

DIFFICULTY FACED BY URDU AND HINDI SPEAKING STUDENTS IN THE PROFICIENT USE OF ENGLISH LANGUAGE

Shabnum Ahad

MA English, IUST

ABSTRACT

This research study will explore and analyse the language difficulty and disparity faced by Urdu and Hindi speaking students of India. This work will likewise reveal insight into the reasons why these students lack interest in learning English language. As learners having background of Urdu and Hindi varies on account of learning accomplishments. Similarly those who enjoy more English learning environment may perform better than their counterparts. This work will also project how English can reduce the unemployment by learning communication skills or the rational abilities. It will look at the different ways of learning English through communicative activities and dynamic solutions to ease the process of learning.

KEYWORDS: English language, Difficulty, Disparity, Learning environment, Communication skill, Dynamic solutions.

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INTRODUCTION

English is a foreign language. We are foreigners to it. The deep penetration of English speaks of the British legacy. Since English is an alien language, Indian speakers of English face the difficulties in speaking English fluently. Influence of mother tongue is main factor in this. Regional languages may have some sounds which are not found in English or vice versa which hampers interest in English speaking as a regional speaker finds it difficult to pronounce those sounds. A language which is globally recognized, understood, and having its users spread everywhere is known as the global language. English language has been globalized and its utilization has been far reaching. People engaged in diverse fields use it as a means of communication to obtain information, knowledge, and data to reach at the summit of achievement in their endeavors. It has played a vital role to open the door of advancement and prosperity in day to day life. It possesses an important position in education. The English language is being used as the common method of correspondence everywhere throughout the world whether it is for obtaining information from books or publishing research reports, or giving oral presentations or presenting papers in conferences.

Language is a system for the expression of thoughts, sentiments, and so forth by utilizing spoken sounds and symbols. We can't envision the society without language. Human language is adaptable, brimming with assortment, non-intuitive and it is acquired instead of inherited. Block, B. and, Trager G.L. expressed that: "A language is a system of arbitrary vocal symbols by means of which a social group co-operates." (Methodology of Teaching: 2-3: 2003)

Language assists to keep the society together and builds up its way of life through that language. Language is species-specific. The learning of a mother tongue is very simple as we are not aware about the process of learning. Learning of any subsequent language is bit hard for a student as one needs to put extra efforts to procure that language. Language indisputably has assumed a significant role in the development of human progress. Language is a basic requirement of the society. Language is an acquired skill so language learning is identified with the formation of a certain specific habits. At the point when a language is being procured in a proper set up, as a second language, it becomes important to consider the standards of language learning and factors influencing language learning.

OBJECTIVES OF THE RESEARCH PROJECT

- To study the method of learning English against the milieu of societal changes and other relevant factors.
- To examine the issues that might have been ignored while framing the curriculum for teaching English in the non-English speaking environment.
- To know the significance of English language in the contemporary world is to be featured and further more spotlights will be on the complications which the Urdu and Hindi speaking students face.

URDU AND HINDI SPEAKERS WHILE SPEAKING ENGLISH

Indeed, even long stretches of introduction to English language teaching in school neglect to bring them up to acceptable standards of the language in many schools. The instance of Urdu and Hindi speakers studying in different schools bears more prominent significance in this context. Such students stay lacking in utilizing the English language even in conventional everyday communication. This issue is becoming more acute in light of the fact that India's rapidly developing technology, advanced economy demands a large number of understudies to seek professional, specialized, and scholastic projects which unmistakably require suitable information on the objective language-English. It is felt by most educators that traditional teachings and sheer interpretations of the concerned texts are not the conspicuous solutions for these problems, as later they would require adequate grasp of language to communicate in the work environment as well.

The research project expects to present a comparative analysis of difficulties faced in learning of English language by Urdu and Hindi speaking understudies of India. India is a multilingual nation having twenty three languages constitutionally recognized and few different dialects exist without legitimate status as vernaculars and slangs. Hindi and Urdu are among the twenty three. Both the languages are used as authentic dialects and English works as link language and language of utility. For Urdu and Hindi medium students, principle of propensity development and principle of training become primary factor in learning English as a subsequent language. Their native language or the language they use at home is not a pure native. In schools they become familiar with all subjects, reading, and writing in Urdu and Hindi. This leads certain habits of reading and speaking which effects their-acquisition of English writing and speaking which has completely different pattern of writing and pronunciation. These students once in a while get possibility of communicating in English at home. Several social and economical factors are responsible for these conditions faced by students. Mental and sociological factors additionally affect language learning. If there is no legitimate inspiration, learning takes more time. The readiness of students of another dialect also relies much upon environment opportunities and facilities where the learners of such medium may fall behind. In learning of second language, if guardians could strengthen the endeavors of wards to practice it at home, it will be increasingly productive. This is the factor guardians whose wards are taking instruction in Urdu and Hindi medium miss the mark due to their financial and instructive status with certain exceptions.

It can't be denied that the performance of students from Hindi and Urdu medium schools at basic tests of their comprehension of English language was overwhelmingly horrendous. The students had no comprehension of such essential ideas as equivalent words, antonyms, synonyms, tenses and so on. When expected to compose a basic simple-sentence all alone, practically all them fizzled. There is no point for political rightness when an explanation is looked for and introduced as the reason for this shocking reality. Young understudies in Hindi and Urdu medium schools-can't talk right vitality. That they need more certainty to communicate in that language in the first place, is a different story altogether.

In the Urdu medium school, a requirement for realising English language is felt to make it a progressively comprehensive educational experience for the students for Urdu alone can't bring them through the present society. Hindi, on the other hand has a ton of pride and a feeling of antipathy towards the colonial inheritance of the English language. Since, Hindi has a far greater presence in the general public opposite Urdu, in the school room fundamental information on Hindi for the students is viewed as adequate for his overall development.

Notwithstanding, if someone discuss both the schools together, it can be concluded that both the groups was amazingly poor, either it is Hindi or Urdu. In our schools where English isn't the medium of education, this language is a feline that nobody needs to chime. The amicable solution to this problem is to change the manner by which English is being instructed or taught as a second language in Hindi and Urdu medium schools. While dealing with the methods, the translation method is not a good tool for this exercise. Students must not be prepared to translate words in their mind before they can use them in their sentence. This exponentially decreases the student's capability and keeps him perpetually away from the much looked for after familiarity. Specialised should be employed for these students, who are aware about the current trends and advanced techniques of English language teaching, phonetics, phonology, correct pronunciation etc. It is expected that after including some English phonetic capsules and pronunciation in the prescribed syllabus, students will improve their communication skill and proficiency in English.

CONCLUSION

Hence, 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 work.

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