



Perspective on the Impact of the Second Language on the Underprivileged (Rural & Urban) Engineering Students of Madhya Pradesh

Vinod Bhatt, Anita Yadav

Abstract: India is a young country with lots of opportunities and possibilities to flourish and enjoy the worldwide information. The youth, particularly, in India is growing up within a world of inescapable technology as the first generation learners. The medium of exchanging the information has changed; now the information exchange takes place through Facebook, Twitter, Emails, YouTube, WhatsApp and so on, to communicate and disseminate information and knowledge with others. This contemporary generation wants to transgress themselves from the local linguistic barriers and their chief aim is to get maximum benefit of the opportunities available in the market. They wish to improve their communication skills as the world has become global market due to the needs and changes in the broad field of economy, business, education and other thing. The idea of writing this paper is a result of a speculation made by my students of both undergraduate and post graduate level in university. I conceptualized this paper based on my classroom teaching experience at university level with a diversified student group. I tried to investigate their social, economic, cultural and psychological attitude of their early life and its effect in their stimulation of second language acquisition. I, through this paper, illustrate how demographic conditions affect the second language learning process.

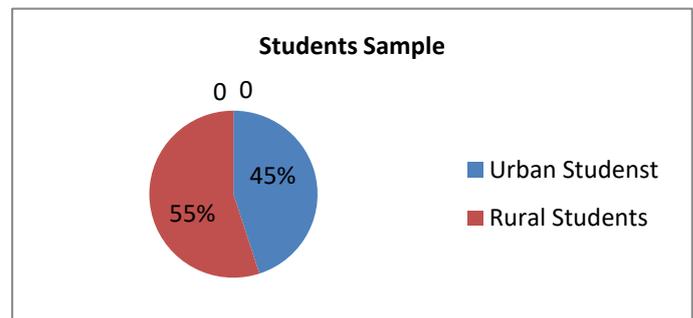
Keywords: Second Language learning: An Indian perspective, Rural-Urban English Learners, Engineering Students and Language complexities

I. INTRODUCTION

It is considered in India about the second language that it can be a medium of instruction but cannot be the medium of expression because words do not co-operate with the intensity of feelings and language seems to be helpless. India is a country of diversity where several religion, cast and languages exist by giving equal respect to each other. English as a language become very crucial in good quality education and advanced studies such as medicine, engineering etc. most of the correspondence in most of the sectors is conducted in English mainly. In India, English is paid much attention from the academic point of view. All schools, institutes and universities have made English as a mandatory subject of their curriculum.

However, the learner's communities finds a gap between the way it is received and learned by rural students and the reception of English as a second language by a urban students is totally different. This study will present selected components to discuss and understand the issue along with the measures to rectify them.

To accomplish the task, 100 students (boys and girls) were randomly selected from the different universities; belonging to different places of Madhya Pradesh. Out of 100, 45 students had rural background and 55 were from the urban areas. The following figure shows the students sample:



MADHYA PRADESH: A LINGUISTIC STUDY IN REGARDS TO THE SECOND LANGUAGE

Broadly, Madhya Pradesh is divided into four regions. The cities near to the capital of the state like Indore, Ujjain, Ratlam, Dhar, and Bhopal itself comparative kids and their parents are more attentive for the linguistic aspects even though they use their own dialects. Indore is the commercial capital of the state, so the students and their parents are well aware about the need of English. Due to the competitive atmosphere prevailing in the city, English is taught and studied, comparatively, more practical and effective ways. Other local cities near to the capital and Indore are very influenced by the importance of English, so the kids are migrated to these cities or they try to adopt the required standard. Another region which can be considered, comparatively, more inclined towards the local dialects such as Rewa, Satna, Jabalpur and some other remote areas around these cities are acknowledged inferior in second language acquisition. Another region which is also considered backward in respect to the second language acquisition in comparison to the other cities of the state like Gwalior, Bind, Murena and some remote parts of these cities are pathetic in second language acquisition. Students are, now, trying to cope up with second language, but the progress is, considerably, very slow.

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Military base camp and air force are some of the main reasons, for improving the situation. Another region which is nearby Chindwada is considerable not up to the mark in term of second language learning process.

