

SOCIO-PSYCHOLOGICAL FACTORS IN LEARNING COMMUNICATIVE ENGLISH IN PROFESSIONAL COLLEGES

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ABSTRACT

The present critique is an attempt to define, evaluate and discuss the role of sociological and psychological factors creating hindrances in learning English in professional colleges. An assessment of the issues is done from the learner's standpoint. Why a learner, belonging to a peculiar social group, is hampered in learning the other tongue by psychological forces from inside and sociological factors from outside. A percentage of the main factors, both hypothetical and pragmatic, have been talked about. A few proposals which can be basically valuable are likewise given toward the end. A theoretical evaluation is done which is generalised from an average teacher's point of view. A critical evaluation is done about how a student is affected by the forces both internal and external. There are a lot of problems at the level of family background, community, etc. which adversely affect the motivational forces of a learner and hence limit his learning.

Keywords - *Lingua Franca, Communicative English, Psychology, Social,*

I INTRODUCTION

The major obstacle in a student's growing personality consists of the mental and social hindrances that crop up in learning Communicative English in professional colleges. Before diving deep into the concern, it is pertinent to clearly explain the importance of English for the professional students in India. English has been given the status of 'Lingua Franca', i.e. it is regarded as the common means of international communication for various purposes. Unquestionably, English has turned into a world language as opposed to the language of just the English speaking nations on the grounds that it is spoken more as the Other Tongue than the Mother tongue. On account of English in India, for over two centuries, India has been directly and indirectly affected by English on every professional domain, for example, Education, Medical Science, Engineering, etc. Content materials of all the professional courses are accessible just in English. The state of mind of the people towards English has now changed; stressing the need of English education in the country. In addition, all over India, there is no single language to unite the entire nation. Thus, we need to acquire another non-Indian dialect to be successful professionals.

II DEFINING THE PROBLEM

A graduate is considered incomplete without having ability and fluency in spoken English. 'It has been estimated that around 60% of today's world population is multilingual. So it is fair to say that learning and

teaching a foreign language is an important practical pedagogic concern' [1]. A single language is required to communicate internationally. The world has shrunk into a digital village due to globalisation. Any professional is considered to be deficient until and unless he/she is proficient in English. The pressure of being globally efficient students is increasing day by day. The professional demand is for Engineers, Doctors, Scientists, etc. that are of Global Standard. But whether the educational institutes in India are producing graduates of international standard is questionable. When the students enter the professional life after completing their studies, most of the employers find them to be half-baked products. They need to be chiselled by providing training to them. The major part they are lacking in is that of soft skills, primarily communication skills. 'Only about three percent of India's population speak English, but they are the individuals who lead India's economic, industrial, professional, political, and social life' [2].

Each educational framework has certain targets which desire to bring changes in the behaviour of student. With a specific end goal to achieve these transformations, the institutes make different strategies for different learning experiences. The accomplishment of learning can be judged in terms of changes realized by these experiences. The basic purpose of all teaching is to produce learning. If a student is not learning, there is a flaw either in teaching or in materials or in the learner himself. The last reason can be categorised as socio-psychological barriers to learning, something hampering the student to learn the language.

When a student enters a language class, generally he is caught in a vortex of alien tongue not to please rather to confuse him. But he is preconditioned with a thought to learn the English language to be operative in his career. This doesn't motivate him, rather burdens him mentally. He treats English as that means of communication which is the most difficult for him to learn. This even affects his communication power regardless of language. Teaching of Communicative English raises many issues: Is English a reason for success and failure of a student in forming his career? What is the impact of family background on his learning? What is the impact of the language of a teacher on his students? Is there a proper ambience of learning Communicative English? What are the sociological and psychological problems hindering the teaching-learning process?

III DISCUSSION AND ANALYSIS

The first question raised above is very critical, as most of the professional students consider fluency in English to be the primary factor for success in career. They feel perplexed about giving interviews where not only English but the way of using English is tested. If a student is not well versed with communicative English, he fails to clear the interview and hence, psychologically consider himself to be a failure.

