

THE PROBLEMS OF STUDENTS IN LEARNING OF ENGLISH**Muralidhar .B**

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Introduction:

As it is known that language has 4 skills, viz listening, reading, writing and speaking. Among these listening and reading are passive skills and writing speaking are active skills. Once again they can be classified as receiver's skills (L&R) and sender's skills (w&sp). Command in all these four skills can make a person perfect/proficient and judges the person's position in the society. Only this kind of people can use language and expedited it in well manner.

In schools and colleges the syllabi is designed in a such a way that, it focuses only on the passive skills with the intention that the other skills can be developed in the later stages/years. (in many schools and colleges some teachers/lectures usually do not teach listening skills and reading skills).

Teachers and lectures teach the lessons with the hope of enhancing writing skills since it is important for writing exams and without teaching/ highlighting on how language functions at different levels of life. Usually students tend to compare English language with other subjects like chemistry, economics, sociology, etc.

Actually this kind of comparison is wrong, since they are different subjects. They cannot be compared, but the tendency of comparing the subjects, has been going on. The students use the same yard stick to assess English language which is used to assess other subjects. This arbitrary assessing is wrong as content is important in other subjects but in (English) languages words, spelling meaning, style, manner and contents have same level of importance

Large/ Huge class rooms: crowdy class:-

The class room situation will not be under the control of a teacher/lecturer if the strength: of the class room is very high or above normal size (60 to 70 students);. in that case a teacher cannot give individual attention and guidance. Much of the teachers or lecturers time and energy is used in hushing the noise in the class room. Practicing speaking skills is difficult or not feasible.

Petty politics:

In villages, hobablic, the role of petty politics ca.. be witnessed. Its involvement in college administrative and managerial matters is obvious. This is no exception even in getting much internal marks by some candidates or students. If their purpose is not solved and if they couldn't get what they wanted, they sometimes even never hesitate to proceed to halt all kinds of welfare programmes being in process.

No background / poor humble background

Many of students are from poor / humble background but, this is not actually the major problem or hurdle, if they are willing and longing for learning. They can get materials and if they study hard they can get mastery over it. Many great scholars of this language are not born in cities with silver spoon, but whenever students fail in their exams they tend to blame their humble background. When students face problems in various aspects they have none to guide them suggests or to advise. Poor students cannot afford books of English, but if they are willing and want to learn they can surpass/ supersede the problems and can get the mastery over it. Many great scholars of English language are not born in cities

Teachers' dilemma

Teachers are in confusion of what to teach and where to start, since the many of the students have no background of basic English grammar. To teach students the basic (grammar) teachers or lectures have to take extra classes but the problem is of no scope for bridge course type of classes in usual time table.

Asking for notes

Students want their teachers to dictate them notes. It is common in all the subjects. It is easier to dictate notes when content is enough for them whereas in languages content is only a means(in other words its only a pretext) Even though teacher gives notes it cannot be perfect. Because still there will be scope to improve it in various angles. On the other hand giving notes may curb the creative or constructive power of students. The students who took notes seldom think/ plan of preparing of their own notes. Instead of this spoon feeding, teaching students the art of note making and note taking will help them in developing self-sufficiency etc.

3.Asking for important chapters and questions:-

The commonly found tendency of students is asking for important questions or chapters to be studied for the examination with the intention of leaving other and not much important chapters without studying. The students try to apply the same attitude to the languages as well but it is not good or advisable rather in language it is better if they read more and more, even the not prescribed text/lessons too.

4.Mere translation:-

Some of the teachers translate English in to other or mother tongue (while teaching) to make it understand. This is the widely used method but it is not always recommendable as this method fails to impart the real grandeur of language.

Many students read guides or digest and look for translated version to be prepared for their examinations. (Most of the times guides and digest are of Pathetic situation is in some parts/areas English is taught in mother tongue... Substandard quality). By reading these they may get the idea but fail to put it in English/language. This is the reason why student fail to get pass in English. Even though they pass they do not have good knowledge of language.

Students demands for translated things in to their mother tongue. This is a pressure on teachers./lecture to teach English in their mother tongue. Students demands for translation of the things in to their mother tongue. This is a pressure on teachers./lecture to teach English in their mother tongue

5.Sole dependence on guides/digests:-

Students rarely read text books instead they depend guides irrespective of the mistakes in it. Non availability of text books (high rates of text books) also are added woes to this.

6.Sole mugging/by hearting :-

Mugging up is not suggestible /recommendable for language studies (may be good for other subjects). By this method students may pass or get more marks but again they fail to acquire the skill of language. Hence students cannot understand how language works in different situations of all walks of life.

7.Language learning takes days and months:-

Language learning is not like learning or knowing the (concepts of) other subjects. It cannot be measured in terms of (concepts, contents only or in marks) but language learning and the effectiveness of it is seen in writing or in speaking-creatively .Knowing about the language and using the language is like knowing about ' bike' and ' bike riding'. (Another comparable thing is knowing about swimming' and 'actual swimming').

Language knowing or learning is a long /(sometimes lifelong) process, it cannot be completed or judged overnight. The students who have scored high in languages cannot co-up with the unexpected turn and twist of time or situations and forget to change words, sentences according to whims and fancies. The effect of language learning can be seen either in speech or writing (which happens spontaneously as well).