II. OBJECTIVE OF THE STUDY

1. To find out the urban and rural students' limitations in the Second Language Acquisition.
2. To understand the demographic factors which affect the process of Second Language learning.
3. To analyze the need of a good teacher in Second Language Acquisition.

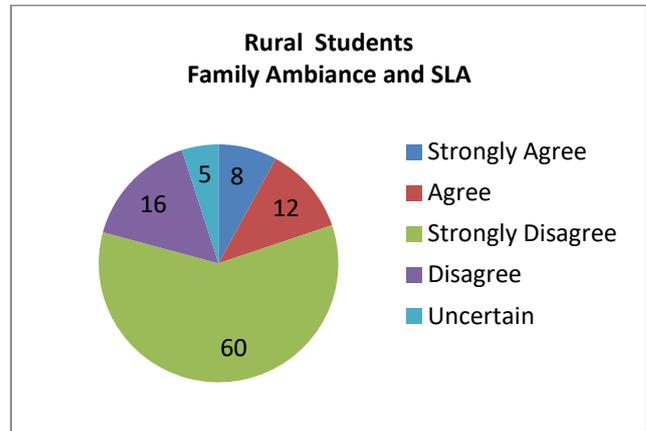
III. SCOPE OF THE STUDY

The present study examines the various socio, economic and the demographic factors which affect the second language learning. Through the analysis of the data, the emphasis will be made on how to deal with the second language teaching and how to remove the barriers which process of learning find on its way. A questionnaire of 12 relevant questions was prepared to complete the study, which had been distributed among 100 randomly selected students of different universities of Madhya Pradesh. The questions were designed considering the opportunities and the limitations for both rural and urban learners in the process of second language learning.

IV. ANALYSIS OF DATA

A questionnaire of 12 questions was prepared and duly filled by the hundred students of different universities of Madhya Pradesh. As the data collected, it was put in the word Microsoft Office Excel for analysis. For each variable in the survey, data, the overall performance are presented in the table and/or graph form.

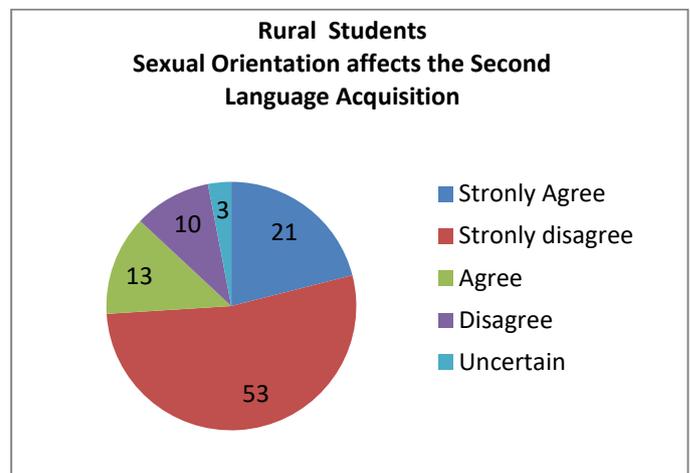
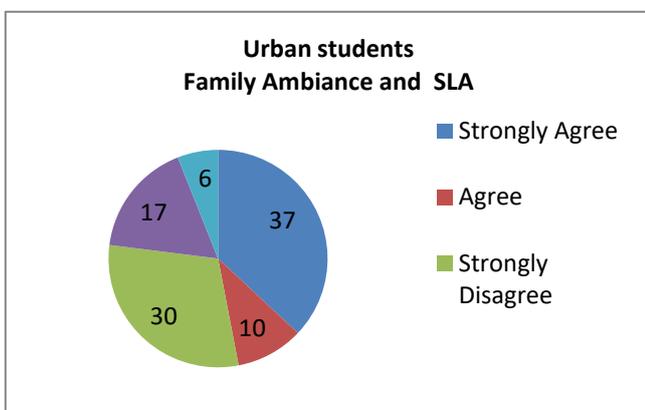
Family Atmosphere and the Second Language Acquisition

