



USE OF DIFFERENT METHODS AND APPROACHES IN COLLEGES OF URBAN AND RURAL AREAS WHILE TEACHING ENGLISH LITERATURE AND ITS PSYCHOLOGICAL EFFECT ON STUDENTS

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ABSTRACT

Rapid urbanisation have caused massive changes in the methods, approaches, and procedures of teaching especially when it comes to teaching English literature . As a result everything related to classroom teaching, or precisely the whole concept of classroom teaching has been changed. Previously used drab and uninteresting method or environment or structure, or the general concept of a classroom has undergone enormous changes which are actually a privilege to the urban students who can easily avail them .But the students of rural areas are still deprived of the facilities which the advancement of technology can offer because of several reasons, like poor infrastructure, less availability or accessibility and less enthusiastic zeal on the part of their teachers to utilize advanced methods for the purpose of education. There is a huge difference in the use of methods and approaches when it comes in the context of teaching English literature between the urban and rural colleges .Unavailability to the required study material is propelling them towards the lower quality coaching centres mushrooming everywhere for the increasing demand from students. Therefore, a visible difference in their psychological development is an inevitable result generated from these discrepancies . This article attempts to highlight the differences of teaching methods and approaches used to teach English literature in the classrooms of rural and urban area and analyses the psychological development in students of both kinds resulted from both kinds of approach.

Keywords: CALL, TALL, ICT, psychological development, difference of approach.

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INTRODUCTION

Rapid urbanisation and widespread awareness of the purpose and utility of education has made a massive and revolutionary change in one's perception about education and radically transformed the procedure of teaching and learning. The entire concept of classroom teaching has undergone tremendous change along with the design and environment of virtual learning, even the

perspective of teaching methods and approaches .For effective learning and further improvement of the students of English Literature advanced techniques of Computer Assisted Language Learning (CALL) Technology Assisted Language Learning (TALL) and ICT (Information and Communications Technology) are in use in various colleges and universities of urban area. In the case of teaching English Literature the use of these techniques is

equally helpful. Easy access to e books, availability of online books and various websites which are there to be explored, are the advantages of e learning. Alongside providing these facilities it also reduces the expense of buying voluminous and expensive books for a student. It is obviously beneficial for many financially backward college students of urban area. In urban colleges they can afford the kind of infrastructure required for the implementation of ICT, CALL and TALL. Teachers are utilising these facilities to render it feasible for the students. As a result, the procedure of learning becomes more enjoyable and interesting rather than a burden and tiresome affair. They are using power point presentations and encouraging students to learn and use it for their educational projects .When students are inspired and interested in learning they can adapt and grasp the context of learning easily. While teaching period drama, like Shakespearean ,Jacobean or Restoration drama ,or novel of the Victorian era it is very important for students to have a clarified perception about that particular era, their culture ,manners and customs, religious and historical background of the age. Practically, it is impossible for them to have a complete perception of anything related to a particular era or culture that is alien to them. For instance, it is necessary to show the picture of proscenium stage to a student to make his perception complete about Shakespearean drama . Similarly, for Jane Austen's novel showing the students the BBC production film of Pride and Prejudice will be amazingly interesting part of the study of that particular novel for a student of English literature. Screening of films, documentaries pertaining to the context is not only the most suitable option for a teacher but an indispensable part of it. Only through repeated use of such kind of audio-visual methods relevant to the topic, a student can improve in a proper way .Despite these extraordinary technological and methodological advancement of learning the students of English Literature who belongs to the colleges of rural areas are severely deprived of all these facilities which are indispensable to facilitate learning. The colleges situated at rural areas, even in suburban areas can't afford to have such infrastructure for the implementation of CALL or

TALL because of their own inadequacy and deficiency . Apart from that the method used in rural classrooms is the lecture method with the use of chalk and duster which is almost obsolete. Besides most of the students are so financially backward that they can't afford to buy a textbook. Therefore they are compelled to depend helplessly on class notes, ready-made study material available from low quality coaching centres which are mushrooming everywhere. The students are not only deprived of the boon of the advancement of technology, but they are far away from a wholesome and lucid perception about English Literature.