Language learning takes much time. It requires rigorous training. Expressing ideas, views in mother tongue is easy but in other languages it's not easy unless they practice it and unless they use it, their mistakes cannot be identified and rectified. Hence the language learning is gradual and rather slow. It takes its own time and course to make its impact on the life of a person. It won't give immediate / instant result like allopathic medicine. Day by day by practice it takes its shape and development. Therefore it is called a 'skill' than a 'subject'. Its matter of doing and knowing.

No environment to develop English speaking

In heavy loaded syllabus /work load there is a very less scope to develop or create an environment wherein students can learn how to speak, write listen, could understand and respond in English.

No daily usage

Normally there are four hours in a week for language classes and in the remaining hours /periods students listen, write, read and understand in their mother tongues. Students study and write exams of other subjects in mother tongues So is the imparity between the strength of the mother tongue and English. English is side lined. So students cannot write single correct sentence in English.

Other subjects are studied in mother tongue

As it is already said that the importance, usage of mother tongue (listening, writing) and overall functioning of mother tongue is more. Students like/love their mother tongue more and dislike English language though they need it. Naturally mother tongue is becoming stronger and English language is weaker.

Heavy influence of mother tongue

The influence of mother tongue is clear in all aspects of life and learning. On one hand it is helping the students to ascertain the meaning of English words, sentence, and paragraphs but on the other, the things like writing and speaking in English, the same influence is hampering students to use English language.

Spelling problem :-

English is a peculiar language with its own grammar. Pronunciation and spellings are different from other languages and thus the learners face much trouble. The User at the initial level gets confusion while listening and in writing it (he will be perturbed more) as a matter of fact no Indian languages has this feature.

Lack of work culture:-

We can witness in many areas/ parts a disease of no work culture among students community. They won't work for themselves but do work only when there is a pressure or incentive of marks (internal). Many students want prepared notes or xeroxed copies of the notes. They seldom prepare own notes by referring more books. They expect their teachers/lectures to give them notes. There is a lack of self-study. Students rarely see and study text books after going home. They won't read and many students do not bring text books to the classes. They less refer dictionaries and other prescribed literature.

No basic-in high school/ primary school:-

Most of the students who came from rural background won't have good background of English. College teachers blame both the students and high school teachers, likewise the high school teachers blame the primary school teachers. Though the blame the game is continued no bridge (bridge course) or solution is found to solve the riddle.

Trying to learn English language through grammar:-

Many students have a notion that if they learnt grammar it will be easier for them to speak or write, but if it is learnt according to situation/circumstances (as a situational

grammar) it will be easier, but many a times grammar is taught separately. Although the students have learnt their mother tongue without worrying about its grammar but in case of English, they want to grasp the skill through grammar. This attitude will not ease the process either of speaking or writing instead it creates some confusion regarding sentence structure verb pattern etc. This further leads to avert learning of English.

Different grammar:-

Every language has its own grammar and grandeur. Grammar of one language differs from the other, and they cannot be compared. Especially English language has a peculiar type of grammar which seldom resembles the grammar of Indian languages. This poses a great threat for students to follow it.

17. No good methodology and trained teachers:-

Some of the teachers /lectures won't have good methodology and skills to teach effectively with interest, enthusiasm, to make students to take much interest in learning process. Up to high school level (s. s. I. c) there is a prescribed qualification for teachers and training course but after s. s. i. c level there is no training courses prescribed as qualifying condition to teach at U. G level.

18. Exam oriented:-

In recent days many a number of students and teachers are exam oriented/ exam centred, but the language learning which requires perennial effort and interest. This kind of mindset further leads to neglect language learning as secondary thing and time consuming and late rewarding.

19. Phobia of not speaking correct:-

Higher level the class, higher levels the shyness. At primary classes/schools/levels Shyness is less and students hesitate less to express. In higher level of education the phobia or shyness is very high eg: phobia may be of not speaking correct, not writing correct etc. This notion/ concept of grammar haunts them a lot and it hinders them in speaking and in writing.

20. The condition of rural colleges

Rural colleges which are situated far away from the city without basic facilities/amenities and the students who don't have minimum/required basic knowledge of English and yet their high expectation of internal marks, bringing of pressure from various angles to get more internal marks, pressure from the administration, principal, management and other section tempt a good and prompt teachers to desert that kind of colleges and to join the urban colleges, where there will be more basic amenities, basic knowledge and less pressure as such.

Heavy load of syllabus:-

In P. G and in J. G classes syllabus prescribed is very heavy and by heavy syllabus learning becomes less. Where there is less burden of syllabus, there will be more learning. In

higher classes there is a heavy loaded syllabus but, the allotted/ stipulated time is very less and this puts pressure on the teachers/lectures and he/she could not teach better. Students hardly get time for language related activities like enacting of drama, role play etc..

No technical training courses:-

There are less opportunities both to teachers and to students to learn and to teach the various skills of language/communicative aspects. Teachers have to teach with their own idea and imagination (capacity). Likewise the students have to apply all their experiences, imagination and effort in acquiring the various skills of English language

No scope for speaking practise:-

Even after learning the communicative skills and aspects of language students won't get normally the situation where in they can express their feelings, emotions, ideas in English language. In usual classes there is a less scope for speaking practise. Heavy syllabus and large number of class room may not make a room for speaking practise. In large class rooms it is difficult to give individual attention and also to prepare them for speaking skills. In home / in schools the English speaking environment is not available. Hence the students who have already learnt little bit skills may not possible to bring it in to practice.

Pressure of other works:-

Teachers /lectures have to bear the burden of other activities or responsibilities which are in no way related to teaching and academic excellency