

**BLENDED TEACHING MODELS FOR ENGLISH LANGUAGE
INSTRUCTION AMONG INDIAN RURAL STUDENTS**

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Abstract:

The global competition has aroused an acute pressure on people around the world to unite and work together for tremendous success, adequate development and to equate themselves against the dearth of resources present within the boundaries of any country. In this formidable condition wherein thinking and working together as a team is a must for all so to safeguard themselves from unforeseen tragedies, therefore one has to indulge themselves in connectivity of people with people through a common language.

The solution that gets visible to deal with this challenge is shortening out by the English language. The popularity of English language has created an ever demanding need to learn the same. It has elevated its standard in such a peak that it has got the recognition as an international language and has successfully become an official language for more than 60 countries across the world. To facilitate them as per demand there is an emergent need to equip every country to fulfill the gap made by Non-English learners replacing it with English learners so not to lag behind and remain helpless.

The government approach must be to avail his countrymen especially of rural areas to learn the English language which is a great challenge for a multilingual country like India where the literacy rate itself is 77.7% as per 2023 census. To pacify the mission of literacy with intense focus on the English language, blended teaching models are always appreciable.

Keywords: English language, multilingual country, blended teaching model, global competition, resources.

Introduction:

We all are residing in a globally competitive world where situation remains dynamic and has cut-throat competition everywhere. The resources present within us are limited that too is depreciating with the time fall in compare to the ever increasing population. To equate with this crisis one cannot deny the idea of extending friendship with those and team work with other countries especially who could be comparatively more equipped and fulfilled. The only

obstacle that can barricade our path is lack of language and to overcome it we have to think over on the usage of the common language. To our own surprise the English language has meekly possessed this position on becoming the international language and an official language of more than 60 countries across the world. The scenario foretells that in the coming decades the flourishing of the English language is definite. Hence it's advisable for all to make a stand on learning this English language sooner or later. One of the forthcoming challenges of India is to focus on learning the English language nationwide covering rural areas that are engulfed in vivid regional languages. The need to sustain in global platform Indian could safeguard themselves on arising themselves from the reign of regional languages. It would be a reflection of wisdom to use the English language as a weapon to safeguard ourselves from unforeseen circumstances while keeping our own languages safely intact and protected itself.

Position of English language in India:

In India, the itinerary of the English language was long, definite and pleasant. It gaily covered the distance of expansion towards a broader view of itself as the lingua franca gaining the potentiality of achieving the language of International communication. Entering the domain of India as a foreign language, English successfully superseded numeral regional and mother languages. Out of them, many were dialects and rest was the endangered languages, others were the hybrid ones. India has seen many ups and downs in the reign of different rulers. They invaded and conquered India leaving their own languages as their mark, but the last ruler that left its deep impact were the Britishers carrying their English language that slowly penetrated in the main blood stream of language of India. From the refusal of acceptance as the traditional or heritage language of India to its actual positioned itself as a second language of India. This reflected the different moods scenario or very needs and demands of Indians. Not restricted till here. English has successfully achieved to be the language of Indian administration, bureaucracy and the judiciary. It enshrined in Indian constitution where article 343 clearly mentions that the constitution has assigned English the status of second or associate official language. Even it is recommended for the higher education and technical studies. Like this, English language became a self-fulfilling prophecy among the educated classes and the cornerstone for advancement. Apart being a means of communication English language has become the mark of intelligence and prowess in some specialized and chosen career.

