research study that most of the students agreed that it is important to use English to communicate with classmates in English lesson. Wafa Abdo Ahmed Al Sharaeai (2012) investigated the students' attitudes towards first language use in English classrooms in regard to first language

background, age and English language proficiency would be valuable. He suggested that there is a connection between these factors and the reasons and amount of first language used.

The investigator found that there is overwhelming response in the opinions of the students with regard to learning English by singing and playing games. Mehmet Asmali (2017) also indicated in his study that parents, teachers and favorable learning conditions and activities were important factors in determining young learners' attitudes and motivation to learn English. Students' attitudes were mostly positive toward learning English. Singing songs and playing games were their favorite activities and they had an intrinsic motivation to learn English.

It is concluded that the respondents from the three classes agreed they should work in pairs of groups to achieve the goals in English learning. Further, the it is concluded that students strong agreement is the English teacher should correct the students' errors during the class. It was concluded that the students of tribal schools strongly shown their like in English that improves most quickly if the students practice the grammar. It is evident from the students strong agreement the teacher of English should correct the students' punctuation and that good pronunciation shows good English. It was identified that ninety per cent of the students accepted that learning English is important for them. Being good in English also gives you the opportunity to land a good job. Most of the in-

demand jobs require being proficient in English. Hema Sirsa and Melissa A. Redford (2013) explored whether the sound structure of Indian English (IE) varies with the divergent native languages of its speakers or whether it is similar regardless of speakers' native languages. Native Hindi (Indo-Aryan) and Telugu (Dravidian) speakers produced comparable phrases in IE and in their native languages. It was found that Naïve listeners were nonetheless very good at distinguishing between Hindi and Telugu phrases.

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