

# Challenges to Regional language learners in addition of English language at undergraduate level in Odisha.

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*Abstract* : Large numbers of undergraduate students in Odisha are found to be in a puzzled state in an ESL classroom at UG level. A venture is bring in to existence. In this research paper to survey the scope of socio-cultural and vernaculars supremacy of learners and expertise in English a second Lang of the region. It also recognize the inborn, deep routed difficulties and disputes resists by the students vernacular reaching-learning frame work in a methodical and practicable procedure. ESL classroom, UG (Under graduate) level, Socio-cultural, Vernacular, Supremacy.

*IndexTerms* - ESL classroom, UG (Under graduate) level, Socio-cultural, Vernacular, Supremacy.

## **Background of the Study:-**

In a part of an area communal and societal background are universal. Apart from this ethnographical language studies and gives an outline of various grounds why language and culture are from the beginning internally attached. One and other are highly favorable to each other for a remarkable scope. The Cultural heritages of a sole portray the social frame work completely. The bygone socio-educational surroundings occupy a key role in regularity the learning abilities of a prospective learner in the under graduate level. The instant research analysis after keeping in mind the research endings of the specify language scholars, makes a venture to search though into some of the cultural and native supremacy on the learners of Odisha their collision on possession of English language skills.

## **Objectives of the research study:-**

- To pick out the challenges look out by local speakers of the select region in learning English as subsequent language.
- To Review and examine the affecting elements of Regional language learners (L<sub>1</sub>)
- To endorse possible solutions for the difficulties looked out by ESL learners of L<sub>1</sub> learners of two regions.

## **Statements of the problem:-**

The learners with bilingual surrounding have been siding challenging conditions at UG level in obtaining expertise in the target English learner (L<sub>2</sub>) which is compulsory for pedagogical as well as wealthy profession.

The target group learners are not new to English literature. They have just about nearly 14 years of studying episode in the language starting from class-1.

Even though being educate and acquire knowledge the learners have detect a trouble in gaining required expertise in vocalizing and writing in order to carry out the educational profession and communicative purposes.

## **Aims of research survey:-**

The main point of the observation was to recognize the miscellaneous issues entangled in acquisition of English language skills. It was also aimed at examining and clarifying the data collected from the prospective students in order to propose practicable solutions for the difficulties of the target language faced by L<sub>1</sub> learners of the select region.

## **Research Design Method:-**

An analytic, impartial, contextual research sketch was chosen for the objectives of the study.

## **Data Collection Method:-**

In this Study the researchers enlisted a opinion poll as survey method to secure data. The questionnaires for opinion poll were planned carefully. In order to gather materials modules in questionnaire were close ended in format which furnished mainly, quantitative or commensurate.

**Description of context:-**

The cartographic zone point for the research was Cuttack region of Odisha. As the research, aimed at specific learners of English language all students were from the specified geographical area.

**Data analysis:-**

For the motive of observation an organized systematic questionnaire was provided from multilingual and societal milieu of Cuttack. The ten specifications that specify for the objectives were.

**1. Studying in Vernacular medium:-**

65% noticed that studying in a bilingual method was become a major barrier in obtaining expressive capability in English. They suggest that their mother tongue was dominating English language in the procedure of accession.

They also divided that they were incompetent to marked exact words of English lang. under Regional lang. ( $L_1$ ) supremacy.

**2. Gender effect on  $L_2$  learning:-**

95% showed that gender would not gambol any clear-cut role in  $L_1$  possession.

