



CHALLENGES AND OPPORTUNITIES IN TEACHING ENGLISH TO TRIBAL STUDENTS

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ABSTRACT:

In India, English is an official language. However, learning English presents numerous challenges for Indians. Because they have their own language for communication, tribal people confront significant challenges. English has been in existence in India for more than 200 years. It has gone through many stages of development, acceptance and rejection.

Some layers of Indian society have accepted it as a mother tongue some consider this to be a second important language, while others consider it as the language of references, both in terms of rating and international level. India is a large country, and many tribes live in different lifestyles. Therefore, it is desirable to perceive the subject from a social and economic, linguistic, geographical point of view. In this paper, I purposefully limit my discussion to the challenges and opportunities of teaching English to tribal students.

Keywords: Tribal Learners, English language learning second language, Tribal Development

INTRODUCTION:

English should be considered a world language out of all the languages spoken today. It is the most spoken language in the world. It serves as a common channel of communication amongst citizens of many countries. Students in India, especially those from tribal and rural areas, view the seven-letter term as mysterious and magical. They become uncomfortable as soon as they hear anything in English.

This makes it challenging for teachers of English to help their

students grasp the language. The need to teach and learn English is to spread better knowledge and communication to all. English plays an important role in helping students to know the outside world in a broader sense. If teaching English to get the desired results is a global problem, teaching English as a second language in tribal areas remains an even bigger problem. It is easy to understand how difficult it is to teach English to people who speak little or no English. At the school level, there is no disputing the opinion that the

primary focus of students is to pass English exams, and teachers teach them exam techniques so that they don't have to worry about whether or not they have mastered English by the end of the semester year. This habit of teachers and students creates a lack of interest in students and makes them unmotivated to learn English very early in their lives and over time it becomes one of the major problems of lack of communication skills. Students realize this when they are about to graduate from college and looking for jobs in the job market.

TEACHING ENGLISH IN THE FIELD OF TRIBES:

1. Grammar translation is one of the fastest and most practical methods to teach English. Despite the fact that it is now beyond modern methods, it is always useful and is always used in Indian schools and universities.
2. The direct method, also known as the natural method and psychological method, emphasizes on developing English speaking and listening skills rather than book-like grammar.
3. The structural-situational method places importance on language

as a system of structurally related elements of phonemes, morphemes, words, structures, and sentence types for encoding and decoding meaning.

4. The communicative method aims at developing students' communicative competence, rather than focusing on language as a collection of linguistic units. It focuses on meaning and function, rather than on form.
5. The bilingual method considers that the second language can be learned with the help of the learners' mother tongue, but it should not be used as a word-for-word translation as in the grammatical translation method, but as a means to achieve the communicative goal. After considering the above methods, we have come to the conclusion that a blended and comprehensive approach is needed to teach English in tribal areas. Any method cannot achieve this goal. Depending on the mindset of the students, a blended approach should be used.

First of all, the grammar translation method is convenient because we are familiar with it from our school days, but we can also consider using other methods if

necessary. Because the tribal region is a special region in many ways. What works for the metro may not work for our students with their set of language difficulties. Students in tribal areas should first be taught the basic language skills. The four language skills: listening, reading, writing and speaking. This will enable them to have a close relationship with the language. A healthy and conducive atmosphere should be created in the classroom so that students develop self-confidence and are motivated to communicate in English. Proper modifications may be made in the program. We need to encourage students to use all four language skills effectively. They must be encouraged to listen to the language and for that teachers need to read correct English. They should be encouraged to read, write and speak. It's not as easy as you might think, but the difficult goal of mastering the language in English can never be achieved any other way.

It requires sincere commitment on the part of teachers and students. There is no other way. This is a long-term approach that requires patience and perseverance, but we can achieve our goals and be successful to a great extent. This helps teachers to prepare appropriate training modules and apply them effectively. Students need to

provide language tasks, including resumes, letters, reports, agendas, etc. to develop their language skills. The variety of students' sociocultural backgrounds, interests, and motivations, as well as their learning preferences, personalities, and behavioral patterns, affect son learning process on tribe students, as well as the attitudes and ingrained practices. This article examines the challenges faced by Tribal students as they learn, practice, and become proficient in the English language. English is an important language not just in India but also worldwide. English is often considered to be the world language or the international liaison language.