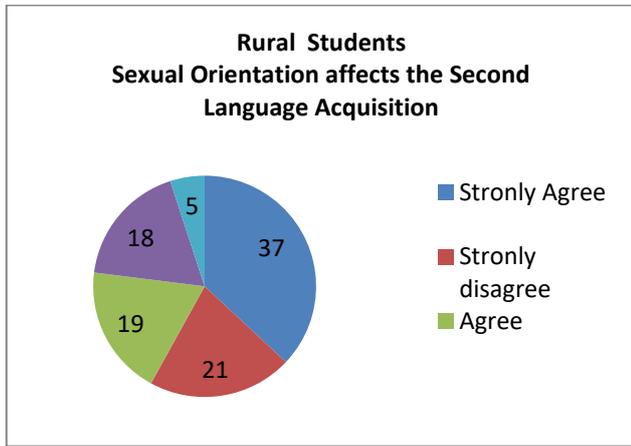


Most of the urban students felt that the family atmosphere helps them a lot in English language learning. 37% urban students were strongly agree, 10% were agree, 30% were strongly disagree, 17% were disagree and 6% urban students were uncertain. On the other hand, only 8% rural students were strongly agree, 12% were agree, 60% were strongly disagree, 15% were disagree and the 5% rural students were uncertain.

Home environment plays an important role in the process of the second language acquisition. Home environment covers many variables such as socio-economic status of the family, educational status of the members of the family, job or occupation etc. that may equally contribute to the learner of the second language. Now, the urban families, comparatively, have been very particular about the linguistic norms. Families know the importance and the relevance of the second language in their life so besides giving them all necessary tool and equipment's; parents also create an ambience where they can be exposed in second language. On the other hand, rural families are not aware to impart this kind of atmosphere; innocent rural people conduct their discussion in their local dialect or in local language. They limit second language to the children's school bags or to schools.

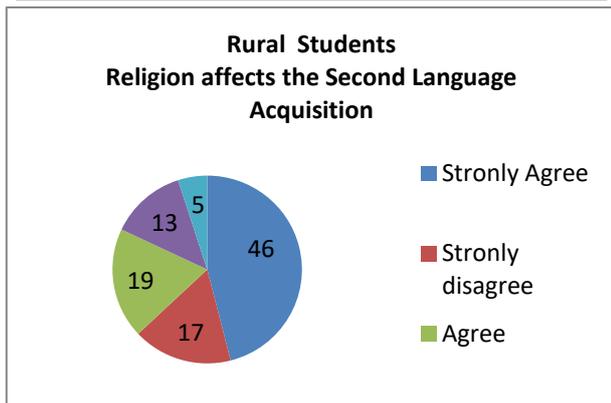
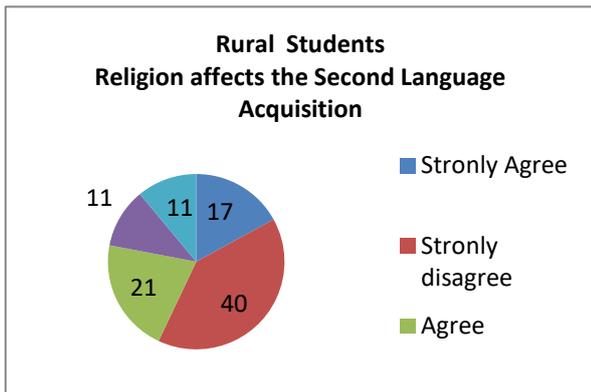
Sexual Orientation affects the Second Language Acquisition





Gender equation plays a crucial role in second language acquisition. In cities, people are educated and they believe in equal education for both girls and boys. They hardly make any discrimination between baby child and girl child. Responding to the question ‘does sexual orientation affect the second language acquisition?’ 53% of the rural students were disagree with this fact and 13% were agree. 21% rural students were strongly agree, 10% were disagree and 3% were uncertain. Opinion about the same question of the rural students was totally different. 37%strongly agree, 19% were agree, 21% strongly disagree, 18% students were disagree and 5% were uncertain. Rural mindset for the girls’ education, in spite of some positive change, is still conservative and orthodox. People are limited to the basic education for the girls, no special attention is given to make them empowered in terms of second language learning.