Before discussing thoroughly the differences of approaches and methods used in urban and rural colleges, it is important to understand the gradual development and improvement in English Literature and Language teaching in India. In his essay named The Essentials of Education Sir Richard Livingstone raises the most important question related to education. 'What we should seek in education?'He vindicates the fact that 'the purpose of every course is to help the student to learn what is first-rate in the particular subject which he studies.' He also emphasised on the idea establishing first rate education as a 'common thread that runs through all education' and explains the fact that 'Whether we are teacher or students, we ought to get firmly in our minds the idea that whatever else may come by the way, education will be incomplete and unsatisfactory if it fails to give a clear view of what is first-rate in the subject studied. Otherwise we may got some knowledge, but we shall not have got education'. Author Jaydeep Sarangi in his research article titled Teaching of English: A Study in Indian Context, elucidates the fact that previously there were two pillars of language teaching, literature and grammar .Learning was perfected by the four mode procedure of practice, memorization, recitation ,and revelation. Initially, Grammar Translation Method was in the vogue .The necessity and importance of English Language were realised much later-as 1.the language became the international link language,2.it became library language 3.and also the international language of trade and commerce. Gillian Lazar in the

book titled *A Guide to Literature and Language Teachers and Trainers* discussed in the first chapter the possible approaches to teach English literature. He argues that English literature should not be treated from the point of view of teaching literature. But the teacher should also draw the learner's attention towards the linguistic aspects. A student of English literature should also be treated as a language learner. Lazar vindicates the fact for a language learner, a foreign language is not only a thing of learning but a different cultural experience. Problems of teaching language across culture may be an obstacle in any teaching situation. Because a learner's cultural experience and world view is different, it is obvious that they will interpret it differently. Gower and Pearson, in *Reading Literature* argues that reading literature provides a learner an introduction to the reading of British and American literature. It concentrates on the fact that they should be helped in actually reading what are sometimes difficult text for them. The teacher should be offering help the learner with literary history, biography, differences in genre, technical literary terminology and literary criticism. Maley and Moulding (1985, *Poem into Poems: Reading and Writing Poems with Students of English*) elucidate the fact that if carefully selected, a poem can open up themes which are common to the learner. Therefore, it can act as a stimulus to the learner's own reflective thinking which will lead to more mature and fruitful group discussion.

Another research article *Literature and Language Teaching* written by Mohammad Khatib and Amir Hossein Rahimi evinces these facts and sketches out different methodological issues regarding the use of literature. Finally, some empirical studies were carried out to examine the role of literature in language instruction. The studies demonstrate that there is a significant role of literature in language instruction. Arthur Bradford in his book *Reading Literature and Learning a Second Language Learning* (1968) defined in a simple way, one of the most important fact in using literature in language classes pertaining to literary experiences of the learner. It is a special interaction between the book and the reader. Such literary experiences also have certain characteristics. Firstly

it happens to the reader and secondly one concerns the reader and the text. A crucial point mentioned by Arthur is that-'If literature is to provide a useful vehicle for the teaching of second language skills, it must first succeed as a literary experience.' There are also other factors which play crucial role in encouraging the students to have the actual literary experience. Maley (1989) has distinguished two purposes of literature teaching. The first one is the study of literature, the second one the use of literature as a recourse of language learning. As Maley puts it to serve the purpose, one can approach literature through two diverse methods- 1. The first approach is the literary critical approach where 'literariness' gets the priority in the study of a text. In traditional approach one concentrates on the aspects of the text, such as plot, characterisation, settings, the point of view, value, motivation, psychology, etc. In order to apply this approach learner should be competent enough in using the language and familiar with the literary conventions. But practically students are rarely at the desirable level of competence for that purpose. As a result the learner develops a 'pseudo-competence' in which they memorise critical, technical terms without a proper comprehension of the concept and merely repeat the opinions they had been exposed to. Therefore, application of literature in this way requires a huge amount of effort and preparation both on the learner's language and literary competence. Moreover, another stylistic approach is also applicable in which focus is on literature as a text. The text itself is the primary material and then the textual discoveries lead the learner to the interpretation of the text. Unlike the first approach linguistic elucidation and description precedes interpretation in this approach. Therefore, it is rather suitable and relevant to EFL/ESL context.

Implementing e-learning Programmes for Higher Education: A Review of the Literature written by Kayte O' Neill, Gurmak Singh, and John O' Donoghue is a research article that conflates the ideas of these two approaches and expatiates that the technological path will potentially enhance the scopes of improvement of the learning process not replace the teacher. The implications of e-learning

are extensive. Universities must change to accommodate demand and in response to new competition from global ,giant, corporate and virtual universities. Many of these implementations are costly and yet superficial in terms of learner engagement and activity. In urban area, learners have these facilities close at hand. In urban college teaching methods which includes extensive use of ICT, are applicable almost everywhere because they have the infrastructure to support it and render it feasible for learning. In classrooms, teachers use and encourage students also to apply power point presentation for their educational projects. The libraries are well stocked along with the facility of internet connection to support e-learning .Students can avail and read books online, or download e-books which reduces the expenses of buying books. From these resourceful libraries students can have access to research articles published in various reputed e-journals. Besides they have the opportunity to participate in student seminars, symposia , debates, group discussions, interactive sessions which are organised by the department at regular intervals.

