

Issues in Learning English in India

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Abstract – Learner self-governance has been a standout amongst the most prevalent terms in the dialect learning field recently. Analysts have been directing investigations to see diverse parts of student self-governance and to convey distinctive proposals to instructors to advance independent learning in their classrooms. Understudies of a specific social foundation would not demonstrate an indistinguishable level of preparation for student self-governance from the understudies of another culture. Social and instructive settings of the direction influence how the instructors and understudies see the idea of student independence, and these distinctions in recognition clearly influence how the approaches to advance student self-governance work.

Keywords: Learner Autonomy, ESL, Readiness.

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1. INTRODUCTION

"English is a language which is rich in writing humanistic logical and specialized .If under nostalgic urges we surrender English we would cut ourselves of frame the living stream of consistently developing information".

– Radhakrishna University Education Commission.

The dialect is a methods through which a man thinks about the past ,handles the present and methodologies the future .It abandons saying that the dialect assumes a fundamental part in mental ,enthusiastic and social advancement of a man .Today's reality considers English as a worldwide dialect in light of the fact that there has never been a dialect so generally spread or talked by numerous individuals as .English is one of the essential dialects that is instructed wherever on the planet .It has a ton of broadened reach and impact far and wide .

As the discernment and acknowledgment of student self-sufficiency changes relying upon the social foundation, it is critical to see the self-sufficiency related points of view of various students and educators around the globe. Consequently, planning to contribute the significant writing from this point of view, the primary point of this investigation was to investigate four Indian English as a moment dialect (ESL) learners" discernments identified with instructor and student obligations in the dialect learning process and to get a thought of how ESL understudies in the Indian instructive setting see the ideas identified with student freedom. Three meeting sessions were directed with the members so as to achieve the point

of the investigation. The information was investigated by three primary classifications:

- (a) Aspects of dialect learning for which the members saw the educator as the most mindful figure in the classroom;
- (b) Aspects of learning for which the members viewed understudies as more capable;
- (c) Aspects that both the educator and the understudies share rise to duty. It was trusted that the consequences of the investigation would give direction to instructors and scientists, particularly the ones working with multicultural understudy gatherings, to comprehend the impacts of culture on the understanding of ideas identified with learner self-rule.

The India has an enormous measure of need to learn English as a moment dialect .Every instructive framework has certain targets which go for achieving attractive changes in student .with a specific end goal to realize those progressions, the organizations mastermind learning knowledge .The accomplishment of learning can be judged just as far as the progressions realized by this experience and assessment.

English as a Second Language in India

English in India is an issue of phonetic centralism while the other Indian dialects prompt semantic regionalism... An outside dialects existing so solidly and distinctly has represented an issue to the nation .Yet the dialect issue turned out to be more

convoluted with no commonsense arrangement .during the time spent instructing taking in ,the instructor should attempt to comprehend the understudy first .Then just he/she can empower the understudies to comprehend his/her educating .Theory with training on a portion of the showing themes ,may empower the understudies to comprehend the idea effortlessly. The developing modernization and internationalism on the planet kept us from getting rid of the English dialect .Besides ,Indian dialects are related with custom and are comprehended to be hostile to current .Therefore , an entire switchover to the Indian dialects would prompt instructive mayhem and finish confinement from the improvements on the worldwide field .We couldn't hazard this on account of the ,social ,political and monetary reasons .Hence ,this circumstance requires a pressing arrangement . The main determination that could be thought of was aneed for conjunction of English with indian dialects .subsequently, we needed to characterize the part of English inIndia and its association with Indian dialects .thus, we had todefine the part of English iIndia and its association with Indian dialects .Further, the part of English was fortified and merged as English was perceived and seen as:

- The dialect of knowledge (science and innovation)
- The dialect of liberal, current reasoning.
- A window on the world
- The dialect of library

Consequently, the three dialect equation came in to presence. This approach was proposed in 1956 by the focal warning board on training and was received at the Chief Ministers gathering in1961 .The arrangement went for making English a fundamental piece of the school instruction in India .this normally limited the learning and utilization of Hindiand the understudies began learning English as second dialect.

