



Short Review Paper

Major factors: responsible for the gloomy situation of Hindi medium students in learning English language

Anamika Sharma

Baraktullah Vishvavidyalaya, Bhopal, MP, India
amit_sharma65@rediffmail.com

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Abstract

English is considered high level language. It is valued highly in our Indian society. In most of the cases English is considered to be the language of elite. It is considered to be the symbol of our nation's prosperity and our own status. But the present scenario in context to Hindi medium school students is so much gloomy that no one can imagine. The main objective of this paper is to throw light on the lack of command of students over English communication so this work is merely a theoretical attempt to highlight the major factors affecting the present scenario of English language learning.

Keywords: English language learning, major factors, Hindi medium students.

Introduction

English is always considered as a second language or foreign Language by Hindi medium students in our country India. The most Percentage of future generation in India is going to face many social life problems due to lack of English communication and English language learning. A well said "...English in India is what it is because of its functions which are controlled by its sociocultural setting and by its interaction with the major Indian languages. This socio-cultural approach to English in India is designed to show how the lexico-grammatical systems of a language get shaped and reshaped by its functions.

There is, therefore, no feel that English in India is or will be less effective or less efficient as a system of communication, but there is every reason to say that it has and will continue to have a marked Indian flavor"¹. As English learning is always a matter of importance so here is an attempt to highlight some major factors which are responsible for the gloomy situation of Hindi medium students.

Government's Policy

First and foremost, the most important factor is the Government's policy. A number of commissions, committees and study groups have offered valuable suggestions time to time. But it seems that most of the recommendations are not for implementation. But unfortunately, Even after the Independence of many years, no clear cut policy could not be drawn about the continuance of English.

Prof. V.V. Yardi gives clear distinction between a 'foreign' and a 'second' language status as: "English as a foreign language refers to a situation where it is taught for certain specific

purposes viz... reading scientific works, translation, communication at certain levels and for certain purpose only. English as a 'second' language refers to a situation where English is used widely for purposes of administration, education and as a common link-language"².

But After examining the Government's policy it seems that ever changing policy of making English compulsory for some years and then again making it optional has been one of the main causes of lowering the standard of English. Therefore it is very essential for the policy makers or the educationists to determine the specific area of activity, specific purposes and the proper way to represent the data before the students.

Defective Curriculum

The another factor, which is gist of lessons and topics, is responsible for gloomy situation of ELL. "English is recognized as an important global or international language, essential for professional employment and significantly, a key component of the cultural capital of middle class Indians"³. So it is always an important issue for our students in India. A number of commissions and committees have given serious thoughts regarding this.

The different theorists and linguists have defined it as a problem in many ways that the design of curriculum is not appropriate for school level students, which can meet the need and requirement of the students according to this liberalised, privatised and globalised era of competition and technology. Simultaneously the monotrack system of examination pattern makes the student hostile because curriculum is always dominated by examinations. Despite this a triple track system is required to meet academic, technical and practical aspects.

Conventional Teaching Methods

A method is generally a device adopted by the teacher to communicate certain items of information to students. But it's not one sided thing. The students also must be active to receive the information or knowledge. A teacher in the classroom mainly uses Translation method/Direct Method/Structural method and so on. But there is no rigidity to use these methods strictly. According to understanding level and requirement of students, teaching method must be used. But in reality is the hostile attitude of teachers to teach the students only from the point of view to pass the exams.

Lack of well trained teachers

The last factor which can be considered the main factor, which lacks to prepare the capable brigade of citizens. A hunt for well trained teachers in India will go on so many years especially in government schools. A teacher should be kept away from classroom teaching until he or she undergoes the basic training. Only a few teachers are there to accept the teachership as their mission of life. Some months ago in our country D.El.ed. and many bridge courses have been launched by Government. but as time passes by the benefits of these courses will reveal, how much these trainings are going to be beneficial for students.

Conclusion

The need for effective and learning has become a driving force in the 21st century, hence teachers need to focus on educational practices that provide all English language learners with knowledge and skills that is necessary to contribute to the global society.

The above work deals with the major factors responsible for the gloomy situation of Hindi medium students. Government or policy makers or educationists are mostly responsible to meet with the actual need and demand of students according to society and then with the designed and systematic curriculum

with the proper method, the well trained teachers must guide the students.

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