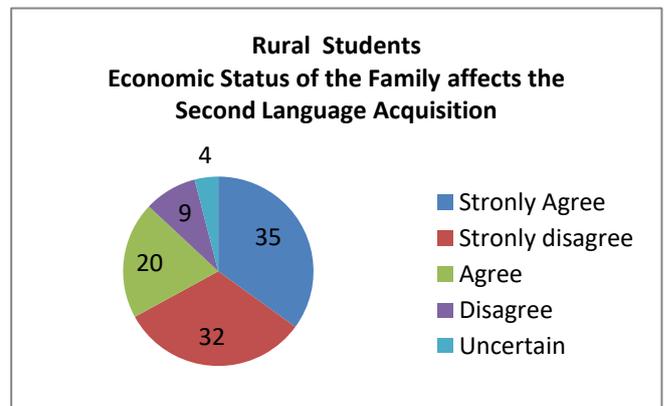
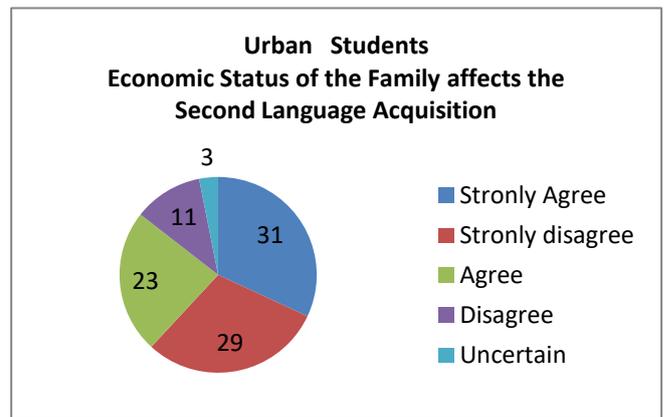
Religion affects the Second Language Acquisition



Indian Religion and English language has no direct relation as such. I deliberately kept this question in questionnaire

because people some or some other ways gets some ways to connect them together. Rural areas are more literate and aware so they don’t get easily influenced by this theory. According to this data, 40 % rural students strongly disagree that there is no effect of religion on English language learning; on the other hand 46 % urban students strongly agree with the fact that religion interfere in language learning. 21% urban students were agreed, 11% were disagreed, 17% were strongly agreed and 11% were uncertain about the question. On the other hand 17% rural students were strongly disagree, 19% were agree, 17% were disagree and 5% were uncertain.

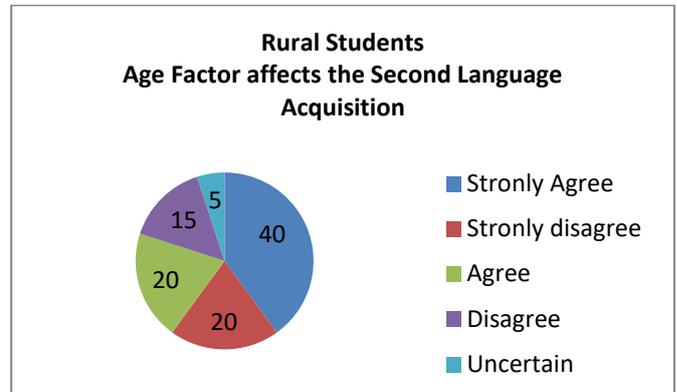
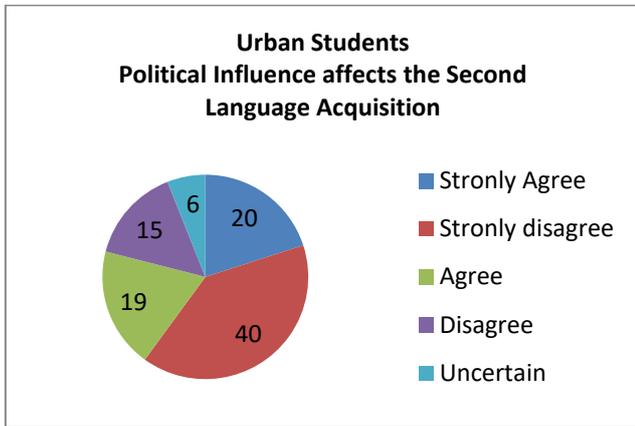
Economic Status of the Family affects the Second Language Acquisition



