

Navigating Linguistic Challenges: Exploring Difficulties in English Comprehension among Rural Second Language Learners

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ABSTRACT

The current study illuminates and identifies rural learners' English Grammar learning issues at lower standard. The current study may be effective in improving rural learners' English proficiency and removing learners' issues. It enables teachers to diagnose learners' learning barriers and facilitates remedial instruction to improve learners' English achievement. The study used the survey method as its methodology. The Sample: For the study, 200 - first year students and some teachers from School and College in the rural area served as the sample. Tools for the study included a survey seeking teacher opinions and a diagnostic exam created by the researcher. The first step in the study's methodology is the identification of problems through the use of diagnostic tests. 2nd Determining the learners' problems based on the teachers' perceptions. The learners struggle with pronunciation, prepositions, conjunctions, sentence, structure, and semantics, among other aspects of grammar. the implications for education Refreshing the English skills of rural students might be beneficial

Keywords: Diagnostic Test, English, Learning Difficulties, College, Level.

Introduction

English comprehension can be a challenging task, especially for second language learners in rural areas. The complexities of language acquisition, limited exposure to English-speaking environments, and inadequate educational resources contribute to the difficulties' students face in comprehending English.

This article aims to explore the various challenges faced by rural second language learners in understanding English and suggests strategies to overcome these obstacles.

Understanding the Background

Limited English Exposure

Rural areas often lack English-speaking environments and resources, resulting in limited exposure to the language. Unlike their urban counterparts, rural students may have fewer opportunities to practice listening and speaking English, making it harder to comprehend the language.

Lack of Qualified English Teachers

Another significant challenge is the scarcity of qualified English teachers in rural areas. The shortage of teachers with strong English language proficiency hampers effective instruction and guidance in English comprehension. This lack of expertise can further impede students' progress in understanding English.

Objective of the study

- (i). The study's primary goal is to identify the English Grammar in lower primary learning difficulties of rural students.
- (ii). To determine the English Grammar topics that rural students find the most challenging.
- (iii). To determine the reasons why rural students have trouble learning English grammar.
- (iv). To determine whether there is a substantial difference in the perceptions of English learning difficulty between male and female teachers

Hypotheses

Intermediate school students from rural areas have difficulties understanding English grammar.

There are explanations for why learning English grammar is difficult for rural students.

The opinion of both male and female instructors on the learner's difficulty in learning English grammar as a result of the absence of a supportive environment at home do not significantly differ.

There is no statistically significant difference among the male and female teachers and their perceptions for students' struggles with learning English grammar because of the language's unique sentence structure and rules. In my opinion making connection with the student at the primary level is the main thing that has been missed at all levels which makes the learners love or hate the subject.

Methodology

The study used a survey methodology.

Difficulties Faced by Rural Second Language Learners

Vocabulary Challenges

One of the primary hurdles in English comprehension is the lack of vocabulary. Rural second language learners often struggle to understand unfamiliar words due to limited exposure to English texts and resources. This deficit in vocabulary knowledge can hinder their overall comprehension of written and spoken English.

Complex Sentence Structures

English sentence structures, especially in academic or formal contexts, can be intricate and convoluted. Rural second language learners may find it challenging to decipher the meaning of complex sentences and grasp the intended message. As a result, they may struggle to comprehend texts, lectures, or conversations effectively.

Pronunciation and Accent Barriers

Pronunciation and accent are additional difficulties for rural second language learners. English phonetics and phonology may differ significantly from their native language, making it challenging to understand the spoken English. The presence of regional accents and dialects further complicates comprehension, as rural learners may not be exposed to diverse accents.

Limited Access to Learning Resources

Rural areas often face a scarcity of educational resources, including the English language learning materials. Limited access to libraries, digital resources and language learning apps, hinder in students' ability to practice and improving their English comprehension skills.

Strategies to Overcome Difficulties in English Comprehension

Enhancing Vocabulary Skills

To address the vocabulary challenge, rural second language learners can engage in activities that promote vocabulary development. Reading English books, newspapers, and magazines, and using online resources like vocabulary-building apps can help expand their word bank. Additionally, creating flashcards with new words and regularly reviewing them can reinforce vocabulary retention.

Simplifying Sentence Structures

English teachers can assist rural second language learners by simplifying sentence structures during instruction. Breaking down complex sentences into smaller, more manageable parts can help students grasp the meaning and structure of sentences. Providing ample examples and practice exercises can reinforce their understanding of sentence structures.

Emphasizing Pronunciation and Accent

English language instruction should include focused practice on pronunciation and accent. Teachers can conduct regular pronunciation drills, encourage listening to audio recordings of native English speakers, and utilize the speech recognition technology to provide feedback. Exposure to diverse accents through videos, podcasts, and online resources can also help familiarize rural learners with different English accents.

Leveraging Technology for Learning

Despite limited access to resources, technology can be a valuable tool for rural second language learners. Online platforms, educational websites, and language learning apps provide access to a wide range of English language resources. Institutions and communities can collaborate to ensure that students have access to computers, tablets, or smartphones with internet connectivity.

Findings:

Intermediate students from rural areas' struggle more with prepositions and less with tenses. It is necessary to enhance conjunctions, pronunciation, and semantics.

The lack of opportunities for English learners to practise at home and their negative attitudes towards learning the language are the primary causes of learning difficulty, according to a survey of instructors on the subject.

The aforementioned factors, in the view of instructors, have an impact on higher English learning in rural locations.

Conclusion

Comprehending English can be a significant challenge for rural second language learners due to limited exposure, lack of qualified teachers, vocabulary gaps, complex sentence structures, pronunciation barriers, and limited access to learning resources. However, by implementing effective strategies such as vocabulary enhancement, simplifying sentence structures, emphasizing pronunciation, and leveraging technology, these challenges can be overcome. With dedicated support and resources, rural second language learners can enhance their English comprehension skills and unlock greater educational and career opportunities.

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