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## England in Tamil Nadu-An Innovation for Quality Teaching and Learning English Language

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**Abstract:-***This paper aims to introduce the innovative methodology of imparting quality in teaching English Language- model village which reflects an air of English and creates an interest in the language learners- especially at the school level. The author has done a research and has achieved the aim, introducing this methodology in the Rural government Schools of Tamilnadu.*

**Key words:** *situation, model village, skills, teaching, quality, curriculum, education.*

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### I. Introduction

India has multi – lingual speakers in a typical Indian classroom. Children come to school pre-occupied with their mother tongue and learn the language of state/school and then they also learn a foreign language like English which is a second language in almost all the Indian schools.

As students in the rural areas either speak their native language or Hindi and not English, many students find it difficult to learn the language; they are indeed confused at the grammar rules and the language usage. This results in the lack of their interest in studies. Some of the students from villages are really brilliant, as they have a wealth of practical knowledge and know how to survive even in very harsh conditions of life.

Students are not encouraged to think, instead they are asked to memorize prepared notes for examinations. So, for many students clearing the examination at the end of the year becomes far more important than gaining knowledge. Hence, majority of students do not bother to learn, which means there is a gap between what is expected of a student and what the student has actually received in a particular standard. Neither students nor teachers take any interest in studies, which is why the level of education is declining in India despite many efforts.

There is a difference between city and village student, not in biological aspects or in the material growth; but in their social background, their skills, learning ability, infrastructure availability and accessibility and exposure to different facilities. All of these must be considered while designing the curriculum, which is in fact same, but the difference is felt in the teaching methodology by the teachers in the city schools and the rural schools. Encouraging genuine rural students who are interested in education and making them competent is important.

English is taught in all the schools from standard one; but only from third standard onwards, words are introduced to the students through Activity Learning Method (ALM). Teachers use traditional chalk and talk method, see and learn method, real classroom situation to impart grammar with the help of newspaper cuttings, charts, flash cards, objects, picture composition, and comprehension and article description. In spite of all the efforts taken to impart the language, it was found that, when a student come to standard nine, he still finds it difficult to read or write the language comfortably.

As the ability to communicate effectively has become the prerequisite for anyone who ventures into a new profession, the need for developing such skills is a much felt phenomenon today. Both government and private institutions focus their attention on students developing their communicative skills.

Learners have to use the language in meaningful contexts in order to learn the language well. One cannot learn swimming without getting into water and trying to swim. Language learning has to provide opportunities for the learners to use as they notice and get exposed to new language. Language education in 'National Curriculum Framework' (NCF) – 2005, recommends a more holistic perspective on language proficiency and the need to support the learner with authentic contexts so that they can connect with their experience and life.

A child learns to speak from its mother and the home situation. A child has no difficulty in learning its mother tongue, since it is surrounded by situations which echo only the mother tongue. So too, any child can pick up its native tongue as the society forces him to speak, think and converse only in that language- it becomes his survival problem. Hence, the thought of creating a situation which forces a child to speak only in English, at least for some time.

## **II. MODEL VILLAGE**

The investigator organized a one day workshop on English language teaching and during the interactive session, innovative methodologies were discussed and one such concept was creating Model Village. This model village reflected the London background and an air of English, with all the infrastructures like post office, railway station, library, hospital, green house, school, college, restaurant and bank in the college campus.

The main objective of creating the model village was to create a situation for the students to converse in English. Unfortunately, schools in rural areas do not create an atmosphere for the learners to speak English. In the present scenario, where the world has shrunk to a global village, it is essential for everyone to learn all the language skills thoroughly in the English language.

All the schools taken for study were invited to visit the village and the students were instructed to speak only English after entering the village. But, before entering into the village, the students were given printed copies of conversation sheets, with all the dialogues that normally takes place in a particular situation. The students read the dialogues from printed handouts, before entering into the village. Many students did not understand what they were doing. Still they did as instructed.