**3. Family educational background:-**

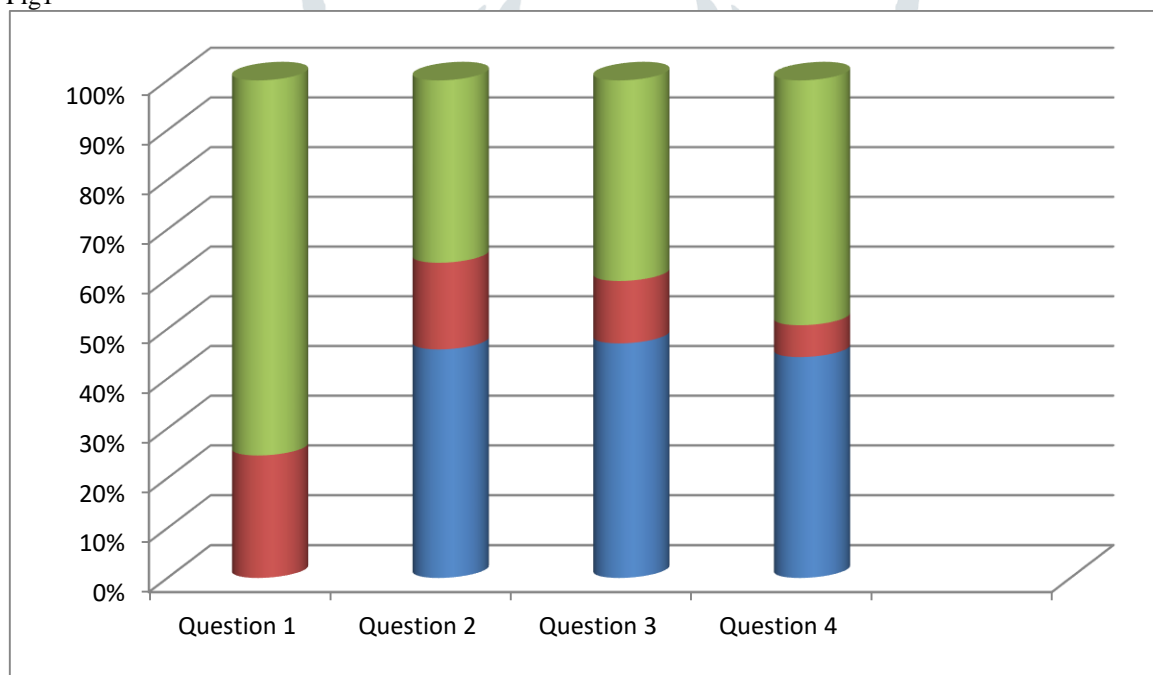
Since the students come from heterogeneous social and reasonable conditions. The researcher's opinion is that it would be relevant to catch out whether educational background of the family would have any.

Impact on the learners. For this cross-examine 93.3% contradict by marking options.

**4. State of mind in  $L_2$  classroom:-**

65% of students communicated that they perceive intolerable and irritable during  $L_2$  learning.

Fig1

**1. Bi-Lingual method of teaching:-**

60% of learners showed that using native language  $L_1$  in the classroom, if needed it would assist they learn  $L_2$  in a constructive approach.

**2. English communication skills for a good carrier:-**

100% students remarked "yes" that the language expertise could be obtained outside the class room.

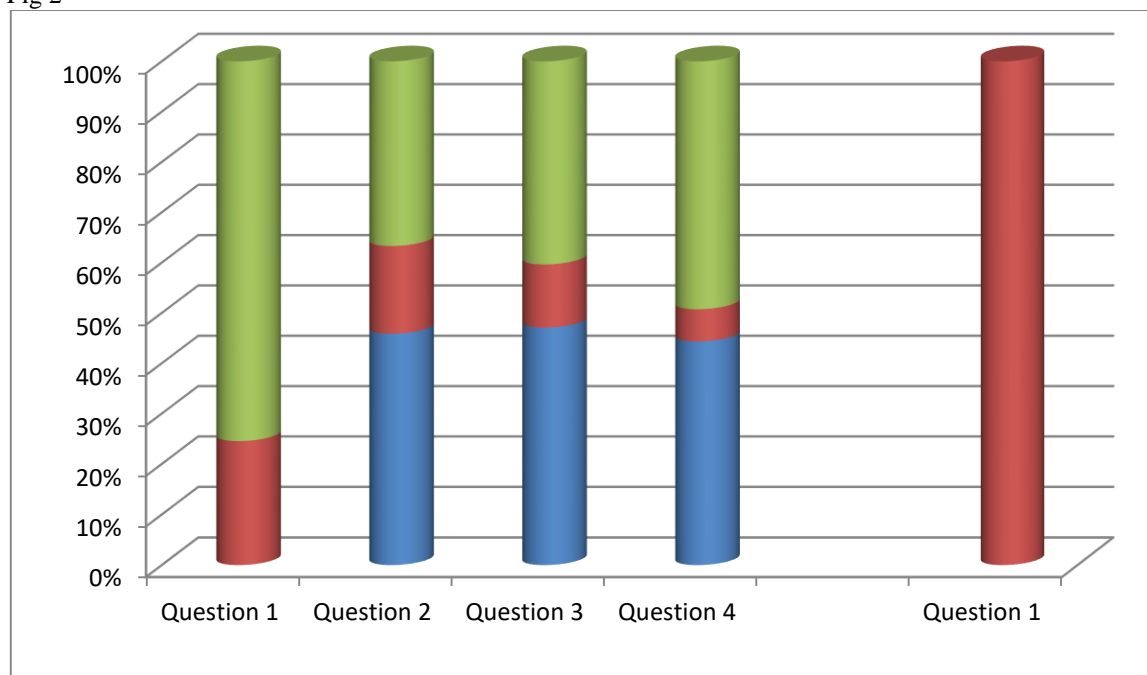
**3. Learning English Exterior the classroom:-**

