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## **The Problems of the Beginners of English language Learners in Jharkhand: A Study in Constructive Analysis**

**ORIGINAL ARTICLE**



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### **Abstract**

Including India most of the world learns English as a 2<sup>nd</sup> language and consequently the age at which this learning begins is higher for them than those for whom it is the first language. For learning English as a second language there are two dissimilar purposes or inspirations that people usually have, they are to be able to read and understand English texts and also be able to write in English and to be able to have effective verbal communication in English. In India, if we ask a question to any Indian parents in which school they want their children to get an education in; then their answer definitely would be, 'in any good English Medium school. English has left this much deep impact in the minds of Indian people. Even though it is a foreign language, we get impressed by a person who is a fluent and excellent speaker of English or even consider them as intellectual people. There is no exaggeration in saying that, "English has become language of high estimation."

Every language has a curtailment for its reach but English has none. Even if an individual's group of English is restricted but there is no limit to reaching out to the world at large. Whatever be the level of mastery over this international language, English can be pondered to stand for empowerment, novelty, creation, learning, internet, science, success and honors. It is ample for most people to procure a rock-bottom level of English for a majority of aspiration.

### **Keywords**

**English Language, Communication Skills, Learner.**

### **Introduction**

Including India most of the world learns English as a 2<sup>nd</sup> language and consequently the age at which this learning begins is higher for them than those for whom it is the first language. For learning English as a second language there are two dissimilar purposes or inspirations that people usually have, they are to be able to read and understand English texts and also be able to write in English and to be able to have effective verbal communication in English. In India, If we ask a question to any Indian Parents in which school they want their children to get an education in; then their answer

definitely would be, 'in any good English Medium school. English has left this much deep impact in the minds of Indian people. Even though it is a foreign language, we get impressed by a person who is a fluent and excellent speaker of English or even consider them as intellectual people. There is no exaggeration in saying that, "English has become language of high estimation." Every language has a curtailment for its reach but English has none. Even if an individual's group of English is restricted but there is no limit to reaching out to the world at large. Whatever be the level of mastery over this international language, English can be pondered to stand for empowerment, novelty, creation, learning, internet, science, success and honors. It is ample for most people to procure a rock-bottom level of English for a majority of aspiration.

An acquaintance of English in India now a day has become very obligatory. English is used in numerous fields more than any other language. English is imperative in India because most higher education books are printed in English. English is the third most spoken language in the world. The "How to learn English" keyword is searched on Google monthly and 44.9% (55,364) of people search in India. If one has to continue to exist in today's cut throat competition one should have good command of English. The world is filled of diverse languages. Our country which is a land of diversity has profuse languages as well. And along with that Hindi, English and additional languages as the bureaucrat languages. On the other hand Hindi give out a lingua common language although English have turned out to be more imperative and all the rage language at the in attendance. English is used almost everywhere and that's why it has to turn out to be a necessitate to be excellent in English. Now a day English language is an associate language for those who doesn't have common language for communication. So in that case English language have unlock the gate of opportunities, thus we can say that English to day is window of the world or language of the globe.

## **Statement of the Problem**

In this research project an endeavor is made to fetch transformation and revolution in conventional methods of learning by analytical tools. This research study is prepared with the English Beginner students of middle level. Consequently the statement of problem is formulated as given below. "The Problems of the Beginners of English language learners in Jharkhand: A study in constructive analysis"

## **Elucidation of terms**

### **English Language**

The English language is an origin of West Germanic language. It was earliest came to existence in near the beginning of middle age in England and in due course turn out to be a worldwide lingua franca. English is an extensively spoken language in the world today. Now a day it is possible to pass through the whole world if you understand and speak English language. Consequently, English is also known as the "Link" language and "Global Language as well. English is widely spoken language in India also. In India English is known as a second language or foreign language. (Wood 5)

### **The Beginners of English language learners**

The beginning level is intended for students with little or no prior exposure to a language. Participants will learn to read and write and acquire the skills needed to conduct simple conversations concerning their daily needs. Students begin building a vocabulary base and are introduced to basic grammar and syntax structures. By the end of level one, students should be able to satisfy routine social demands and limited work requirements. The two stages of the beginning level are:

### **Basic Level A1**

Can understand and use familiar everyday expressions and very basic phrases aimed at the

satisfaction of needs of a concrete type can make basic introductions and can ask and answer questions about personal details, their home country, familiar people and personal possessions can interact in a simple way - provided the other person talks slowly and clearly and is prepared to help.

The A1 course teaches students alphabets (for example, Arabic or Russian), familiarity with elementary grammatical structures, and vocabulary pertinent to the objective skills listed above.