Unless an atmosphere is created, it is impossible for the learners to adapt themselves to think in English. In the beginning, they were a little bit confused but when they started visiting the village, they got a natural interest to converse in English. It was a new experience for them. Many students felt that it was a new experience entering into banks and libraries.

Most of the rural area students are not aware of the concept of green house. But when they entered into the green house in the model village, they learnt the new vocabularies like **global warming, pollution**, etc. Many students were not aware of bank transactions. But when they entered the model village, they not only learnt the transaction that take place in the banks, but they also learnt the vocabularies related to bank- credit, debit, deposit, cheque leaf, interest etc., which they usually learn only in their mother tongue.

Though everyday they come to school, many students are not aware of the nature of job in the school office. All the situations were created in such a way that they converse using their known vocabularies and learn new ones.

Students participated in the exhibit enthusiastically. As it was a new concept it gave them interest, eagerness and it created an adventurous feeling in the students.

## **III. FEEDBACK**

- very interesting
- creative
- evokes the imaginative power in the students
- confusing
- easy

The dialogues were old, already read but the new concept without any stress in learning the language created an interest in the students. They learnt the dialogues and tried to converse a certain extent in English inside the village. They were able to learn new vocabulary, grammatical categories and teaching patterns.

### **SET-BACKS**

- Need space to set the model, at least the size of a class room.
- Need a minimum of two persons per model. Say the model of a post office needs at least two persons who could converse well in English.
- Teachers have to spend more time and more energy to focus the attention towards the model village.

Feed Back Analysis of the Model Village Visit

S.No	Name of the schools	Strength	Feed –back (in numbers & %)			
			Unable to understand	Interesting	Not able to say anything	Able to understand
1	Gov. Hr Sec School, Getticheviyur.	60	20(33.3)	20 (33.3)	5 (8.3)	15 (25)
2	Panchayat Union Primary School, Annur.	18	2 (11.1)	7 (38.8)	2 (11.1)	7 (38.8)
3	Panchaya tUnion Primary School, Mugasemsampatti, Pogalur.	27	7 (25.9)	15 (55.5)	1 (3.70)	4 (14.81)
4	PanchayatUnion Primary School, Kannadankulampudur.	15	3 (20)	5 (33.3)	2 (13.3)	5 (33.3)
5	Government Hr Sec. School, Kugaloor.	60	15 (25)	20 (33.3)	0 (0)	25 (41.6)
6	Government Hr. Sec. School, Rajan Nagar, BhavaniSagar.	65	10 (15.38)	20 (30.76)	5 (7.69)	30 (46.15)
	<b>Total strength</b>	<b>245</b>	<b>57(23.27)</b>	<b>87(35.51)</b>	<b>15(6.12)</b>	<b>86(35.10)</b>

Source: primary data. The figures in parentheses are the percentages of the feed-back in the respective schools.

- In Government Hr. Sec. School, Getticheviyur, out of 60 students, 33.33% of the students were unable to understand; 33.33% of the students felt it was an interesting experience to learn the foreign language in the English atmosphere. 8.33% of the students did not give any opinion about the model village and 25 % of the students understood the concept of model village and the modules. They also felt quite interesting.
- Out of 18 students from the Panchayat Union Primary School, Annur, 11% students were not able to understand the concept of the model village and it was like an exhibition for them. 38.88% of the students showed interest in the modules of the model village, 11.11% of the students were unable to express anything and 38.88 % of the students were able to understand the concept.
- 27 students from Panchayat Union School, Pogalur visited the model village. Out of the 27 students 25.92% of the students were unable to understand the modules and the jargons used in the model village, whereas 55.55% of the students found the English arena interesting, 3.7% of the students did not give any opinion, and 14.83 % were able to understand the concept.
- Out of 15 students from the Panchayat Union Primary School, Kannadankulampudur, 20% of the students were unable to understand the model village concept. 33.33% of the students found it interesting and 13.33% of the students were not able to say anything and the rest of 33.33% were able to understand the concept very clearly.
- 60 students from Government Higher Secondary School, Kugaloor came to the training session in the model village. Out of 60 students, 25 % of the students were unable to comprehend the concept; it was like a fair for them. 33.33% felt the atmosphere as an interesting place to learn, 41.67 % of the students were able to understand and felt interested conversing in English in the model village.
- Government Higher Secondary School, Rajan Nagar, BhavaniSagar had 65 students. Out of them 15.38 % of the students were not able to understand how to converse in English inside the village, 30.77 % of the students felt interesting, 7.69% of the students were not able to give any opinion and 46.15 % of the students were able to understand the modules.