On the contrary, the students of rural colleges are totally deprived of these advanced facilities without which teaching English literature is almost next to impossible these days. In their classroom they are still taught in the old procedure of grammar-translation method. The drab and uninteresting lecture method is still in use which is more likely to kill than to enkindle the students interest .The chalk duster method which is on the wane and almost obsolete is the only method of teaching in the colleges of rural classrooms. The communicative approach is discarded by the teacher as the bi-lingual method(a mixture of English language and their mother tongue) is easily comprehensible and accepted by the students .It is also a critical problem that a teacher of a rural college is supposed to cope with. The students are so reluctant to pay attention when the teacher is using only English in the classroom that sometimes they are compelled to use bilingual approach. Even the students desire it to be that way as it will be easily understood by them if the teacher uses their mother tongue. As a result, they are not completely

exposed to the language and don't have the competency that the urban students have in communicative skill. It is obvious that in case of learning a foreign language constant and repeated exposure to the language is the most important part in the procedure of adapting it. Though some of them can develop the skill by tenacious practice and constant effort, but the number of them is not to be considered significant. The libraries are poorly stocked and have no facilities of e-learning at all. Use of ICT, TALL, CALL can't be applied to the poor infrastructure of the colleges. Moreover, the students have less opportunity to participate in seminar, symposia, because lack of enthusiasm on the part of the institution to organise such educational programmes. Lack of inspiration and urge is also a prominent reason for a rural student who lags behind. Without enough attention drawing methods that is supposed to be applied in the classroom, sufficient study material, a rural student's only resort becomes the cheap coaching centres. It is also reason enough for the sudden ramification of cheap coaching centres here and there, where the study materials of low quality are easily available and offered to the students. The students memorise the ready-made notes or study materials without having any deeper understanding or perception of the term or concept of literature .As a result, they are incapable to write out a sentence of their own perception or even without making it grammatically and syntactically erroneous.

Because of these huge discrepancies in the use of method and approach towards teaching English literature, an ostensible or conspicuous difference in psychological development is observed between a rural and urban college's student. Definitely urban students are more confident and possess a good skill in communication than a rural student. On the other hand the student who belongs to the rural college is obviously less-confident than the urban student. They are less-informed as they are not exposed to the vast world of learning through having the advantage of E-learning. For this deprivation when he or she confronts the wider world he suffers from an inferiority complex. When compared to an urban student a rural student is definitely less capable of psychological adaptation in different environments.

Say for, example a rural student suffers from stage fear while presenting a paper in a seminar or conference because they possess less efficiency when it comes to communicating in English language. Quite contrary to that an urban student is so well practiced that he can do it being at ease. Because he is confident, he appears to be more suave in demeanour and acceptable to other people. When a rural student confronts to the wider outside world and compares him with those urban students, it is obvious that he will suffer from peer pressure. These are the psychological consequences of not being exposed to the much advanced and improvised techniques of education a rural student is subjected to suffer.

Ramesh.K.Adsul in his research article A Comparative Study of Urban and Rural Students on Emotional and Adjustment hypothesised that there would be a significant difference between urban and rural students on four areas of emotional intelligence. Moreover, he stressed that there must be a huge and a conspicuous differences between the rural and urban students on four aspects of home, health, social, and emotional adjustment. The 100 students (50 boys and 50 girls), studying in 11th grade of various Junior colleges in Sangli district of Maharashtra State, India were selected by random selection method. Study was conducted by using two psychological tests, 1. Mangal Emotional Intelligence Inventory and 2. Bell's Adjustment Inventory. Tests were conducted and after the collection of the analysed data, it was revealed that there was a huge difference between urban and rural students on different areas of emotional intelligence. The 't' test revealed that the 't' ratios of the intra personal awareness 3.06 ($p < .01$), inter personal awareness 2.96 ($p < .01$) and intra personal management 2.22 ($p < .01$), inter personal management 1.22 (N.S) and emotional intelligence 3.78 ($p < .01$). It means that urban students have better emotional intelligence than rural students. Therefore the differences between urban and rural students in different areas of adjustment are huge. So the fact still remains that the urban students have better capacity of psychological and emotional adjustment than rural students.

After considering the facts discussed in

detail, we can come to this conclusion that due to the huge differences of methods and approaches used in urban and rural areas, rural students will always have limited scope for psychological and emotional development. In fact, they will perpetually remain in a psychologically backward state compared to the students of urban colleges. But it may not imply that there is no further scope of improvement. A little effort on the part of the teacher can partially satisfy the need of the technologically less advanced student. No doubt they have to take the initiative out of their own concern for their student's propitious future despite the poor and insupportable infrastructure and seemingly interminable problems.

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