Specific target skills include the ability to take public and private transportation, make small purchases in a grocery or market, order meals in a restaurant; tell time, know the days of the week and the months; read street signs, and introduce oneself and greet others appropriately.

### **Basic Level A2**

People can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). People can communicate in simple and routine tasks that necessitate a simple and direct exchange of information on familiar and routine subjects can explain matters of immediate need and describe personal background facts in simple terms

### **Communication Skills**

Communication skills are aptitudes we use when giving and in receipt of dissimilar types of information. A communication skill engrosses listening, speaking, observing and empathizing. Undergraduate Learners of engineering: In this research study the sample learners are Under Graduate students of engineering field, who learns English as obligatory subject in both first and second semesters of their first academic year.

### **Status of English in India with Special Reference to Jharkhand**

In 2021, Indian pupils' proficiency in English was brought out by two international surveys: Education First and PISA. In the former, India (30) ranked below China (29) for that year; and for the later, India ranked 73 out of a list of 74 countries, ahead only to Afghanistan. English was introduced to India by the British, but English is extremely important in both domestic and international markets given the rapid growth in technology and increasing demand for the service sector. Indian vernaculars have not yet reached a stage where they can take over the functions of English and it is doubtful if the various linguistic groups of India will accept any Indian language ahead of their mother tongue as a pan-Indian language of communication. In my survey I have tried to establish the proficiency level of pupils in English in Jharkhand at the school level.

### **Jharkhand**

Jharkhand, state of India, located in the northeastern part of the country. Jharkhand is bordered by the states of Bihar to the north, West Bengal to the east, Odisha to the south, Chhattisgarh to the west, and Uttar Pradesh to the northwest. Its capital is Ranchi.

Jharkhand, one of India's newest states, was carved out of the southern portion of Bihar in 2000. Statehood was the culmination of a long struggle carried on primarily by the Adivasis, or Scheduled Tribes (an official term applied primarily to indigenous communities that fall outside the predominant Indian caste hierarchy). Indian independence brought relatively little socioeconomic benefit to the people of the Jharkhand area, which led to widespread discontent with the Bihar administration, particularly among the tribal peoples. The tribal groups initiated a call for independence from Bihar, and in the 1980s they became militant in their demand. In the 1990s, the separation movement spread to nontribal communities, ultimately precipitating the creation of a new state. Area 28,833 square miles (74,677 square km). Pop. (2011) 32,966,238. (<https://www.merriam-webster.com/dictionary/communities>)

## **Objectives of the study**

### **Key Objectives of this research study are as follows**

The foremost objective is to evaluate the problems compare to conventional methods of English language learning and to improve communication skills in English of middle school learners of Jharkhand.

### **Needs analysis**

Needs analysis is also defined as, Needs analysis refers to the techniques for collecting and assessing information relevant to course design: it is the means of establishing the how and what of a course. It is a continuous process, since we modify our teaching as we come to learn more about our students, and in this way, it actually shades into evaluation – the means of establishing the effectiveness of a course. Needs is actually an umbrella term that embraces many aspects, incorporating learners' goals and backgrounds, their language proficiencies, their reasons for taking the course, their teaching and learning preferences, and the situations they will need to communicate in. Needs can involve what learners know, don't know or want to know, and can be collected and analyzed in a variety of ways. (Hyland, 2006, p. 73)

### **Variables of the study**

Variables in this research work are listed as follows:

Treatment Variable: The two treatment variable in this study are;

1. Learning of English language and its problems.

During this research work the efficacy of problems and their application is evaluated in the dissimilar background of independent variables such as;

1. Edifying environment of learners.
2. Gender of learners.
3. Exploit of English language by learners at home environment.

### **Dependent Variables**

In this research study dependent variables are scores achieved by students in different language components such as;

1. Score achieved in learning vocabulary
2. Score achieved for appropriate pronunciation, sound recognition and for accurate spelling recognition.
3. Score achieved for Listening, Speaking, Reading and Writing ability.

## **Magnitude of the Study**

English is an important language in contemporary world as it is labeled as global or universal language and it is spoken more or less in all parts of the world. Furthermore English remains a major medium of instruction in schools and colleges. If we want to pursue higher education in field such as technology, medical, space science, business, commerce and art we must have to opt English language and there is no alternative. Even on the internet, the majority of websites are written and crated in English and majority of web content is in English. This shows how much English language is important. Destitute ability of English language communication skills have repeatedly caused a lot of dejection amongst the student community particularly those going to professional colleges. Many institutions of higher learning have started taking corrective measures to give some relief to the students by creating language laboratories and introducing language skill courses in their syllabus. (Sheikh 2)

## Limitations of the study

The present research study is enclosed to middle school learners of Jharkhand field enrolled to Government and Private school; District Koderma Jharkhand. The current research study is experimental in nature.

