

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

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Abstract- This paper examines the difficulties encountered by Hindi speaking students in India when learning English as a second language. With English being a crucial language for academic, professional, and social success in India, understanding the challenges faced by Hindi-speaking learners is paramount. By identifying and addressing these barriers, educators, policymakers, and stakeholders can better support Hindi-Speaking students in their English language learning journey, therefore fostering educational equity and linguistic diversity in India. Main aim of the study was evaluate the learning difficulties faced by Hindi speaking-students in India. It is generally noticed that learning of English differ in different context. Learners having background of Hindi varied on account of learning accomplishment. Similarly those who admire more English learning environment may perform better than their equivalent. In order to fulfill the study, three types of subjects were design. The study, though was expressive-circumstantial in nature, Analysis was used to arrive at statistical conclusion. The results denoted that most of the learner's problems emerge due to first language hurdle on second language learning way.

Index Terms- Cultural Disparities, Language Acquisition, Evaluate, Learning Difficulties, Accomplishment, Learning Environment, Expressive Circumstance.

I. INTRODUCTION

In the multilingual landscape of India, where linguistic diversity is both a cultural hallmark and socio-economic reality, the acquisition of English as a second language holds significant importance.

English proficiency is increasingly recognized as a prerequisite for success in various domains. Within India, where Hindi serve as the primary language for the significant portion of the population, the acquisition of English presents unique challenges shaped by linguistic, cultural, and socio-economic factors.

India has officially honored the value of English, giving it the inherent status of 'Associate Official Language'. This status has changed and modified under political and social burden in a lively society with a democratic structure and due to the closeness of many cultures, languages and religions. Mainly, it is enjoying the ranking of second language in India.

Even years of exposure to English language teaching in school fail to bring them up to acceptable standards of the language in many schools. The case of Hindi speakers studying in different schools bears greater significance in this context. Such learners remain deficient in using the English language even in ordinary day-to-day communication. This problem is becoming more acute because India's rapidly growing technologically advanced economy demands a large number of students to pursue professional, technical and academic programs which clearly require appropriate knowledge of the target language-English. It is felt by most pedagogues that traditional teachings and sheer translations of the concerned texts are not the obvious solution to these problems, as later they would require adequate grasp of the language to communicate in the work environment as well.

This study intends to present a thesis on a comparative analysis of the difficulties faced in the learning of English language by Hindi speaking students in India.

An obvious difference between the two languages under study here is their different word orders due to their respective roots. The Hindi language and its grammatical structure are derived from Sanskrit. In Hindi, as in some European languages like French, the rules for the conjugation of verbs are quite different from those in English. Belonging to

different families of languages, namely the Indo-Aryan and the Anglo-Saxon, these differences are bound to be dissimilar. Hence, there is a basic difference in the order in which words are used in both languages. In Hindi, the normal order of words can be: Subject, Object and Verb (S-O-V). In some cases people are found using the following pattern as well: Subject, Verb and Object (S-V-O). However, English being bound to follow its rule of the sentence structure, does not usually allow any change in the order of the Subject, Verb and Object (S-V-O).

II. DIFFICULTIES IN SPEAKING ENGLISH LANGUAGE

The learners are found facing difficulties in speaking on account of sound, accent, dialect etc. The importance of teaching speaking has always been felt as the most important productive skill. In a second/foreign language learning situation, neither teachers nor the students spend enough time for the learning and practice of speaking skills for many reasons. In addition, the learners neither possess enough vocabulary nor structure to communicate in the target language. As mentioned earlier the target language teacher focus especially on teaching grammar (for the sake of grammar) and vocabulary items (usually passive) rather than teaching skills in general and speaking in particular. Both of the communicative focused and unfocused tasks one has to engage learners in using language pragmatically rather than displaying language. They seek to develop language proficiency through communication.

III. PROBLEMS IN LEARNING READING ENGLISH LANGUAGE

There are two types of problems in learning reading. Basic reading problems occur when there is difficulty understanding the relationship between sounds, letters and words. Reading comprehension problems occur when there is an inability to grasp the meaning of words, phrases, and paragraphs. Signs of reading difficulty include problems with: • letter and word recognition understanding words and ideas • reading speed and fluency general vocabulary skills teaching reading can be an arduous task as it is often difficult

to know how to improve students' skills. There are different types of reading skills:

- Skimming—reading rapidly for the main points.
- Scanning—reading rapidly to find a specific piece of information
- Extensive—reading a longer texts, often for pleasure with emphasis on overall meaning
- Intensive reading—reading a short text for detailed information. These different types of skills are used quite naturally when reading in a mother tongue.

Unfortunately, when learning a second or foreign language, people tend to employ only “intensive” reading skills. It is often noticed that students insist on understanding every word and find it difficult to take any advice of reading for the general idea, or when they do read longer tracts, it is often only to look for specific information. Students studying a foreign language often feel that if they don't understand each and every word they are somehow not completing the exercise. In order to make students aware of these different types of reading styles, the teacher is required to help them identify reading skills that they already apply when reading in their native tongues. Thus, when approaching an English text, students need to first identify what type of reading skill has to be applied to the specific text at hand. In this way, valuable skills, which students already possess, are easily transferred to their English reading. The use of contextual clues can be one of the best ways to improve students' reading skills.