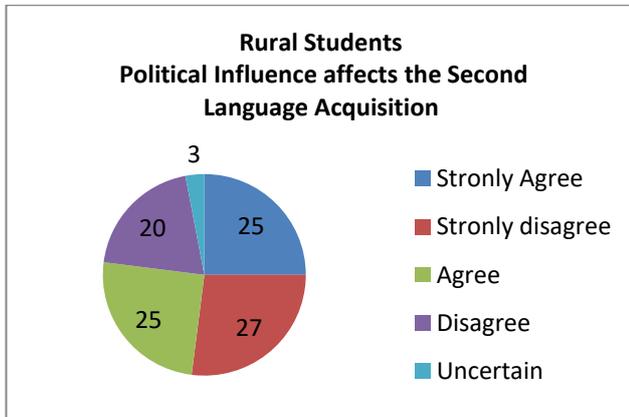
In response to the question “does economic condition of the family affect second language acquisition?” Both rural and the urban students groups gave almost the same response. 31% of urban students were strongly agree, 29% were strongly disagree, 23% were agree, 11% were disagree and only 3% were uncertain. Similarly, 35% rural students were strongly agree, 32% were strongly disagree, 20% were agree, 9% were disagree and 4% were uncertain. As per the analysis both groups (rural and urban) gives a great importance to the financial status of the family.

Political Influence affects the Second Language Acquisition



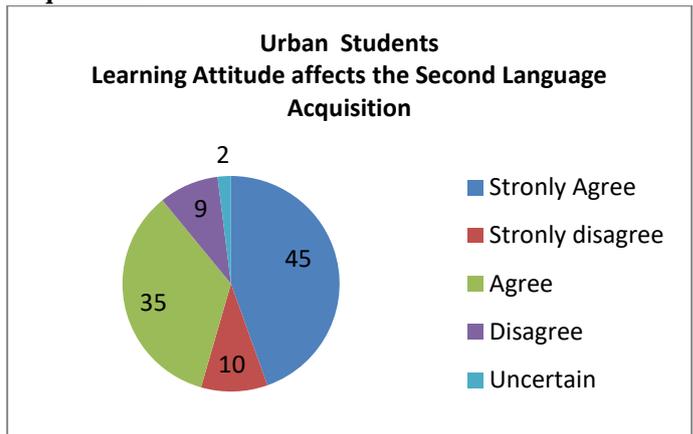


Although it is said that there is no fixed age for learning anything but when I asked this question, I got entirely different answers by the both urban and rural communities. 35% urban students were strongly disagree with the fact that the age really matter in second language acquisition. 20% of total were disagree only 19% were strongly agree; 15% were agree and only 11% were uncertain. On the basis of the respond by the urban second language learners age cannot be a barrier inn learning second language; it can be learnt anytime in any age. They may have this opinion because of the facilities and the availabilities of English tuitions and tutors in urban areas. But we find a high difference in opinion on the same matter when we scrutinize rural students data. 40% rural students were strongly agree and 20% were only agree; it means age really carries a great value in second language learning process. Only 20% were strongly disagree and 20 % were agree upon to the question. Only 5% were uncertain upon the issue.