Talking about the history or origin of the English language in the Indian Territory, Macaulay's minute on Indian education described the ultimate objectives of teaching English to Indians as such: *"We must at present do our best to form a class who may be interpreters between us and the millions whom we govern, - a class of persons, Indian in blood and colour, but English in tastes, in opinions, in morals and in intellect"*. It reveals the fact of compelling or dominating of Indians for learning the English language but now-a-days it is an object to showcase, Indian's upgraded standard of living. Colonial debates on school language policies reflects the fact that English language that has been sanctioned of exile with wrapping itself

off the time span of fifteen years got acceptance from Indian territory. Later as a three language formula it got formulated in education system of India. It happened because of the persistent opposition faced by the government due to its own citizens especially in the south. English has gone through many situations of hatred, opposition then it finally came back with a bang. Gradually but firmly, English has become successful in penetrating into different activities of human being. Now-a-days not a single protest against English language is visible that confirms that today's India is growing well holding hand of the English language and it has attained the prestigious place in Indian Territory.

Condition of Indian rural students:

The condition of Indian rural students is very pathetic and cumbersome in many instances due to the various challenges faced by them time and now. Non-cooperation of parents and non-coordination of their economical condition many a time becomes barrier in their path of continuity in education. Resultant frequency in dropouts is a common scenario. They undergoes with proper health because of poor nutrition and meager availability of food at their home. In such instances they forgo with their development in developing foundation skills in reading, arithmetic calculation and attaining of basic education, as per Indian fundamental rights, available in article 45 for children of 6-14 years.

The rural students remain lacked in many perspectives as well like lack of infrastructure, inadequate trained teachers, unavailability of sufficient schools, unawareness of technology, negligible awareness campaigns, deficiency of transportation facilities, deep rooted gender disparities and non- involvement of local communities. No doubt, rural lives in the 21st century has taken a turn and is experiencing the changing nature of the village in India, both as an idea and as a lived reality, reflecting on the colonial construction of India as a land of village republics. It is a representation that was turned on its head in different ways by Indian nationalists in the early twentieth century and the post liberalization. Nation's rural regions have improved a lot now in comparison to its earlier situation. Talking of the role of Indian village it lives on in an active relationship with the wider world. Besides its many other aspects and processes, it enables the city to prosper, just as the city keeps the village going.

India being a developing country faces dearth of resources and unmatched geographical conditions nationwide. Poverty is a regular scene throughout the nation due to which there is a big question on having access to quality education. The story of rural students in India is a compelling narrative that unveils the untold tales of young mind navigating the labyrinth of challenges in their pursuit of education.

The life of rural villages reflect as a woven tapestry of hope, sacrifice, desire and the enduring belief that knowledge is the key to breaking barriers of incapability and incompetency. With the collaborative support of government, villagers dream are vibrating. It can call to action, a vision for a future when every rural student can access quality

education, pursue their dreams and contribute to the progress of their nation. Since, education is the beacon of hope as well as the treasure hidden behind thorny bushes of challenges.

Indian government has taken efforts to uplift their conditions among which comes their schemes like *Sarva Shiksha Abhiyan* launched in 2001, *Rastriya Madhyamik Shiksha Abhiyan* in 2009, *National Programme of Education for girls* at elementary level launched in 2008, *Mid Day Meal* scheme launched in 1995, *Kasturba Gandhi Balika Vidyalaya* launched in 2004, *Samagra Shiksha* launched in 2018-2019. Furthermore the *National means-cum-merit scholarship scheme awards*, *Mahatma Gandhi National Rural Employment Guarantee Act*, *Rastriya Sama Vikas Yojana*, *Tribal Development Project* are the initiatives taken by the government to change the merciful glance of rural areas as a whole. The National Education Policy 2020 is an effort towards a revitalized education section. Resultant, the condition is improving and education is getting reflected as a vital duty for all due to reflexes among them.

Methods for Language Training:

Teaching language is not an easy game for all especially when it is the case of foreign language. Training rural students the English language through their regional/mother language consumes lots of patience, deliberation and empathy. Trainers must have wider knowledge of teaching methods and should be better skilled in their ability. To enlist various methods available for teaching English are vivid. Its application varies as per need and ability of students. Also educator's role must be to tailored out different teaching methods to their specific context and later analyzing its impact for further application.