Unfortunately, students often insist on understanding each word when reading. Realizing that a text can be understood in a general sense by using contextual clues can go a long way towards helping students cope with increasingly difficult texts. At the same time, the use of contextual clues can also provide a means by which students can rapidly increase their existing vocabulary base.

IV. PROBLEMS IN LEARNING WRITING ENGLISH LANGUAGE

Children go through several language development stages: toddlers start learning to write in

kindergarten, when they are often given a series of story cards to arrange in order. In early elementary, the focus is on teaching motor skills and the writing process. By middle school, students are expected to know how to write, and write well. If they do not possess these tools, their schoolwork suffers. For instance, middle school classroom work and student homework in subjects such as science and history require students to first interpret what they read. Then they are often asked to write on-the-spot essays.

Learning difficulties in writing can involve the physical act of writing or the mental activity of comprehending and synthesizing information. Basic writing disorder refers to physical difficulty in forming words and letters. Expressive writing disability indicates a struggle to organize thoughts on paper. Symptoms of a written language learning disability revolve around the act of writing. They include problems with: -neatness and consistency of writing -accurately copying letters and words -spelling consistency -writing organization and coherence

V. DISCUSSION

English serving as a language of instruction, communication and opportunity in academic, professional, and social spheres, the challenges faced by Hindi-speaking students in learning English deserve careful examination. This paper endeavors to delve into the complexities and difficulties encountered by Hindi-speaking learners as they navigate the intricacies of English language equitization in the Indian educational context.

Understanding these challenges is essential not only for educators and policy makers but also for fostering inclusivity, equity, and linguistic diversity within the education system.

There are too many observations and only one solution. It cannot be denied that the performance of students from Hindi medium schools at basic tests of their understanding of English language was overwhelmingly awful. The students had no understanding of such basic concepts as synonyms, antonyms, punctuation, tenses etc. When expected to

write a simple meaningful sentence on their own, almost all the children failed. There is no point for political correctness when a reason is sought and presented as the cause for this unfortunate reality. Young students in Hindi medium school cannot speak correct English. That they do not have enough confidence to speak in that language in the first place, is a different story altogether. The problem lies in the teaching methodology alone. Hindi has a far greater presence in the society & school room a basic knowledge of Hindi for the students is considered sufficient for his overall development.

In our schools where English is not the medium of education, this language is a cat that no one wants to bell. The only solution to this problem to change the way in which English is being taught as a second language in Hindi medium schools. The translation method is not a good tool for this exercise. Students must not be trained to translate words in their head before they can use them in their sentence. This exponentially reduces the student's proficiency and keeps him forever away from the much sought-after fluency. The overall impact of one's mother-tongue and connected socio-linguistic variance has been a matter of concern, however learners' performance also depend on psychological factors such as motivation and attitude. Series of work has been done by Khan (2011, 2012, 2014a,b, 2015) support the idea of socio-linguistic interferences and psycho-linguistic impact on the learning of English as a second/foreign language. It is the need of the hour to adopt the bilingual strategies where a particular concept simultaneously brings to mind the two words for it from the two languages and the speaker can use it without any hesitation. It must be understood that cramming word-meanings, antonyms and complex words can never be the solution to learning a new language.

It is believed among those circles that rote learning can help them to learn how to speak English, a view that must have been discarded a long time ago. It is only through constant practice in reading, writing and speaking that can help a student to fully understand and make use of English language in daily life. Moreover, frequent workshops must be held for the teachers in every school where they must be acquainted with newer and best methods of teaching.

It is absolutely important that technology must be brought into the fray and teachers must be taught how to use and include it in their teaching methodology to bring about a more effective and inclusive learning experience. It is no secret that English plays an important part in the life of every person in today's highly globalized world where it has become a prerequisite for success.

Therefore, it is important that English is introduced at as early a stage of school education as possible so that the students can inculcate it when it is easier for them to do so. Orthodox and robust methods of teaching must be done away with and the need to make the students understand exactly what it is that they are dealing with is imperative in both the short and long run. Students must be encouraged from a young age to communicate with each other in English as practice alone is the magic wand to learn English language. There should be greater awareness among the masses and those holding power in the field of education that English today is not an option. I hope, with great optimism, that my thesis would help my country to this end.

VI. CONCLUSION

This is a very serious problem which has huge ramifications as far as the future of the students and our education system is concerned. We are all a part of a system that does not allow a child to think for himself. A child is bound by his syllabi and the iron fist of the person giving it to him. Not only is there no room for creativity and subjectivity, our teaching methodology focuses entirely on the quantity of education given in terms of time and books, but not on the quality of teaching. The focus is on the number of hours that a teacher is teaching, but not even remotely on the 'what' and the 'how' of the teaching process. While the student's attendance holds supreme importance, his/her interest and 'learning' is a matter of no concern. So long as we hold such a utilitarian and reductive approach to our method of education, the results will continue to be as dismal as they have been in the current research.

VII. RECOMMENDATIONS

Based on the results and conclusions, following are some of the recommendations:

1. Diagnostic analysis needs to be done by the concerned teachers of English to understand the problems,
2. A comparative analysis needs to be performed to deal with the teaching-learning situations,
3. A proper strategy needs to be evolved to cater to the needs of the bilingual learners of English

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