Each language has its own preference in a multilingual nation like India, depending on aspects like the community, the home. Depending on the limitations they encounter, minority language speakers have different preferences and opinions. The perspectives of minority language speakers influence how they feel about both their mother tongue and the language that is most widely used in society. Tribal people's education, along with that of the rest of India, has gained prominence in recent years. India has long recognized that it cannot afford to ignore a portion of its populace in the field of education, any more than it can in any other area. This would go against the democratic development norms of the nation. For these people,

there is therefore less justification for highlighting the significance and crucial nature of education. Everyone feels these needs. For develop interest to learn English language for tribe students to we can encourage role-playing, storytelling, and group discussions to make learning interactive. Students will develop their skills by using games, songs, and visual aids to enhance vocabulary too. For completion aim to teach tribe students English language it needs to train teachers in culturally sensitive methods and provide them with resources to teach effectively. To know their all aspects it need to encourage teachers to learn the basics of the tribal dialect to improve communication. Tribal cultures have changed over the past 20 or 30 years, and it is important to recognize that they have advanced gradually but steadily. Meanwhile, Tribal people have had limited success in school, despite the best efforts of the federal and state governments, non-governmental organizations, and social workers. There is an excellent chance that shift schools will be established in native communities. Using this approach, children are taught in two shifts: one group receives instruction in the classroom, while the other group goes outdoors to play games and create art. The two batches alternate positions during the other shift. This keeps lessons from getting monotonous and repetitive and frees up the teacher to

focus more on the pupils. Therefore, steps must be taken to raise the indigenous learners' proficiency in the English language. Effective strategies to raise tribal learners' English language proficiency. It is crucial to create course outlines that are effective. Tribal students find it challenging to understand the British, American, or European background that is provided in the lessons of the text. The learner is unable to understand English courses without enough background. Changing the conservative mindset of individuals who do not see the need for change is the most difficult part of teaching English in tribal areas. They don't realize that learning English and getting educated will alter them; education is a behavioral shift Siblings must receive an education from their parents and other family members to compete in the modern world. The major barrier to teaching English is still a lack of encouragement and drive. If the teacher could build rapport with the students, it would be easier for them to complete their work. The attitude of the students is also an issue for the English instructor.who participates in class. The students also claim they lack knowledge of grammar due to their past experiences.

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It must not be overlooked that anyone who comprehends grammar in one language can also comprehend the essence of another language. If he cannot talk or understand a different language, it is because of the unintentional variations between terms and their frameworks. The English language has consistently been prioritized especially as a second language for everyone students and teachers from abroad. In certain areas, English ranks as the third or even fourth language used. Their second and third languages are Hindi and Marathi (either of which is necessary), whereas English, a mandatory subject, is their fourth language. These native children discover it incredibly difficult to learn English, a language that might have disappeared from academia if it were not necessary. Acquiring English learning a second language is becoming essential. These areas have been discovered to possess the least theory evaluations. They have interlinked with, among other aspects, vocabulary, grammar, and pronunciation to convey ideas clearly in English. The students can understand or excel in other subjects instructed in their native language; however, their limited proficiency in English positions them significantly behind in the realm of ability. English teaching in tribal communities' encounters many barriers.

CONCLUSION:

Learning a language is a skill, and even more so to teach it, because language is learned by using the language itself. Each section of society has its own characteristics: due to their nomadic and agricultural lifestyle, tribes are somewhat separate from the main body of students. They have their own pace and ideologies of learning. Nurturing thousands of tribal students of different sections, Andhra Pradesh has its own share of language problems to share.

Teaching English definitely opens doors for tribal students to share their rich cultural heritage with the broader world. Also helps there to know other cultural different aspects too and opens the path to choose different carrier opportunities to work and show their skills to the entire world.

Consequently, humanistic qualities should be explored in both literary works and language teaching. Language and culture are so connected that it is unfeasible to comprehend one without the other. The best information and communication, along with English language teaching and learning are necessary. English language is essential for expanding students' viewpoints of the world beyond their own.

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