## Hypotheses

The core objective of the present study was to know problems and to enhance English language and communication of learners at middle school level. By means of a view to carrying out the present study, the researcher had structured following hypothesis in the commencement of the study.

1. English language and communication skills are indispensable in the field education.
2. If students are taught communication skill throughout the solution, they will study it in an improved approach as well as turn out to be competent to utilize English language in effect.
3. There will be significant difference in the mean score of pre test and post test in the experiment group with respect to English and communication skill subsequent to learn in quality education also.

## Problems Faced by the Students in Speaking English Language

The problems faced by students are given below:

1. **Common Grammar Mistakes While Speaking English Language:** Common grammatical mistakes mostly the students faced in speaking. Learning English grammar is very difficult for students. In speaking English language mostly, the students make grammar mistakes. Usually, students make mistakes in tenses, active and passive, and vocabulary during speaking English language. They used the wrong tenses sometimes they want to speak in the past tense but they used to speak in the present tense instead of the past tense. They cannot easily differentiate between the difference and how to use the past, present and future tenses.
2. **Lack of Confidence in Speaking English Language:** Lack of confidence is also one of the reasons by which the students cannot speak English language in public. They are not confident about themselves speaking English language in front of people. This is usually caused by the teachers, the teachers not giving sufficient encouragement to speak English language in public. Usually, the teachers didn't encourage them to speak English in the classroom or in front of people. They learn English language but they didn't learn how to speak it. This one of the problems that mostly the students faced in the classroom or in front of people. Self-Confidence plays a very important role in speaking English language if the students didn't believe and confident in themselves then they cannot speak English language. The self-confidence and beliefs of the students are completely depending on the teachers. The teaches have to encourage and motivate them to believe in themselves and be confident in speaking English language in public. If the students are worried about making mistakes in speaking, So, the teachers have to teach them that no one can be born perfectly, everyone learns from their mistakes. They have been self-confident in speaking even they are speaking wrong. They will learn from their mistakes and correct them in speaking again. So, self-confidence in speaking English language is very important.
3. **Shyness in Speaking English Language:** Shyness is also one of the biggest factors by which the students cannot speak English language. It's a kind of feeling which students feel while speaking English language. They are unwilling in front of their teachers and their friends. By shyness, they are unable to speak what they are thinking and what they want to speak. In shyness, they are not confident of themselves to speak, they are unable to remember the grammar rules and correct vocabulary in speaking English language. Due to shyness, they feel uncomfortable

and anxious in front of people speaking English language. Teachers have to motivate the students to be self-confident, it's okay to feel awkward in front of people but they should know that they can do it and encourage them to speak English language as much as they can. They have to overcome their shyness and speak English language confidently.

4. **Fear of Making Mistakes When Speaking English Language:** Fear of making mistakes in speaking English language is also one of the big problems that usually the students faced in speaking. Learning English language is a means of learning how to communicate with other people in speaking English language. The students are afraid of making mistakes in speaking English language that their mates laugh at them or looking silly in front of their mates, or even criticize them in the classroom. The fear of making mistakes has resulted in failure in speaking English language with other people. Making mistakes is a normal thing. No one is born perfect, everyone makes mistakes but they should learn from their mistakes and overcome their mistakes in speaking English language.
5. **Lack of Motivation in Students in Speaking English Language:** Lack of motivation is also one of the reasons students cannot speak English language. Motivation plays a very important role in speaking English language. Motivation can be driven by the teachers, other students, and also their parents. But they didn't motivate them very well to speak English language. By the lack of motivation in speaking English language then they didn't take interest in speaking English language.
6. **Nervous in Speaking English Language in Public:** Nervousness and anxiety are also one of the reasons behind the students who cannot speak English language in public or in front of people. By nervousness, the students feel uncomfortable and confuse in speaking English language and communicating in English language in public. The students should learn how to overcome their nervousness about speaking in public. There are a few things students to keep in mind when they feel nervous about speaking English language. When students feel nervous in speaking English language in public, they have to breathe properly, stay calm and remember the reason why they learn English language, it helps the students to relax and confident to speak.

## Conclusion

The problems and reasons by which the students cannot speak English language even after more than 16 years of learning as I discussed above. The teachers have to focus on these problems and try to resolve them that their students can speak English fluently. The teachers have to make the environments that the students can feel comfortable in speaking English language and asking questions. Learning English language is the process of speaking English language with other people and in the public fluently. The teachers have to focus on oral communication in learning English language instead of learning from books and exercises. Through oral communication, students can easily learn and can easily communicate and feel comfortable speaking with other peoples.

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