Periods of Learning English

Research has demonstrated that first dialect securing enables the understudy to take in a moment dialect. Understudies who are learning English as a moment dialect will approach the second dialect utilizing similar strategies they learned in the principal dialect .One distinction to be noted is that the understudy not just needs to comprehend the significance, reason and utilization of the dialect ,yet in addition how to impart it in composed and verbal frame. Understudies experience five distinct stages when figuring out how to compose and communicate in English as a moment dialect .The same is valid for any second dialect .The stages incorporate :

- Pre-generation

- Early creation
- Speech rise
- Intermediate familiarity
- Advanced familiarity

The pre-creation stage is thought to be noiseless or copying stage .Their vocabulary is constrained and they don't feel great with talking the dialect yet. The early creation stage may keep going for a half year as the vocabulary grows and understudies take in more words .They start to talk utilizing maybe a couple word phrases. The discourse development stage conveys a considerably more wide vocabulary where understudies are really talking in straightforward sentences, however more easily .They may make uncomplicated inquiries of wrong syntactically mistake. As they rise in the middle of the road familiarity stage, they are talking and writing in more buildings sentences and are not hesitant to express considerations and thoughts. The propelled familiarity stage may take as much as ten years to achieve scholarly capability in the second dialect.

2. REVIEW OF LITERATURE

As applied to dialect learning, learner self-rule implies students" taking more control over and having greater duty regarding their own particular dialect learning process. It doesn't mean learning in separation. Self-sufficient students don't learn dialect without an instructor and without peers. Rather, they build up a feeling of reliance and they cooperate with educators and different students towards shared objectives (Üstünoğlu, 2009; Benson, 2001). Stressing the allure of student independence in training, Kenny (1993) states that: "To be sure one might say that exclusive when self-sufficiency is being permitted to work is instruction occurring by any stretch of the imagination. For where self-sufficiency is stifled or overlooked at the end of the day where the student has no say and no being-then what we have isn't instruction yet some kind of molding method; the inconvenience and support of prevailing assessment. Be that as it may, instruction as an emancipatory operator engages a person"s self-rule, which permits new understandings of the world and plausibility of progress"

Concentrating on the significance of student independence in the dialect learning procedure, Ellis and Sinclair (1989) express that "helping students assume without anyone else learning can be advantageous on the grounds that:

- Learning can be more viable when students take control of their own learning since they realize what they are prepared to learn;

- Those students who are in charge of their own learning can bear on learning outside the classroom;
- Learners who think about learning can exchange learning methodologies to different subjects."

Writing proposes that the idea of student self-rule is seen distinctively in various social settings. That is, the way of life and instructive settings of understudies and instructors influence the acknowledgment of student self-rule (Gremmo and Riley, 1995; Littlewood, 1999; Benson, 2001; Holliday, 2003; Sert, 2006). Ho and Crookall (1995, p. 236-237) bolster this view as: "While individual self-rule gives off an impression of being an all around alluring and gainful goal, recollect that student independence is practiced inside the setting of particular societies. Consequently, in picking the abilities and sorts of information to create and choosing the strategies or techniques that are to be utilized to enable students to create aptitudes for self-sufficiency, the socially developed nature of the classroom setting should be considered." Therefore, the impact of social foundation ought not be neglected while endeavoring to execute student self-sufficiency. Research on student self-rule should center around the recognition and usage of this idea in various societies keeping in mind the end goal to have a superior comprehension of the impacts of social components (Bullock, 2011; Chan, 2001; Cotterall, 1995; Cotterall, 1999). Benson (2001, p. 55) bolsters this view as he says "on the off chance that we acknowledge that self-governance takes distinctive structures for various people, and notwithstanding for a similar individual in various setting of learning, we may likewise need to acknowledge that its signs will differ as indicated by social setting." Addressing the association amongst culture and the acknowledgment of student self-governance, Holliday (2003) states that the usually held „Western" idea of student self-sufficiency in TESOL is „culturist" as it lauds the ideas of interest and vivacity, and as it puts detachment as irrefutable restriction to independent learning. Indeed, Holliday says, independence lives in students" social universes, understudies from various societies can be self-sufficient in their own specific manner. One method for finding the conceivable impacts of culture on the acknowledgment of student independence in a specific instructive setting may be to coordinate self-sufficiency related research in that setting towards exploring students" and teachers" availability for student self-governance. Since the impression of self-sufficiency changes as indicated by various social conditions, previously making any endeavor to advance student self-sufficiency, it is advantageous to examine how prepared understudies and their educators have all the earmarks of being to go up against the self-governing learning conditions and

