



MASTERING ENGLISH LANGUAGE THROUGH LSRW INSTRUCTIONS

P. Xavier

Department of English (SF), Arul Anandar College (Autonomous), Karumathur –

arulxavier100389@gmail.com

ABSTRACT

One of the greatest challenges that teachers ever face is teaching English language to non-native English learners or English might be their second language. In India, most of the states' schools follow their vernacular as their first language, which is convenient to all both the teachers and learners to learn a subject. But in terms of English language, as a language next to their mother tongue, learners wish to master the language but their teaching learning takes place in the regional languages. Until the learners go for pursuing higher education, language is not barrier at all. But aspirants of higher education more than students from urban background rural teachers and students undergo a lot of inconveniences in their journey of learning English as a second language hence the learners have mastered all other subjects in schools exclusively through their mother tongue. Due to lack of sufficient exposure of English language in Indian rural schools, they get scared of entering higher education and drop outs also increases every academic year, because all subjects are taught in higher education in English exclusively. Therefore, this study finds and analyses the problems faced by the teachers and learners of schools and higher education and a few suggestion to eradicate unnecessary drop outs and a few who fear to learn English as they believe themselves that they are alien when others converse in English. Therefore, the articles unfolds a few significant activities that they need to walk in their day today life.

Key Words: Medium of instruction, Barriers, drop outs, enlightenment and Empowerment



INTRODUCTION

Indian linguistic diversity plays a crucial role in challenging the education sector particularly in regions where the medium of schooling diverges from the language of higher education (Annamalai, 2005; Mohan, 2010). Where as in Tamil Nadu, until Twelfth Standard students from rural area receive their education in Tamil. But higher education offers the medium of English to instruct the students. Therefore, the abrupt linguistic transition shows a profound implications for understanding and knowledge acquisition. The increasing demand for learning English language and proficiency demands them, many of them slowly comprehend but some of them fail to understand it. The linguistic diversity not only affects understanding of subject matter but also limits critical engagement, participation and academic self-efficacy (Sing & Sharma, 2017). For this cause, students should be given exposure to English language in their school level, so they will not feel as fish out of water in higher education. Moreover, this article investigates the multi-dimensional challenges experienced by rural students navigating English medium higher education. It aims to find empirical and theoretical insights to propose practical strategies for language accessibility and academic outcomes.

LINGUISTIC BARRIERS IN HIGHER EDUCATION

The resent research on learning English in higher education resonates that students who enter higher education plays a crucial and significant problem in terms of comprehension of a new language. The medium of instruction in schools is Tamil in other states based on their regional languages, where they do not have exposure for English language at all. Because the subjects in schools are being taught only in English. Therefore, students all of a sudden after completing their school education, are unable to comprehend the new language and in some schools they are not motivated to learn. But while entering higher studies students are tend to learn from the scratch. They find difficult to understand the subject completely and they are able to assume the subject matters. The discrepancy between students' receptive and productive language skills further exacerbates learning difficulties (Bansal & Harrison, 2020). But a few select students from diverse domain do not even understand the basic subject because of less comprehension capacity to underline the new language. But now schools teachers are



encouraged and advised to teach bilingual so that in future the same issue will not be met by the present young generation.

COGNITIVE LOAD AND LEARNING EFFICIENCY

John Sweller's Cognitive Load Theory (CLT) emphasizes the limitation of working memory, which can process only a limited amount of information at a time. For non-native learners, language acquisition imposes a high cognitive demand because they must simultaneously decode unfamiliar sounds, grammar and vocabulary structures. Non-native speakers often struggle because their working memory becomes overloaded when managing grammar rules, pronunciation, and comprehension simultaneously. Without automation of basic linguistic patterns, cognitive overload prevents deeper learning or fluent communication. Rural students frequently undergo this dual burden, resulting in a slower information processing, reduced note taking efficacy, and lower retention, of core concepts (Krishnamurthy, 2018). Especially students from rural milieu when they exposure to new language they cannot concentrate on grammar, structure, meaning of the language simultaneously. Because for the learners the language is new and it sounds entirely different from of their native language. Their mind is not practiced with particular activity. It requires sometimes to observe the syntax, grammar and meaning. Children can learn the multi-linguals

ACADEMIC CHALLENGES IN UNDERSTANDING ENGLISH MEDIUM OF INSTRUCTION

Rural students entering higher education frequently face the challenge is, the regular medium of instruction is completely in English, therefore, the learners find difficult to cope up with the English language. Subject-specific terminologies—particularly in Science, Engineering, Commerce and Technology—are predominantly in English, and students may not have been exposed to these terms in Tamil or bilingual form. So that they face challenges while learning the subject through the medium of English instruction. Textbooks, Materials, Journals and Assignments are to be dealt only in English. Where rural students might not have the exposure in schools. Students struggle with language comprehension; therefore, they listen and memorize the



information rather than thinking critically. Note taking and tracing the terminology of the subject turn out to be more crucial that leads them to incompleteness of comprehension for the learners. Sometimes the learners are scared to present in seminars, interact with peers in group discussion and case as they require fluent themselves in English. Many students struggle with the skills in drafting assignments, crafting essays and composing answers in English that demand high quality grammar and structure of the English language. Limited vocabulary really hinders the flow of language learning. Consequently, academic performance may decline—not because of lack of intellectual ability, but because of language-related limitations in comprehension, expression and assessment. The cumulative effect becomes institutionalized as an academic handicap not only for rural Tamil-medium students, that might be applicable to children those who have no exposure of English language in their school level.

