

PROBLEMS FACED BY HINDI MEDIUM STUDENTS IN ENGLISH MEDIUM ENVIRONMENT

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Abstract

Education plays an important role in each society as it offers a particular and gifted workforce to serve different functions in society. Education is the urgent social factor that starts the progress of social, financial, and cultural development of the communities. Education causes society to save and to progress. Education has a continuous function as recreating new experiences, unfurling new components of information, growing new limits in the individual, and promoting human advancement and culture.

Education encourages an individual to develop, to create, and to be successful in his life. Education enables the individual to draw out the best what already exists in him/her. Education, as per Swami 'Vivekanand' is the best means for the development of the inward man. It is likewise the methods for causing Mankind to emerge out of his poverty and helplessness. There are many English environments, where students face problem such as different grammatical examples of English and related local languages additionally create confusion for new learners. They additionally face problems of poor vocabulary, poor listening office, which is basic for good speaking, family's low educational foundation, educational framework absent a lot of spotlights on speaking expertise, and no arrangement of separate English speaking classes in schools.

The learning of a mother tongue is, in every case, easy as we don't know about the process of learning. Learning of any second language is a bit difficult for a student as one need to place in extra endeavours to obtain that language. This article delineates the problem faced by the Hindi students in the English medium circumstance of learning.

1. Overview

Indian speakers of English face difficulties in speaking English quickly. The impact of the mother tongue (Hindi) is the primary factor in this. Regional languages may have a few sounds which are not found in English or bad habit a versa, which hampers enthusiasm for English speaking as a regional speaker thinks

that it is challenging to pronounce those sounds. Different grammatical examples of English and related local languages additionally create confusion for new learners. They also face poor vocabulary, poor listening skills, which is necessary for good speaking, family's low educational foundation, educational framework absent many spotlights on speaking expertise, and no arrangement of separate English-speaking classes in schools. Speaking is an essential and fundamental method of communication in human society. Speaking is imparting ideas/contemplations/feelings, and so on. Speaking greatly affects the professional and private existence of a person. Speaking, if very much concentrated, can give an excellent base to the development of the reading and writing skills. Reading is a mind-boggling aptitude which incorporates various concurrent exercises. Reading builds up the vibe and gets an understanding of the language. Reading sees all registers and to fabricate communicative skill. Writing is an ability that must be created, and it is not something that quickly falls into place for humans like speaking. Writing is a systematic process, including presentation of the idea in an exact way. Speaking and reading give a firm base for writing. Writing focuses on clear and explicit communication. In schools, students learn English for language acquisition. They are made acquainted with the English language is essential four skills and helped with procuring English as a language for practical utility. [1]

2. MAJOR THREATS IN SECOND LANGUAGE LEARNING

Apart from above discussed problem there are other threats faced by the students to learn second language properly in their classroom:

a) Limited learning environment

Learning materials refer to items that aid in the learning process. Books may be a necessary material, but books are not enough by themselves. Audio tools are also needed. The fact is, students of English Language never getting to hear the correct pronunciation by a native speaker. Most of the language learning is imperfect. Students have books to read but they don't know about the right pronunciation of a particular word. How would a student get idea about pronounce a word? He/she must get the opportunity to hear the right pronunciation from his/her teacher.

The most language classrooms have only dependable resource is a teacher. There is no other source to hear the right pronunciation for students. Sometimes they watch or listen through unauthentic resources which may cause wrong interpretation of syntax (sentence structure) and pronunciation of words.

b) Influence of Mother tongue

Students tend to learn pronunciation by comparing with their mother tongue. Language transfer designates the interference of the mother tongue in second language learning. Learners apply knowledge from their native language to learn a second language.