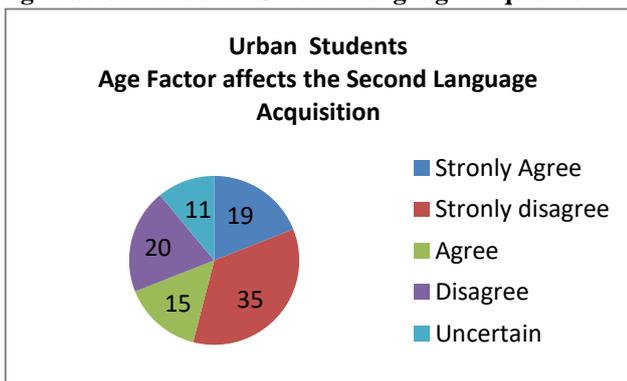


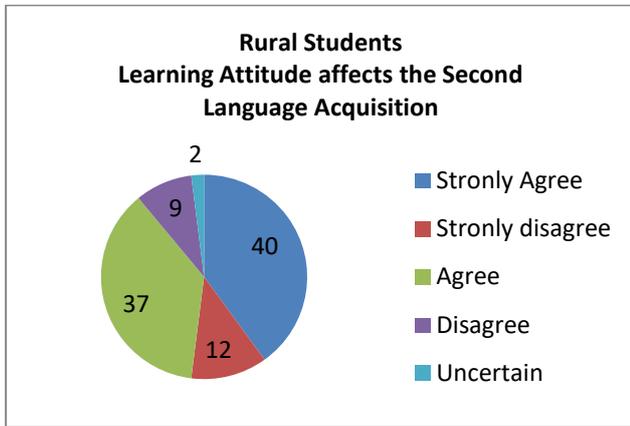
Responding to the question ‘does political influence affect the second language acquisition?’ both groups has different opinion. 40% rural students were strongly disagree, 20% students were strongly agree, 19% students were agree, 15% students were disagree and only 6% students were uncertain. Rural areas are not directly influenced by the political ideology of the government; especially, in education affairs. On the other hand urban students are more inclined towards political influence of the masses. 25% of the rural students were strongly agree, 25% were agree, 27% were strongly disagree and 3% students were uncertain on the issue. The track of language policies in India is very ambiguous. Every political party has their own ideology about second language (English) and its teaching and learning scope. Apparently speaking, some of the political parties have been practicing/following a very old, traditional and orthodox views towards second language, however, they think that only the use of mother tongue could be used to integrate the diverse nationalities of the country.

Learners’ Attitude affects the Second Language Acquisition



Age Factor affects the Second Language Acquisition

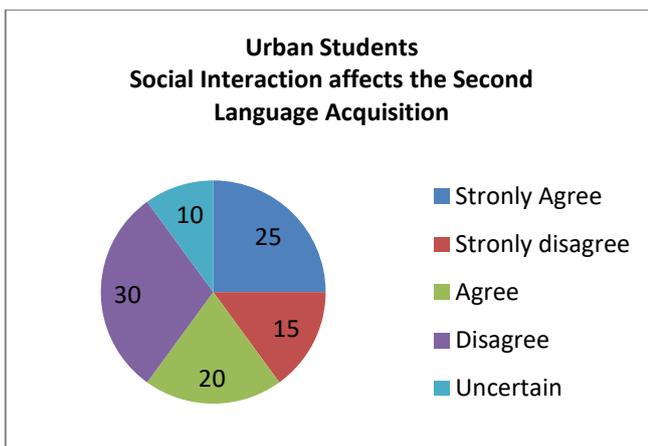
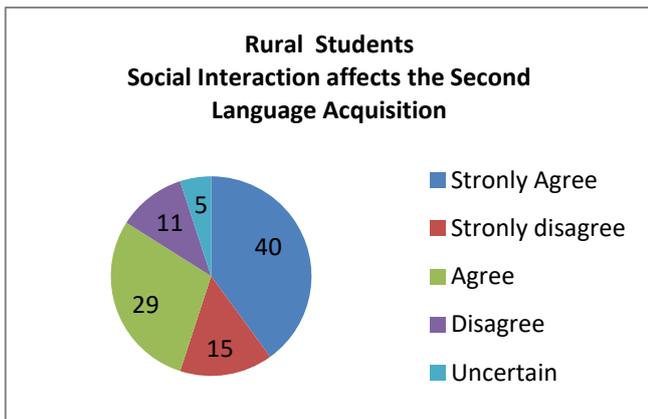




This question (Does learners' attitude affect the second language acquisition) was the most important one in the questionnaire and the students took it very seriously. 45% urban students were strongly agree, 35% were agree, 10% were strongly disagree, 9% were disagree and only 2% were uncertain. On the other hand 40% rural students were strongly agree, 37% were agree, 12% were strongly disagree, 9% were disagree and 2% were uncertain.

Both groups of the students were agree to the point that the learners' attitude is very important in second language acquisition.

