

CHALLENGES FACED BY THE STUDENTS OF GUJARATI MEDIUM IN ENGLISH LANGUAGE LEARNING IN UPPER PRIMARY SCHOOL

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Abstract

The purpose of the study is to find out the main reason of the problem in the learning English as a second language for students of Gujarati medium of upper primary schools. This paper focus on the challenges faced by the upper primary student of Gujarat, learning English as a second language. The researcher point out of poor condition of student, learning English language with their mother tongue. This paper focus on problem of learning English language in Gujarati medium School. The goals of English language learning at the upper primary stage are achievement of basic proficiency for effective communication in real life situation and development of a language as a tool for learning the content subjects. Researcher also gave some solution for teaching English language of the student of Gujarati medium.

INTRODUCTION

Learning is reorganization of experience. Learning is not mere acquisition of information, knowledge or skill. Modification and Development are the direct result of learning. Learning is most important activity in the school. Learning may be defined as any relatively permanent change in behaviour which occurs as a result of experience for practice.

According to Heiderkeve, learning is not an addition of new experience, per se, what is it old experiences summed up, rather it is a synthesis of the old and new experience is which result in a completely new organization on pattern of experience.

EDUCATIONAL LEARNING THEORIES

Define core learning theories most widely recognized in education are Behaviourism, Cognitivism, Constructivism, Humanism and Connectivism.

- Behaviourism: Learning is a change in external behaviour shaped by environment stimuli, reward and reinforcement.
- Cognitiveism: Learning is an active mental process where the brain processes, Organizes and stores information in memory.
- Constructivism: Learners actively build their own understanding of the world by combining prior knowledge with new personal experiences.
- Humanizam: Learning focus is on the whole person, priorities emotional well-being, personal growth and self-actualization.
- Connectivism: A modern digital-age stating that learning happens through forming connections with information sources networks and peer communities.

In this study, behaviourism is the theory used in classroom when students study English as a second language. knowledge shared between teachers and students. Teacher act as a guide and facilitator.

Behaviourism learning theory is the idea that how a student behave is based on their interaction with their environment. It suggests that behaviour are influenced and from external forces rather than internal forces. In a reference to this learning theory teacher help students learn through

- positive reinforcement
- Drills
- Guided practices
- Regular reviews and acknowledge

Learning of mother tongue takes place in a very natural way. But learning a foreign language is an artificial process. Atmosphere of listening or speaking is created for some time but that is not as natural as we have in the case of mother tongue. English is a foreign language and has a complex system of vowel, specially the dip-

things which do not have any sound in any Indian language. Students of upper primary school of Gujarati medium faces problem during the studies in the classroom or even in the examination.

According to Dr.S.Radhakrishnan commission on education, English is the only means of preventing our isolation from the world and we will act unwisely if we allow ourselves to be enveloped in the folds of a dark curtain of ignorance.

The report of the University education commission

OBJECTIVES OF THE STUDY

1. Focus on the importance of English language learning for students of Gujarati medium school.
2. Find out challenges in learning English as a second language for upper Primary students of Gujarati medium.
3. To focus on area that creates difficulty in learning English as a second language.

English language

English is an international language in both a global and a local sense

- Mc Kay

Now, we focus on problem faced by student of Gujarati medium of upper primary School to learn English as a second language. Students of upper primary School often face issues as below.

Struggle of Gujarati medium students in learning English language

According to Albert .H.Marckwardt "English become a second language when it is a language of instruction in school and colleges"

Languages are important for communication. It is very difficult to think of a society without language. It sharpens peoples thought and guide and control their entire activity. English is thought is a second language in Gujarati medium school. The people or Gujarati learner find English language very difficult. First language is learnt naturally. No any special training is given to learn mother tongue while to learn second or foreign language the special training is given to Gujarati speaking learner. The objective in any language classroom is to get the learner to learn the target language and use it, which is done best when they are involved actively in the learning process.