About 70% student pointed "yes" that could be learned outside the classroom.

**4. Learning English from other sources:-**

Television, movies, internet, newspapers, journals, periodicals, magazines etc. are the other sources of learning English. 80% of the students put across that learning from outer sources would be very very amusing, exciting and pioneering.

Fig 2



### Observation based on survey:-

It was detected that the most of the L<sub>1</sub> learners were of the opinion that they could acquire English superior in unofficial in unofficial or unstudied context than informal classroom. In the course of an simple reciprocation they openly acknowledged that most of them were unwilling to utilize English in the outer surface of the classroom some of them are under the fallacious suspicion that they can speak English situation desires. Throughout the survey, it was also observed that some students were feeling uncomfortable, feeling nervous to disclose that they belongs to vernacular medium background. It is also painful and strenuous to pinpoint the vernacular medium students

Therefore native language medium students are being disdain and considered diminish and missing communal skillfulness by their surveys. Just handful or very few students who are sociable, friendly and well in lang. Skills in their native language are able to prevail over this compulsion and work hard to mark the venture of learning English (L<sub>2</sub>)

This is the very powerful adverse supremacy for regional language learners.

### Various confrontations look out by L<sub>1</sub> learners:-

For the justification of study and survey I categorized the learners into two groups.

- (a) English medium education group
  - (b) Vernacular medium education group.
- (a) This group consists of only those students who have studied English since primary level.
    - They assumed to maintain a fine social and monetary position.
    - It also observed that they have sound realistic disclosure to modern way of living culture and tradition.
    - The students are swaggering and over and have filed that they are standing in an English world.

### Suggestions:-

- Following suggestions would help the English medium students to improve their supremacy in native language in UG level.
- Modifying them regarding the knowledge limitations of L<sub>2</sub>.
- Inspiring that English is not just a language but an obligation towards employment and lap of luxury.
- Developing an aptitude and affinity for the language
- Improve our reading habits
- Utilize our brain for practicing language items such as grammar syntax, vocabulary etc.
- To create a sense that English is the language office and computer
- Involved in classroom activities more and more
- Speaking, chatting, and interfacing more in Regional language.
- Intending about the English culture and tradition.

### (a) Vernacular medium education group:-

Vernacular medium learners are lot of draw backs because they have scarcity of possibilities in acquiring knowledge and skills in L<sub>2</sub>. This is compulsory for educational achievement and professional maturation.

Even though of learning English as 2<sup>nd</sup> language for nearly 14 years pre-primary to +2 large number of students are found in researchable language communication skill at U.G. level.

- Most of the brilliant students withdraw from technical and hi-tech courses or become demoralizes when they are unfit to understand the lecture taught in English in the classroom.
- The smoothness in English language skills at U.G. level makes many students feel unhappy, stressed and tensed.

- Many brilliants falling back in job interview, academics activities, seminars, presentation of projects, facing the review board and in other factors of transmission.

**Suggestions:-**

These suggestions may carry out for the native learner (L<sub>1</sub>) students for improving their fluency in speaking English.

- Perceive the factors that for a good job and name, learning English is most essential.
- Prospering reading ability and upgrade grammatical knowledge by day to day practicing.
- Though methodical implementations English fluency can be achieved.
- At the time of speaking English follow speech pattern carefully.

**Conclusion:-**

It is accepted that there is an ingrained interconnection between two languages and culture, which inspired the teacher while teaching English. It played a vital role a language teacher to understand the learners inborn language competency.

To establish my idea in my point of view that teaching learning exercises of the Cuttack region sketched as per consideration. In this survey I have emphasis the requirement knowledge level of the vernacular medium learners. Secondly how we make English learning enjoyable, amusing rather than agony.

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