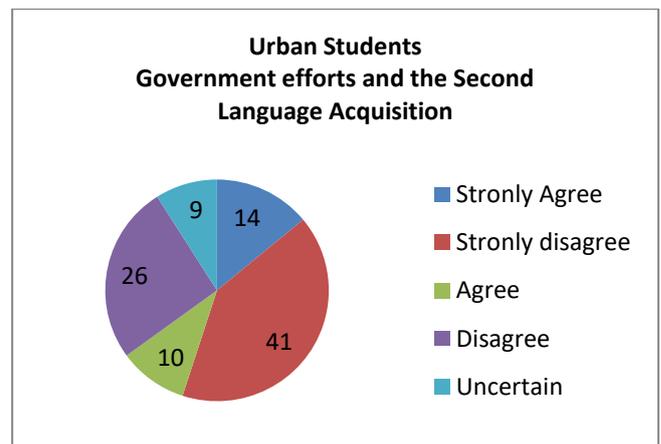
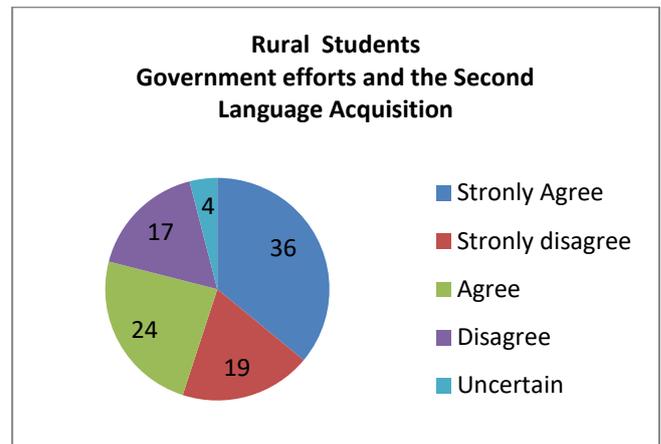
Social Interaction affects the Second Language Acquisition



Social factors have a major impact on second language proficiency but probably do not influence it directly. Rather, their effect is mediated by the number of variables. Social

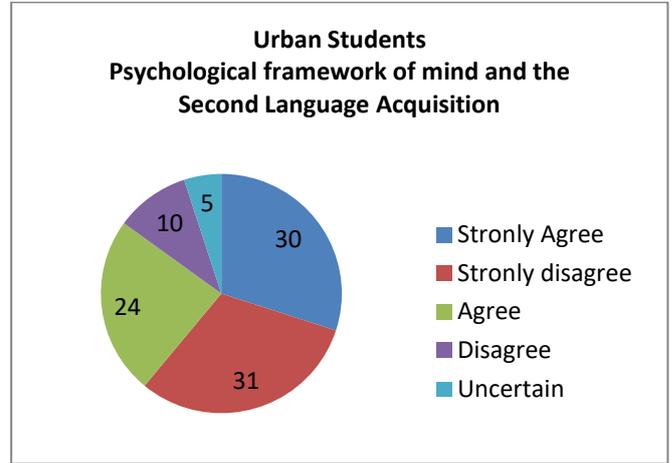
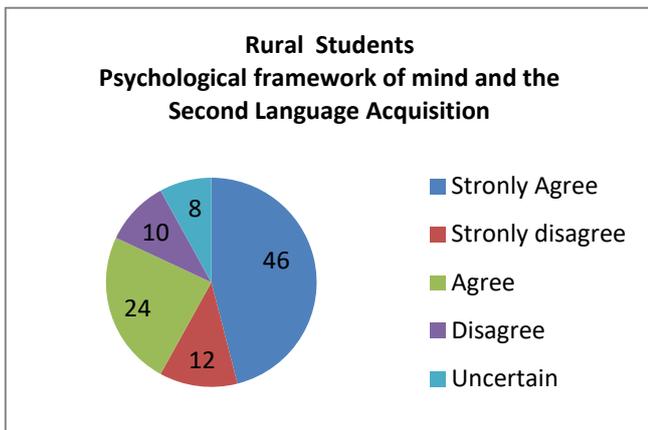
factors shape learner's attitudes which, in turn, influence learning outcome. Responding to the question whether the social interaction affects the second language acquisition or not. 40% rural students were strongly agree, 29% were agree, 15% were strongly disagree, 11% were strongly agree and only 5% were uncertain. The development of the first language is the output of these clusters of the society. Urban second language learners are more fortunate and more privileged in this regard because they, apparently, get better society with better opportunities to have a comprehensive study of the second language. On the other hand urban students responded the same question in other perspective. 30% were strongly agree, 20% were agree, 15% were strongly disagree, 30% were disagree and 10% were uncertain. Majority of the students believes that the urban society does not give them an opportunity to learn second language. Urban places are more competitive then rural places and this atmosphere motivates students to involve in more academic discourses and intense intellectual discussions. On the other hand, urban students are deprived to get such environment. Neither they get competitive atmosphere nor do they get an opportunities to take part in intellectual discourses. Therefore, the school is the only place for them to groom themselves and to learn and expose their second language.