Relevant evidence based language teaching methods are as such:

- a) **Grammar Translation method:** in this the teachers plays an authoritative role and translate English grammar into student's native language.
- b) **Total Physical Response:** in this the teacher as an instructor presents language objects as instructions like sit down, stand up and so on. Whereas the students follow their instructor exactly. In this way, they learn the usage and application of adverbs, adjectives and prepositions.
- c) **Communicative Language Teaching:** in this the teacher's effort inclines towards the fluency of communication rather than accuracy and lessons are more hands on than theoretical. This approach gets successful when student get sufficient opportunities to give and receive meaningful communication along with the use of authentic source materials.
- d) **Task Based Language Teaching:** in this students get an assigned task to be completed and work through three distinct phases- a pre-task, the task itself and past task review that are supposed to be completed on the basis of reading/ listening to source material, conducting research online, as well as doing the presentation.
- e) **Content and Language Integrated Learning:** it is the effectively integrating of the two different subjects i.e. learning one subjects like biology, science, history etc.

through English language. Therefore the language teaching is organized around the demands of the first subject rather than that of the target language.

- f) **Co-operative Language Learning:** it is a student oriented learning that works on collaborative or community based language learning. It engages students in pairs or in small groups of learners wherein they get maximum opportunities for social interactions and working together for a common goal/task.
- g) **Direct Method:** it is the target language forcing the students to think and speak in English language itself.
- h) **Audiolingualism:** basically it done in language lab wherein activities typically involve students repeating the teacher's words until they get the pronunciations and rhythm right.
- i) **The Silent Way:** it is quite different and unique in itself in which the teacher deliberately speaks less and uses silence as a teaching tool to encourage students to be more independent and to discover the target language for themselves. Here widest possible range of gestures and facial expressions along with props do wonders to communicate.
- j) **Natural Approach:** In this student get exposure to language that is comprehensible or made comprehensible to them naturally with no intention of correcting the mistakes.
- k) **Structural Approach:** In this student has to go through English language as a complex of grammatical rules which are to be learned one at a time in a set order.
- l) **Lexical Approach:** analyzation and teaching English language in this method is through language based on the idea that it is made up of lexical units rather than grammatical structures.

Further, there are some strategies that are very helpful in teaching English language like:

- a) focusing on academic language, literacy and vocabulary available in course of study.
- b) Linking previous knowledge and culture to the current learning.
- c) Increase in comprehensible input and related language output.
- d) Promoting classroom interaction.
- e) Stimulating higher order thinking skills (HOTS) and use of learning strategies.

Talking of studies and eliminating technologies will be a cheat. Audio visual aids like TV, mobile, computer, films, recordings etc. has improved and supported teaching amenities. It is proven that audio visual aids leave a greater impact on the learner because it is interesting, effective, understandable and realistic. It is very helpful for learners to learn and retain concepts better even improving their critical and analytical thinking, outcome visualize as smarter students. Artificial Intelligence (AI) is a big boon in every sector so is in language learning especially English. AI works on personalized learning, immediate feedback, speech recognition, detailed analysis, engagement, reduced fear of failure, accessibility, adaptive learning, digital literacy and breaking down barriers that is available through tools like *jarggin, hayailearn, palteca, speech super, langua, small talk 2 me, talk pal and univerbal*.

Hence, there are innumerable methods and strategies present for the English language teaching. Now it is the role of a teacher that in which combination of methods must be applicable for the rural students to get trained as per the available resources.

Conclusion:

Rural students do face scarcity of resources in comparison to the blessed ones of urban areas but they must not feel neglected and left out. Government's policy towards the *vikshit Bharat* is extending hands to lift even the rural areas. Therefore awareness towards the schemes and its timely availing for the betterment is a need. Also skill of a teacher plays a major role in transmittance of education and turning students capable of English language speaking. It all gets possible when a teacher is known of the available methods and strategies for the English language teaching as well as its application as per its requirement. Definitely a targeted result is possible only when there are blended teaching methods used to teach Indian rural students.

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