openings (Chan, 2003). Advancing student independence includes obligation change amongst educators and students (Gökgöz, 2008; Balçıkanlı, 2006). It is essential to analyze the preparation of the two gatherings preceding this change by researching their impression of duty in the dialect learning process, and their real self-ruling dialect learning and showing rehearses (Cotterall, 1995; Scharle and Szabo, 2000; Spratt, Humphreys, and Chan, 2002; Chan, 2003). Such a comprehension of status for student self-rule could give direction to educational programs improvement, material update and adjustment, classroom practice, and instructor preparing (Baylan, 2007; Little, 1995; Ho and Crookall, 1995; Scharle and Szabo, 2000; Chan, 2003). What's more, considering understudy impression of student self-sufficiency may likewise give the chance of making tracks in an opposite direction from the „culturist" (Holliday, 2003) perspective of student independence as recognitions may uncover what activities might neglect to appear. Being an endeavor on that bearing, the investigation wrote about this paper went for finding an Indian ESL learner"s recognitions identified with student self-sufficiency in the dialect learning process.

3. ISSUES IN LEARNING ENGLISH IN INDIA

Basicskills in Learning English

As per the etymologists, basic skills in learning English are as per the following:

1. Listening
2. Speaking
3. Reading
4. Writing In cases

In situations where English is educated as an outside dialect, there is no chance to utilize the aptitudes in the classroom. English dialect would be required to get a degree at the secondary school or college placement test. All things considered, English dialect will be considered as a subject, for example, arithmetic and science. For these students the idea of requirements outside the classroom has almost no noteworthiness.

HINDRANCES OF LEARNING ENGLISH

Low Hours of English Language

Instructing Educational literary works which are educated in schools are not up and coming, and are basically old and exhausting. Indeed, even pictures of books are not appealing for understudies. The

present needs of understudies in English are not considered, while dialect is a dynamic marvel and the most instructive substance are not unique in relation to 20 years prior. A few specialists whine about the measure of time dedicated to the course and trust that as a rule instructors can't show all subjects in this restricted time. Since the understudies' learning inspiration is low and then again the substance volume is high and instructing in the here and now is exceptionally troublesome. Truth be told, the fundamental issue of instructors is identified with the principal year of optional school. Since educators need to instruct the nuts and bolts of the English letters in order in 2 hours per week, for the situation we have one week off then there will be a 14-days interference between two sessions. Likewise, the investigations on the condition of dialect educating in schools, a few educators and specialists recommend that the substance, cases and representations of dialect books are not assorted and the given activities don't fortify dialect aptitudes (perusing, composing, talking and tuning in). It ought to be noticed that 90% of the exam questions have no similarity to the book works out, as it were explaining the activities in books don't mean the status for the exam. Furthermore, instructors are compelled to comprehend the activities and give and settle diverse example inquiries to get ready understudies for the exam. then again, regardless of the English showing over 7 years (3 years in auxiliary school, three years in secondary school, and one year in pre-college), they don't have the required abilities, including tuning in, composing, talking and perusing. Understudies pass the course just by retaining the substance of these books and in the end overlook all the material following a couple of months or maybe remember them for the placement test. After the selection test, they should consider required English learning.

Absence of Interest and Motivation for Learning English

This factor is the most vital impediment in learning English. Most understudies are not inspired by taking in the dialect and simply consider passing the course, in this manner since they are not intrigued, they don't tune in to their instructor and don't get the hang of anything, regardless of whether they pick up something they will overlook it rapidly, in light of the fact that they are burnt out on its reiteration. English instructor ought to urge the understudies to take in the dialect by rehashing. This support ought not be verbalized, but rather a few honors ought to be considered to expand the inspiration and enthusiasm for understudies. Understudies ought to be urged to rehash the dialect, on the grounds that the dialect can be adapted just be redundancy.