To be precise the four columns in the table converge into two: ‘Able to understand’ resulting into ‘Interesting’ to learn a foreign language, and ‘Unable to understand’ constraining the learners to say anything about the efficacy of the model village concept to learn a foreign language.

The two columns ‘Able to understand’(35.10%) and ‘Interesting’(35.51%) constitute 70.61% of the sample population, whereas the remaining two columns ‘Unable to understand’ (23.27%) and ‘not able to say anything’ (6.12%)represent (29.39 %) of the respondents. As 70.61 % of the sample population are positive about the new experiment administered on rural students, the researcher has no hesitation to conclude that the first attempt itself is a success on rural ties and when the same experiment is repeated majority of the rural learners will find the technology acceptable and the purpose of learning a foreign language through model village concept can be achieved.

**IV. FEEDBACK ANALYSIS OF THE MODEL VILLAGE VISIT**

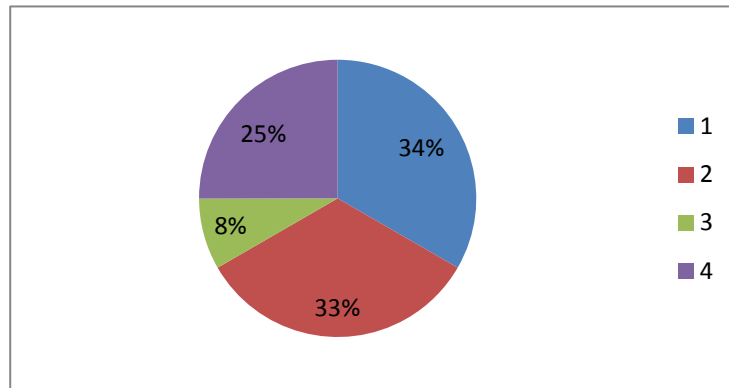


Chart No. 5.1 Government Higher Secondary School, Getticheviyur.

