



The Problem of Kannada Medium Students in Learning English Language

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Abstract:

English continues to have a high prestige in our country even after nearly six decades. No language ancient or contemporary can be compared with English either as intermediate of communiqué or as a bureaucrat language. English is rapidly becoming a universal language. In India a greater part of Indians feels uncomfortable using English in terms of reading, writing and speaking. India is a multilingual nation, through a linguistic paradise, before sovereignty the English language occupied a privileged position in India. It was considered as the language of instruction, administration and technical education. The constitution of India recognizes not one but a number of languages in its constitution. All the states of India are linguistic states. Karnataka came into being a single linguistic state after uniting the Kannada speaking territories from numerous nearby states. Kannada is Karnataka's official language, yet it is seeking to hide behind English. Distinct groups of individuals from the same state or community speak the mother tongue in different dialects. When learning to speak English, the colloquial language sometimes gets in the way of proper pronunciation. Both the student and the teacher speak English with regional accents. This paper focuses on the difficulties and problems faced by the Kannada medium students in learning the English language.

Keywords: *Linguistic Reunification, Communication, Vernacular Language, LSRW Skills.*

Introduction

India is a land of unity in diversity, different customs; religion and caste come mutually in one classroom for edification. Students also come from different family conditions thus the Indian teachers face numerous difficulties in teaching English in the classroom. English language played an important role in mental, emotional and social development of a person during British rule over India. During this time, English was

the most popular language in the country, and it was also the first language spoken. But today the majority of Indians feel uncomfortable using the English language in terms of reading, writing, listening and speaking. The constitution of India recognizes not one but numbers of language in its constitution. Different states of India are linguistic states, Karnataka is one of the linguistic states that came into being a single linguistic state after uniting the Kannada speaking territories from several adjoining states. For a long time the name of the state remained Mysore state.

Karnataka has a rich ancient history. It has a very strong program to implement the use of Kannada as the language administration in government departments. The state also has a well distinct language policy for education. Kannada is the state's official language, yet it seeks to hide behind the English language. In Karnataka English is taught from 3rd Std. as a second language. Second language learning takes place in several manners. Different methods are invented to teach a second language, in an effective way. There are a number of factors which ruin the process of teaching-learning of English language as a second language in Kannada medium school in Karnataka.

In Karnataka, Kannada medium students are suffering from this syndrome due to the following reason: fear or unpleasant feeling about their English learning experiences, lack of awareness, attitude and aptitude, error phobia and imperfect phobia, lack of confidence, lack of willpower. Teacher fronted amnesia, different socio-economic background family interference, lack of desire as local language serves all the purpose of daily living. Environment is non-supportive, with a poor background and lack of general knowledge.

Use of mother tongue

Teaching of English suffers from the general malaise that affects the educational system of India. Indian students are dependent on their mother tongue; it creates a major problem for the students in the English language learning process. In Kannada medium school Kannada plays an important role. In school students are taught other subjects in Kannada and English that fall on their ears only in English class. The students do not get enough opportunity to learn English, inside as well as outside the classroom. In the process of communicating in English it is felt difficult by most of the Kannada medium students owing their inveterate habit of speaking their mother tongue. Learning English as a second language to speak, read and write is very difficult for the learner who comes from the rural areas of Karnataka. In learning to speak English, the mother tongue interferes with its pronunciation. The learner as well as the teacher speaks English with regional language habits.

In accurate educational Policies

Karnataka is one of the 29 states of the union India, was formed on November 1st 1956 by integrating 20 geographical units on the basis of language used by the majority, and geographical contiguity. The integration of the geographical units that had Kannada as the dominant language of the state. It is also expected to help and develop Kannada as it fits the medium of communication and education to meet the modern needs. The linguistic reunification was followed by the enactment of the Karnataka official

language act 1963, which declared Kannada as the official language of the state. Karnataka has a very strong program to implement the use of Kannada as a language of administration in government. The state also has a well distinct language plan for education.

In Karnataka there are four distinct stages in the development of the language policy for education. The first phase started before 1956; there are three kinds of the school in Karnataka. The regional language and other topics were taught in the vernacular school, whilst the English school taught English and other courses in English. There were variations in the curriculum from one subject to the next. Karnataka established a unified curriculum and syllabus in the second phase, which lasted from 1956 to 1982. The state established a new pattern of language for choice of education. Students studied just one language, their native tongue, from first to fourth grade, then a second language was added from fifth to seventh grade. The third phase was led by V.K.Gokak as a chairman from 1982-1988. Kannada was made a compulsory subject for all pupils starting in third grade, and Kannada should be the only language taught in secondary school, according to the committee. As a result, language restrictions make learning the English language more challenging for kids.

Lack of practice

All four talents, hearing, speaking, reading, and writing, may be learned by practising them all. In Karnataka, Kannada medium students do not practice any of these skills. Speaking English is of little importance to the mother tongue, as it was neglected inside as well as outside the classroom. Both the pupils and the teacher speak English with regional accents. English is not the medium of instruction in the schools and colleges of Karnataka as well as in our country, thus the students cannot practice as well as bring perfection to their English. Even in English classes, most teachers teach English without giving students enough opportunities to practise speaking because they are not properly equipped to do so.

Psychological problem

The pupils have a common misconception that English is the most challenging of all the disciplines. Most of the Kannada medium students fail the English exam. The result and failure of the candidate in the English exam act as evidence to prove the facts. As a result, the majority of pupils have a skewed view of English. The students of Kannada medium have already set in their mind that English language is tough to study due to this reason they try to stay away from English language.

Lack of motivation

India is a multilingual nation because this student does not feel the necessity of English at initial level of usage as a result students lose their interest in English. Their family environment, economic and social condition contributes to their negligence of English. Thus motivation as well as daily articulation of the language is the crucial factor for the learners to learn English language.

Translation Method

Translation method is a widely used method in teaching second language in India, which is faulty. The translation method helps the learner to understand the content of the text but bars them from learning the language. In a Kannada medium school English teacher uses Kannada language to translate the text from English. The major purpose of teaching the language is kept aside and the teaching as well as the theme and content is given importance. Translation method is thus a great problem in learning the English language.

Conclusion

Teaching English as a second language is really a fun job. An English teacher should bear in mind that his task is to develop the four skills (LSRW) among the students. The influence of mother tongue could be reduced to a greater level by organizing special programs such as the language laboratory to teach proper pronunciation. Modern spoken English classes can be conducted to train the faculties to get proper knowledge in English. If the learner could avoid common pitfalls in vernacular learning by avoiding their mother tongue influence, they could learn the English language effectively. To overcome the problem, the teacher should always emphasize the aim of teaching English. It is time to adopt the language that suits Indian conditions, so that it takes root by allowing some concessions that suit the present scenario so that it will continue spreading its splendor like a rising sun.

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