This can help in understanding and using the target language in some extend, but this can also become a huddle to the proper acquisition of the L2 (second language) rules, syntax (structure), vocabulary, and pronunciation. "Syntactic errors in adult performance" occur due to the use of mother tongue in the life of a learner and this impact remains for a long period in the mind of a learner. Learners are influenced by their L1 (mother tongue) in the following manners:

- They apply their first language grammatical knowledge onto the second language which leads to mistakes as a result of structural differences between L1 and L2
- They pronounce certain sounds incorrectly or with difficulty as a result of the difference in phonological systems. For e.g.: the actual pronunciation of the word 'forget' is /fəget/ but the students from Malayalam language background used to pronounce like /fəret/ because there is no concept like silent sound in Malayalam

c) Culture diversity

Culture is to humans what water is to fish-that that surrounds us and that we are only aware of when it is gone. Culture as a process undermines the idea that culture can be learned through superficial aspects like food, costume holidays. It is experienced through language because language is inseparable from culture. Learning a new language while living in the culture involves coming to terms with the new ocean you are swimming in. This is acculturation, which can have two meanings. The general meaning is just the process or act of adjusting to a new culture.

Learners' culture can be a barrier to second or foreign language learning. Cultural differences may cause confusion and cultural misunderstandings. Learners may have problems communicating with target native speakers because of cultural differences. The obstacles arise when there is a lack of understanding between a context where a learner lives and the difficulty of a language task given to the students.

d) Untrained teachers

Most of the teachers do not know about how to introduce a new language to the student according to their interest. Teachers are confused to make them understand about the features of second language, especially when the teachers those who are from different subject background are taught English in

the classroom. In our secondary classes, the teachers who are teaching English are not from English as subject background.

This always creates problem among students. The pupils, whose school is in rural area, perceived more, the 'Attitude' and 'Teacher's Competence' as the cause of problems in learning ESL than urban pupil.[2]

3. The Difficulties in Learning of English Faced by Hindi Speaking Students in India

Fundamental point of the examination was to explore and analyze the learning difficulties faced by Hindi speaking-students in India and Indian expatriates in India basically in Uttar Pradesh. It is generally felt that learning of English varies in different context. Learners having background of Urdu, Hindi differ on account of learning achievements. Similarly those who enjoy more English learning environment may perform better than their counterparts. In order to carry out the study, three types of subjects were purpose. The study, though was descriptive-qualitative in nature, quantification was used to arrive at statistical inferences. The results indicated that most of the learner's problems arose due to L1 interference on second language learning process.

India has authoritatively perceived the significance of English, giving it the sacred status of 'Associate Official Language'. This status has changed and altered under political and social pressures in a vibrant society with a democratic structure and due to the presence of many cultures, languages and religions. English, which had a 'world class' and fairly outsider status during the Raj in India has now developed and expected the status of an obligatory connection language, the most widely used language. English, which had an 'elite' and somewhat alien status during the Raj in India has now grown and assumed the status of a compulsory link language, the lingua franca. At the most important sphere of language acquisition: education in general and school education in particular, it has been gradually adopted as a subject, field of study and most importantly the medium of instruction and examination. It is the mode of guidance in numerous schools and capacities as the primary, second language at auxiliary and senior optional levels. Advanced education in the metros and bigger and littler towns is constantly in English. Concentrates on students' language programs are significant as they depend on exact study hall experience Hence they provide genuine feedback to instructors as well as instructional designers to create need-based programmes that would benefit different learner types and enhance their efficacy and competence. Social disparities increase these variations as in the variation in learners' exposure to English language and their socio-economic experiences lead to the difference in their learning. Even years of exposure to English language teaching/ learning in school

fail to bring them up to acceptable standards of the language in many schools. The case of Urdu/Hindi speakers studying in different schools bears greater significance in this context. [3,4]

4. PROBLEMS ENCOUNTERED BY RURAL STUDENTS IN WRITING ENGLISH

Writing in a foreign or second language is a courageous experience, particularly for students whose native language isn't of a similar starting point as the target language. Native language speaking students learning English is a good model here. These students are faced with the school curriculum that incorporates the four primary skills of the English language. Among these skills, they discover writing aptitude the most difficult one and face numerous problems while making simple short sections.