Government efforts and the Second Language Acquisition



Various policies and schemes are made up to promote second language training for both urban and rural student but due to the awareness and promptness, urban students take their benefits but the rural students are not benefited by facilities and the services rendered by government. Answering the question are government efforts sufficient in second language acquisition. 36% rural students were strongly agree, 19% were strongly agree, 24% were agree, 17% were disagree and 4% were uncertain. Whereas, 41% rural students were strongly disagree, 26% were disagree, 14% were strongly agree, 10% were agree and 9 % were uncertain. Whatsoever efforts are made for second language acquisition by the government in rural areas have not been effectively executed because the policies were not well equipped and practical for the rural students, moreover, there was a huge gap between the policies made and learners' attitude. One of the major reasons of this mediocre and ambiguous condition of the second language is the pathetic conditions of government school especially in rural areas. In urban areas at least students opt an option of private school to get a better atmosphere for education and language proficiency. In rural areas there is no positive change has been noticed so far. In rural areas, schools are still in same old condition, facilities are still mediocre, no trained teacher, students are still under confident and submissive. As far as language acquisition process in rural area is concerned English as a subject of curriculum has been facing several discrimination. Through various policies and regulation, many primary, middle and higher secondary school have been established but none of them is English medium. In government schools, English is taught bit late from the six standards.

Psychological framework of mind and the Second Language Acquisition



Psychological framework of mind is very important in learning second language. 46% of rural students are strongly agreed to the point; 12% were strongly agree; 24% were just agree; 12% were strongly disagree and only 10% were disagree. Rural students really want to be good in second language learning but they have their own limitations. Sometimes they find themselves psychologically weak in the process and they quit it in the middle of the way. On the other hand, I got a very different response to the same question by urban students. 31% of total urban students were strongly disagree with the fact that psychology hinders the learning of second language. 30% were strongly agree; 24% were only agree; 10% were disagree and 5% were uncertain.

The role of an English trainer/ teacher in these diverse classes

In rural areas, students are deprived of good, trained and dedicated teachers who can guide them about its uses and also motivate them to use it as a medium of expression then a medium of instruction. Many cases have been found and disclosed the fact that the language teachers even are not aware about the right use of English and its grammar especially in rural areas. Most of them forced students to mug up the course contents so that they write in exams and get good marks. But when the same students who got good marks in his/her schools with the help of mug up method, migrates to urban areas and finds things different and sometimes out of their reach. The diversity of students in today's classrooms underscores the importance of developing curricula, teaching strategies, and policies to help all students succeed in school. Efforts to welcome, understand, and affirm all students--and to treat their cultural and linguistic backgrounds as equally valid and important--should be reflected in every facet of the school environment. This approach is especially important when addressing literacy for an increasingly diverse student population. Effective literacy instruction builds upon the cultural and linguistic backgrounds, ways of making meaning, and prior knowledge that all children bring to the classroom. Such instruction also acknowledges the important role of culture in language and literacy learning.

Understanding and respecting the array of different cultures and languages represented in their classrooms helps educators adopt strategies for teaching literacy that will encourage and support student achievement.

cultures. She has been teaching in Technical institutes for last 15 Years.

V. CONCLUSION

The study concluded that the process of second language acquisition is affected through various demographic factors at some extent. Second language learners also face a certain degree of fear or anxiety about tackling a new language, which can in turn affect how easily or how well they acquire the second language. In the process of second language acquisition, the role of a teacher is very crucial.

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Dr. Vinod Bhatt did his Ph. D. in Canadian Literature from Vikram University, Ujjain (Madhya Pradesh) in 2008. He also did his M. Phil & Post Graduation in 2003 and 2002 respectively. He has 17 years of vast teaching experience dealing with different streams of subjects like Communication Skills, Professional Communication, Soft Skills and Training. He has been registered as a Ph. D. Guide from Pacific University, Udaipur (Raj.) and VIT

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