Secondly, there are such a large number of components that influence the teaching learning process in India. The students in India can be bifurcated; the one is having the local language as medium of study from the basic level and the other is having English as the medium of study. Hence, the issue of teaching English as a communication dialect to the Indian students begins from the very beginning, since both type of students have different level of acquired English. Moreover environment and family background play crucial part in accomplishment of language learning. For instance, nations like India, where greater part of the general population are agriculturists, have the poor base in education. Additionally, the income of greater part of the families is not satisfactory. Consequently, the parents are not engrossed in giving great education to their kids. Interestingly, they love the youngsters of their family to join in a few occupations keeping in mind the end goal

to acquire income. This is the exceptionally essential reason and the influencing element in learning. Besides, the base, viz. school structures, classrooms, labs, and so forth is not as satisfactory as required. The major chunk of the students is nearly constrained to go to the classes under the trees even after so many years of independence. Greater part of the students originate from villages and furthermore their parents are agriculturists and uneducated. In the event that the nature falls flat, the survival of the agriculturists will be sketchy. Thus, the students are rationally debilitated because of the family conditions. In the second classification, the students are having enough base in fundamental training since their guardians are educated and they don't rely on the nature much. A large number of the learners from second class participate in English medium schools and consequently, they don't discover much difficulty in seeking after their advanced learning. Besides they mainly abide in towns and urban areas and thus, they have simple access to quality education. Yet, the first class of students scores great marks in the examinations. It demonstrates that they are having great written work aptitude in English. The main thing is that they must be given training in oral English correspondence too. Henceforth, a typical program for English Language Teaching must be encircled in the initial stage itself considering in mind the separate needs and demands of both categories of learners.

Thirdly, the language of the teacher also affects the learning capability of the students. If the teacher is well versed with intricacies and nuances of English, he can create the milieu for learning in the class. If a teacher is not proficient in language, he can't motivate the students. Moreover a teacher is always subjective regarding his teaching methodology. They prefer to teach the grammar, not how to produce language. Teacher does a lot of experimentation with the students, which pressurise the students. He should not only educate the students, rather should be a great listener. If he understands the problems of his pupils, he will be able to facilitate them. The best a teacher can do is to inspire the students. But only an inspired soul can inspire others.

Fourthly, the major problem is lack of English environment. Nowhere English is used to communicate. There family environment is full of mother tongue. In colleges, they are not motivated to use the language for communication, as majority of the students come from rural areas. In spite of all the efforts made by the teachers, their inhibitions are not cured. Majority of teaching-learning happens in regional languages.

Lastly, there are many sociological and psychological factors that hinder learning. The first and foremost problem is learner's negative psychology and the poor level of motivation and self esteem. Motivation is the level to which a learner struggles to learn a language. Without the desire to use English as a medium of communication and the sense of satisfaction felt after this, a learner can never participate in language situations. Motivation is an integral element of learning and holding the target language. If a student develops the belief that he is not good enough, he can't acquire the language however hard the teacher tries. Learner's state of mind is one of the key variables that impact achievement or breakdown him. There is an obvious relationship between mentality and success in language acquisition. An optimistic approach will help learners to accomplish their objectives. If the students have a positive state of mind towards English, they will be successful. Learners with a negative disposition don't invest the time and exertion required to acquire the language.

Moreover, the personality of the student also affects his level of learning, as personality decides the things about which he feels good. Therefore, he can communicate better at the given level of aptitude. The students who are extroverts perform better in group deliberations and task oriented communication situations. But introverts

always feel diffident in communicating with their fellows. Most of the students belonging to rural areas are shy because of poor conditions. Their personality is shaped by the external factors, such as family restrictions, poor facilities in government schools, lack of language environment, etc.

Another factor is social fear. English is considered to be a status symbol now. In the subconscious mind of each student lies the thought that their value as successful professional can only be realised, if they are good communicators in English. Many students, even facilitated by good teachers and better language learning amenities, develop phobias. Many of them have the fear of speaking in English. The other are preoccupied with a thought of being ridiculed by others, if they use English publically. The students also judge themselves comparatively. There is also a fear of failure in the exam. This burdens them instead of being relaxed. This is the reason many professional students do not force and motivate themselves to use the language for communicating generally. They lack in self confidence. Stephen Krashen claims that poor self confidence, lack of motivation and greater anxiety are the 'affective variables' that raise the 'affective filter'. If any learner feels nervy and uncomfortable, his motivation goes down. 'Learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition' [3].

V CONCLUSION

The best a teacher can do is to motivate his students so that their self confidence level boosts up and phobias about communication can be controlled. The students should be encourages to communicate in English about what they know. The learning should float from known to unknown. They can learn better if they are expressing themselves to others about those ideas which they feel they can elaborate. They should be taught to think in English and listen to English, since a good thinker and listener of language can be a good communicator. The group communication should be promoted. The introvert personalities should also be teamed up with socialists, so that their confidence improves. The pressure of exam should be minimised so that the students learn not only to pass the paper, rather to communicate in English as they do in their mother tongue.

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