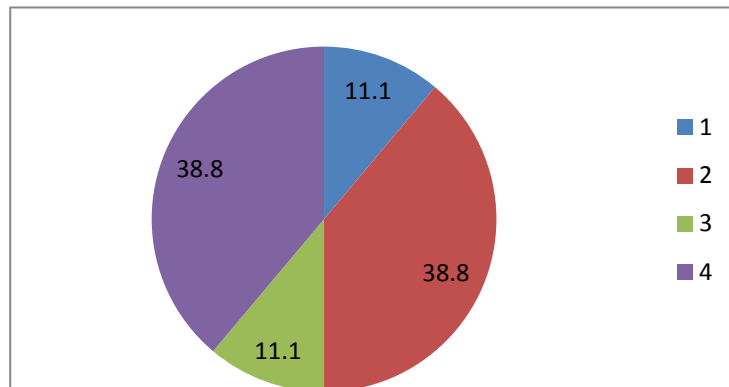
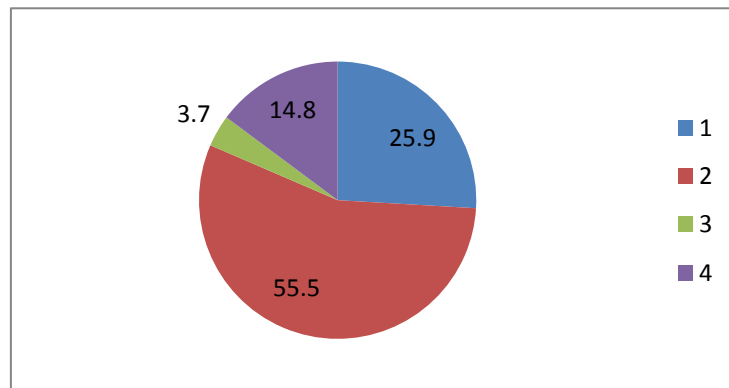
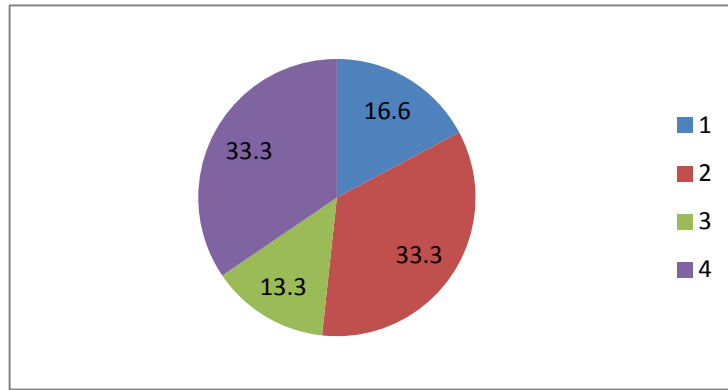


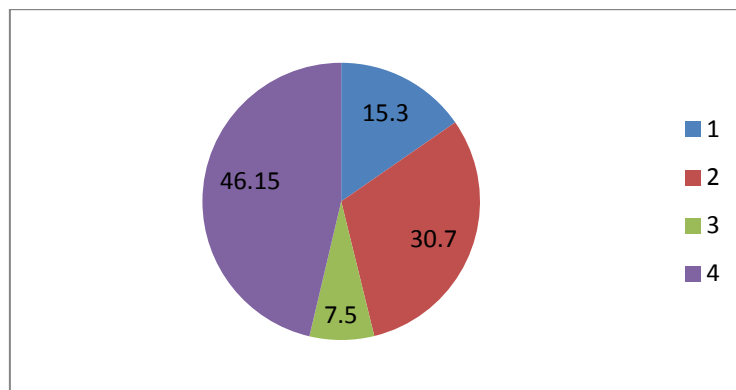
Chart No. 5.2 Panchayat Union Primary School, Annur



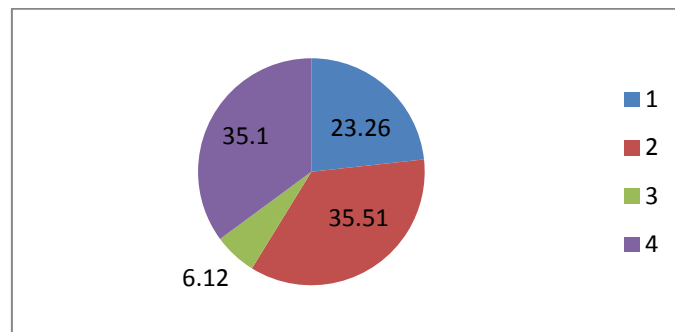
1. Panchayat Union Primary School, Mugasemsampatti, Pogalur



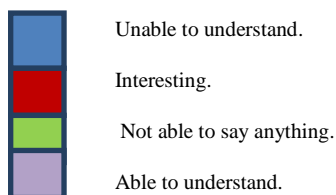
2. Panchayat Union Primary School, Kannadankulampudur



3. Government Higher Secondary School, Kugalloor.



Complete Assessment



Teaching is an art; especially, it's true in teaching and learning a language. Students are not mere tape-recorders to memorise and repeat it. When it comes to language learning, students have to think, act and speak according to the given situation. English being a global language, it's the need of the hour to make them learned to use it effectively. It could be done only by creating an air of English inside the classroom or inside the school.

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