Writing by and large is the least lovable expertise to the rural students of RohailKhand, and this can be contributed to the way that successful learning of the writing ability relies upon the successful learners have with the learning of different skills. Ordinary teaching programs embrace the natural request of listening, speaking, reading, and writing in their teaching schedule. Even though writing comes as the last ability, it can't be disregarded and needs a ton of consideration from the teacher and the student since it is necessary for day by day academic life. Students are required to figure out how to be good journalists. On the off chance that Student can't compose effectively and logically utilizing suitable language and style, life will be difficult for them at school as well as in grown-up life, as well. This research is to show that the roles of the teachers and the students go next to each other with regards to mastering writing problems that numerous secondary school students face in the state-funded schools in rural India.

The problems they face could be a result of the lack of information in the English language, for example, not being capable develops satisfactory vocabulary. It is additionally because of the reason that the students don't have a clue how to compose words, expressions, and sentences. They may likewise not be good at all in every one of the skills of the language. Students may face a great deal of native language interference or may lack motivation. "Writing offers the chance to the students to be adventurous with the language, to go out on a limb and to go further of what is learned to discuss".

Writing aptitude offers a method for communicating one's ideas and feelings on paper. So the message must be boisterous and clear between the teacher and the students. "The teacher needs to urge learners to compose for communication. They should concentrate on the ideas and implications

they wish to convey instead of on the mechanics of writing, for example, spelling, and handwriting."[5.6]

5. CONCLUSION

There are solutions or remedies of teaching English as a second language

Place of English Should is defined: - English offers vast opportunities to all. The policy regarding the place of English in our education system should be well defined. This should be determined keeping in view its use and vast opportunities in the field of science, technology, social sciences, philosophy, area studies, journalism, international trade and diplomacy.

Applying Different Methods of Teaching: - The teacher while teaching English should use the different methods of teaching English to the students. The teacher can also make use of the language lab. Some of the methods of teaching English are as follows:

- Grammar-Translation Method
- Direct Method
- Bilingual Method
- The Structural Method
- The Communicative Method
- Situational Method

Use of appropriate method for teaching various topics accordingly helps to enhance the effect of teaching language.

Building Confidence Among Students: - At the first meeting itself train your students to ask some simple English questions and give their answers, examples are 'What is your name?', 'Which country are you from?', 'Who is your best friend?' etc. Many teachers of English as a second language make the mistake of beginning with the alphabet. This is wrong. When you train them to ask questions on the first day itself, your students will definitely show off these questions to their folks. And their interest in the language will be built. They will come with higher hopes of learning more things the

next day. The teacher should emphasize more on the language learning skills than the portion completion at the undergraduate level.

Keeping in Mind Aims of Teaching English: the teacher should always emphasize on the aims of teaching English and it will help to teach effectively and these aims are:

1. To enable the students to understand English when spoken.
2. To enable the students to speak in English.
3. To enable the students to read English.
4. To enable the students to write in English.

These are the primary aims of teaching English instead of enabling the student to pass in the upper class.

Improvement in Teaching Facilities: - Special efforts should be made to ensure that teachers get proper teaching facilities, including space, books and teaching aids. The school and the college libraries should subscribe good journals which may enable them to know the latest developments in the field of linguistics and English language teaching.

Make Students Think in English: - make it a very firm rule but subtly implied that there will be no other language spoken in your class other than English. Exhort them to think in English. This a mammoth task, and can be achieved only after some weeks or probably months of teaching.

End the Socio-Psychological Problems: - Many think English as the most difficult language and many call it unnecessary to learn it. The efforts of the teacher should be in eradicating the Socio-Psychological problems of the students, by motivating them and giving them some responsibility.

Communication Skills: - Never teach your students always speak with them. Keep talking with them in simple English. They will talk when the initial icebreakers are done with. And when they will talk, they will learn. Encourage your students to talk. As long as the students attempts to talk in English make it a point to listen.[7,8]

This population continues to increase more rapidly than that of native English speaking students, so teaching of English is becoming of great significance. Every teacher who teaches any subject matter in English to ESL students is not only a teacher of the content area but also is a teacher of English as

well so he/she should have to continually reflect on teaching and update practice to address the needs of the learners.

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