Absence of Concentration in Class

The second factor is the absence of fixation. At the point when understudies don't have the focus can't take in the material. Fixation relies upon these variables:

1. Exhaustion and sleep deprivation
2. Condition
3. Family issues when every one of these components are disposed of, the understudy can do his best to take in the dialect and pick up a decent score.

Understudies Who Are Ahead of Others

Another trouble in English instructing identifies with those understudies who go to English classes outside of school. These understudies have higher scholastic level than others and tuning in to monotonous low-level substance for them is ugly and exhausting.

Most English Teachers Lack the Proficiency in the English Language

Shockingly, most secondary teachers are not conversant in English and they can't educate the English dialect orally. They show English as composed dialect to understudies and this isn't a hundred percent learning. English instructing is best done when the educators instruct the dialect orally and have Very little utilization of the Persian dialect in classroom So that understudies could envision they are in an outside nation. In this way the understudy will be obliged to communicate in English and he/she can learn it better.

Absence of Repetition and Frequent Practice of Students

Since understudies are not intrigued to learn English, so they will be worn out on rehashing and rehearsing the dialect. On the off chance that the dialect is educated by the utilization of sound and video, at that point the understudies will learn it inside a brief timeframe. We should utilize the particular techniques which are from the encounters of instructors so as to rouse the understudies in learning English.

Absence of clear cut policy:

There have been visit changes in the strategy of the legislature towards the instructing and learning of English .The educationists and lawmakers vary on the part and status of English in India. In the event that we are to go for good guidelines in English, ample opportunity has already past that the Government takes a solid choice to detail and actualize fitting strategies that advance understudies learning of English.

Absence of exposure:

The greater part of the Indian understudies are presented to their first languages. They don't get sufficient open doors either to tune in to or talk in English. Because of the poor social and financial foundations, they neither get enough presentation to English outside the classroom to enhance themselves.

Absence of motivation:

As understudies don't locate any quick requirement for English, their advantage normally needs. Similarly, as there is no prompt reward for their accomplishment, the intrigue diminishes. The neediness and the unreliable sociological conditions additionally constrain them to disregard the dialect. Taking in an outside dialect isn't a simple assignment and the genuinely necessary presentation and practice are not accessible to accomplish familiarity with the utilization of the dialect.

Damaged Methods:

The technique which is drilled to show English in schools isn't proper. The oral work which is the spirit of any strategy is completely disregarded. Composing which is a propelled expertise to be learnt is shown ideal from the earliest starting point. Students are not offered presentation to the utilization of dialect. Language is instructed by the standards and learnt through repetition memory.

Abundance strength in class:

With our vast populace we don't discover any class where understudies number is under 60. As the understudy in the class are constantly heterogeneous, there is not really whenever to focus on the feeble or innovative type. Even the normal type don't get enough involvement in the utilization of dialect. There is no degree for singular consideration. This positively, thwarts the scholarly development.

Absence of expert teacher:

Great instructors of English are found in modest number in India. Hence, not having a decent educator of English is regular experience of the considerable number of understudies of English. The educators of ENGLISH are either not prepared by the instructors of English in India however not by the local speakers. Indeed, even the materials and system utilized as a part of these preparation programs are obsolete. As such, it is a similar restricted affair that is shared. There is not really any degree to enhance instinctive and unconstrained learning of the dialect. Though there are establishments like CIEFL, RIEs and ELTCs to prepare educators of English, they are not really

enough for the expansive requests of the Indian instructor populace. With all issues, talked about over, the standard of English in our nation is regrettably low. Hence, a ton of obligation is tossed on the shoulders of the educators to make their classes intriguing and learning of English productive. They need to outfit to meet the requests of the circumstance and effectively play out their obligations.

CONCLUSION

If language is taken from the human society, human development will be annihilated, therefore learning dialect is a priority in the field of training. These days, with the headway of science and innovation, English is basic as a worldwide dialect. So in this new thousand years, dialect is the managing factor for exchanging, legislative issues, economy, science and innovation. Expanding the English learning is an essential because of the developing advancement in the field of science and innovation and the need to end up mindful of them through the broad communications. This will be accomplished by the improvement of English dialect instructing in a guideline way. Furthermore, second dialect educators require unique preparing to figure out how to take in the dialect.

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