To have comprehensive range of vocabulary is an important feature in learning the English as a second language. It is very difficult for a non- native English speaker to learn English language. When you think about it, there are many issues in English language studies that need skilled solution. Text book solution alone will not absolutely solve your problem. It needs spoken English training to overcome such issue

1. Different level of learning

The teachers in the school teach English and the learners learn English but none of them is fully clear about the real purpose of teaching- learning English. The different items of the syllabus are covered in the class. every time the teacher as well as the learner considered it as a knowledge subject and not as a skill subject. There are lots of communications concerns while learning .sometimes the topic covered cannot understand by every student. Each one will have different level of understanding and learning. Most of the times they fought with the unfamiliar words and could not understand their meaning. To learn English required constant practice and patience. To learn English needs constant practice and patience. Most of the students study English for the examination point of view. So they are not able to create a single sentence without grammatical mistake.

2. Low vocabulary

Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read and the better you will be able to say what you want to when speaking or writing. It is an important for language proficiency, for reading, writing, listening and speaking and for clear communication. Student of upper Primary School of Gujarati medium cannot deal with the problem of vocabulary easily because of their mother tongue. It is good chance to learn English vocabulary by learning in the classroom. It is hard to develop low vocabulary of the student of upper primary school of Gujarati medium. So it needs more effort while learning in classroom.

3. Influence of mother tongue:

- It is very easy for the learner to think ,understand ,analyse and speech in there mother tongue related to their mother tongue rather than English language.
- Gujarati is syllable rhymed language while English is straight stressed rhymes language.
- In Gujarati, the spoken language is closed to it's script where is in English,spoken language differ in it form.
- The word order in both language differ in form, in Gujarati it is s.o.v where is in English s.v.o.
- Gujarati is scientific language while English is not because in Gujarati there is a one to one correspondence between sound and its letters, in English 26 letters represent 44 sounds.

4. Pedagogical problem

The way you are teaching first language is different from the way of teaching second language. The way teaching of first language in teaching English, one cannot teach English. In pedagogical problem the teacher is not only responsible but also those are responsible who are engaged in language teaching at whatever level

Now, we focus on the problem that Gujarati speaking learner face.

- * There are lacks of a good English teacher.
- * Little knowledge of linguistic.
- * No good methods are practiced.
- * Lack of the knowledge of how language are acquired and learned.
- * The language teaching should be task based.
- * The teacher must have a liberty of deciding language activity and material.
- * The school must have technological resources.
- * The grammar teaching should be moderate and language oriented.

5. Lack of confidence

The lack of confidence point out to the struggle to reaching each word and change it in they will worried about their miss pronounce the word or syllables. They are not able to convey the message properly. There are lots of grammatical errors. All this kind of obstacles holds you back while trying to speak specially for upper primary student studying English as a second language.

This common student's problem is considered natural. The learners come across these kinds of issues. There are many ways to solve this is issues. We definitely try to overcome them. There are some skills to overcome this problem.

- * Spoken English training is the best solution to learn English language by grouping student according to their knowledge and give them space to speak in the classroom.
- * For vocabulary improvement teacher will make list of day to day work .while reading, student have a habit of writing unknown words and their definitions .action song .movies and clips will help you in remembering vocabulary.
- * Encourage to talk in English. Teacher must involve during English speaking
- * To learn about pronunciation by watching movies, learning construction of sentence by reading textbook or book from library, will help to improve your English skill.

CONCLUSION

We must work on this problem by changing methods and techniques of teaching English for Gujarati medium students. We have to change method, tools, approach and techniques for teaching and learning. We have to develop activity based learning for student so they can easily relate with the language and enjoy learning. The language teacher makes effort to overcome the problem in interesting way like role play, learning games ,rhymes ,story telling competition, word game ,reading short story written in English language. Teacher always try to motivate student to learn English language pronounce the word or sentence and ask the students to pronounce it. Teacher motivate the student to speak and express themselves English language during prayer time. Teacher gives opportunities to students to learn English language with the help of mother tongue while teaching new words and structure so those students exchange the each other ideas and concept whatever this studied in the classroom. With the help of principal and teacher in the school, Students of Gujarati medium get more opportunity to learn English language to school.

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