PEDAGOGICAL CHALLENGES

Teachers in college usually adopt lecture-centered way of teaching that presupposes fluency in English (Rao, 2016). This approach definitely neglects the differences of understanding of the same subject on the whole understanding of the same subject varies from each student's capacity. Teachers at the same time face a lot of difficulties that they need to restrict the vocabularies in the beginning level, which students have already mastered, so that the particular subject will be comprehended by the maximum number of students. Simultaneously, students may hesitate to inquire their doubts and ask critical questions or participate in discussions due to fear of error in grammar and syntax, they will not interact or rectify their clarifications with others. Moreover, according to the need of students the facilitators need to switch over in between English and vernaculars which makes the flow of the lesson slow and that will not affect consistency in language exposure. Students may excel in spoken where as in written they may fail to express in what they really want to convey. Therefore, here actual subject knowledge is missed and there is no clarity of thoughts expressed here. Obviously, that leads to unfair assessment outcomes which affects students score vehemently. Many students from rural background feel inferior or anxious about their English-speaking contexts and that is hard for them to relate it, which affects their participation, performance and over all motivation



to learn. The text books and resources are given in the text book based on the context of English speaking, therefore, the teachers face the real challenges to relate them into their context only then the students will be able to grasp the content delivered by the teachers. Sometimes the syllabus is heavy therefore teachers find not enough span of time to complete the packed and targeted syllabus. So, they are tent to skip some of the contents and decipher what is really required for the students accordingly and the expertise of the teachers too. At the same time in a single class different level of students have to understand the subject completely but many times it varies, so this is the responsibility of the course teachers to design the lesson that cater to all learners would effectively. In addition, many teachers are not formerly trained in bilingual or English as a second language (ESL) pedagogy, leaving them without effective strategies to bridge the linguistic gap.

IDENTIFYING AND MOTIVATING SLOW LEARNERS

In all sorts of learning, one will find slow learners, especially in Higher Education students who completed their schooling in their regional languages will master the English language slowly, but for a few, the faculty members have to undergo a series of training so that they can learn the new language through LSRW Skills. The teachers shoulder the responsibility of the students and regularly monitor them with exercises on the major rudimentary Four Skills. Moreover, regular monitoring of instructors also plays a significant role in learning, therefore, in the context of teaching English in India, nearly fifteen to twenty students are allotted to train and monitor them regularly, so that they will learn the language and mingle with other students who have surpassed the level of comprehension. Additionally, the teachers have to periodically and critically analyse the interest and skill of students so that their right way of development will be enhanced in the purview of learning a new language. Instructors also can study the cognitive level of each student, based on their level of understanding, she or he has to be groomed. Simultaneously, the trainer has to maintain a record on marks statement on which, it is evident that one can comprehend the capacity of students and those who still fail after giving a lot of practice, they need to be monitored regularly. Those who seem to be improved slowly are encouraged regularly for a span of time. Now and then motivation is required for the slow



learners, if they are encouraged now and then they need motivation from the trainers so that they tab themselves to learn more about the subject. In the beginning of the inception of higher education they may assume as novices, until they pick up the language they will look collapsed and later on they can understand, listen, speak, read and write in English when the trainers groom them in a right way. As a teacher of language one has to motivate the students regularly, so that the students would learn or master the English language.

WALK WITH ENGLISH IN DAILY LIFE

Learning English language is not at all a herculean task. The teachers need to groom the children regularly with a module to follow them along with the syllabus. The course teachers need to have more concern over LSRW skills which is the fundamental skills for mastering English language. In the day today life of students, as if Indian seminarians learn or master the language, the college students to be monitored regularly by the course teacher. More over the students should follow the instructions regularly so that there will be a developmental growth of the practices on the fundamental skills of language and students should practice it in English, therefore, the teachers have to ensure the essential effort of student is mandatory to master the language. If they practice English in their day today life in the campus, they will be able to communicate the language fluently. In addition, students are to be encouraged by the teachers. Recently the research writer of this article made an empirical study of how students from rural milieu can master English language with the regular practice in their day today life. They followed the instructions on LSRW skills strictly and were able to communicate in English.

References

- Adams, J. (2014). Peer tutoring: A guide to effective implementation. Corwin.
- Borah, R. R. (2013). Slow learners: Role of teachers and guardians in honing their hidden skills. *International Journal of Educational Planning & Administration*, 3(2), 139–143.
- Ansari, M. S. (2013). Coping with the Problems of Mixed Ability Classes: A Study in the Context of Teaching English as SL/FL. *International Journal of English: Literature, Language & Skills*.



Abdollah, N., Ahmad, W.F.W. & Akhir, E.A.P. (2010). Multimedia courseware for slow learners: A preliminary analysis. *In Information Technology (ITSim), 2010 International Symposium in* (Vol. 1, pp. 1-6). IEEE. Retrieved from <http://ieeexplore.ieee.org/document/5561365>.

Brown, E. (Ed.) (2001, January 8). *Mobile Learning Explorations At The Stanford Learning Lab -Speaking of Computers, Issue 55--January 8, 2001*, CA: Board of Trustees of the Leland Stanford Junior University.

Website Referred

[1] <https://www.linkedin.com/pulse/teaching-slow-learners-critical-thinking-among-fast-thomas-muigua>

[2] <https://www.psychologydiscussion.net/term-paper/slow-learners/slow-learners-characteristics-and-development-term-paper-psychology/13481>

[3] <http://www.marutiseva.org/slow-learners.php>

[4] <https://www.jstor.org/stable/43268015>

[5] https://globaljournals.org/GJHSS_Volume11/9-Challenges-of-Teaching-Learning-English-and-Management.pdf

The English Effect. Retrieved from <https://www.britishcouncil.org/sites/default/files/english-effect-report-v2.pdf>