



# INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

## Mechanics And Dynamics Of Learning English In Bihar

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### Abstract

The pathetic feeling owing to a large number of students failing in English at two Bihar Board examinations is a cause of great concern. Although the situation is changing gradually because of emerging consciousness across the state for better learning and quality education the outcome still is far behind the expectation. The academic solution may rest in understanding and analyzing approaches, methods of dissemination and teaching. The article, an outcome of deep research and empirical observation, centres around the concern of the state which replicates the methods and issues of multilingual learning amid different cultural and social contexts.

**Keywords:** Learning of English, approaches of learning, bilingual and multilingual learning, cultural and social contexts

Social contexts are important in Learning English as a second or third language. Most of the findings about learning English are not consistent for the simple reason that Bihar is a multilingual and multi-cultural state and has a prevalence of almost absolute poverty. Whatever economic development and dissemination of development are observed in schools among children are majorly either because of recent Government policies such as free dress, cycling, free books, universal admission, etc or because of remittances provided by migrated family members. All these encourage them to learn English to share mainstream participation.

Migration outside the state has been the highest. This is generally characterized by cultural generosity and economic development, yet the motivation for learning is still low because of the poor resources and motivation of the community. This vulnerable socio-economic group who is radically not much encouraged by their life experiences, is generally enrolled in government schools at plus two levels. Amidst this radical reality, our empirical observations have identified some gaps in the process of teaching-learning transactions which would count for some academic accreditation and practically prove a catalyst to improve the score of FVI in coming years by adopting the processes of learning English as a multi-language capability.

**Theoretical background:** Approaches and methods are two pillars which need to be understood technically to go deep into the exploration and generalization. Richards and Rodger in 1986 offered us the following definition based on Anthony(1963):

“.. approach is the level at which assumptions and beliefs about language (linguistics) and language learning (i.e. psychology) are specified; method is the level at which theory is put into practice and at which choices are made about particular skills to be taught, the content to be taught, and the order in which the content will be presented...”

Different theories are put together in concern to form different approaches. The audiolingual Approach is based on structuralism and behaviourism. It is a linguistic and learning theory. Levi Strauss an anthropologist first used the term Structuralism to explain the change and development of tribal culture and little growing materialism, which later gained prominence and was adopted by different subjects' scientific endeavors. Anthony views the method as a practice of an approach.

Richards and Rodgers (1986), however, refer to the relationship of the method to approach as theoretical, and the realization of the method as procedure..... "procedure focuses on the way a method handles the presentation, practice and feedback phases of teaching:"

I do not want to limit my distinction to a fine one but see the text as a theoretical syllabus and classroom as a practical procedure. Our research approach is to see the score or FVI as a linkage between the two discussed theoretical as learning and achievement. There is not any absolute point of starting a research procedure but rather diachronic sees the vitality of research happening where learning starts and teaching comes into effect. Since Direct Method, was the first method with a theoretical basis, it seems appropriate as a point of departure; the period has been important in the history of ELT.

Most of the schools have failed to provide a **Zone Proximal Development** which Vygotsky propagated that the internal development process of learning can function and work only when a child is interacting with people in his environment and communicating with peers. But, as I have discussed earlier the fear of a foreign language requires the process of the elopement of fear that can be only restored by group interactions is also deterred by some cultural linguistic multiplicity which requires greater encouragement and sharper reference to participate the way learning foreign language requires.

As the state of Bihar has multiple cultural and linguistic characteristics, English is not their second language in learning. But English serves third language to them in learning. Generally mother tongue is not Hindi, Hindi is their second language to them in learning. Of course, the second language Hindi has a big resemblance of vocabulary with their first language, such as Maithili, Bhojpuri, Angika, and Bajjika etc, which is their mother tongue, the local regional and cultural language. The difference between first and second language in practice in different regions generally are countered with deterrence in learning English as a third and a foreign language, especially in the absence of environmental encouragement and historical references of change through learning.

Grammar is only considered a static form of Language in schools while it has a functional flow in which generally students are devoid of witness, and lacks to woo inclination of foreign language learning. Generally teaching methods adopted in Government schools are far from disseminating illustrations of functional flow and are hardened with too much stress put on the static structure and its strict adherence which may cause a feeling of loss of interest among students.

Larsen and Freeman (2006) observed that Grammar teaching developing unique competence involves learners using lexico-grammatical resources for the creation of meaning. It is the very capacity acquired to move beyond memorized formulas. Generally, this makes a difference to make distinctions vastly among mother tongue and secondly or multi-lingual capacity acquired. This is not only about pedagogy adopted and applied but also methods of illustration to minimize the understanding gaps of language matters much in learning is important about the mother language by a deductive approach. The teaching method of the static form of grammar is incomplete without illustrating the flow of structure of language with meaning.

Most of the review of theories and deductions are based on learning of second language, however, this interpretation and explanation of research accepts English as language learning and acquisition as a third language which has a little procedural difference in suggesting the pedagogy and techniques applied for the Bihar Board students. Deterrence of multilingual learning may put some additional challenges which need to be understood in the process of teaching and learning.

**Discussion:** The process of Ethnocentrism at its base and cultural distinctions despite large-scale out-of-state migration and the influence of multicultural social media cultural diffusion affect learning English severely. The long-drawn process of preserving ethnocultural sanctity and enjoying development on the other hand leads to a unique combination. Despite all these processes happening simultaneously, poor people are not able to migrate to big cities. They have no choice other than the secure enrollment of their children in Hindi medium plus two upgraded schools for a two-course study where English language learning finds some cultural and adoption contours in the process of learning. Unfortunately, the teaching methods, the teachers, the school

environment and the community as a whole, not being able to break the Hesitancy gap and L2 learning contours find the learning persisting as a challenge.

The prominence of gaining regionalism with hard ethnic distinctions does not make much deterrence to learning Hindi, because of much similarity and relevance in daily use. Moreover, their medium of textbooks are also in Hindi, so it puts some ignition. Despite this ignition, there is some strong bonding of cultural adherence that influences the pronunciation of even the Hindi dialect. This is the reason we see much difference in pronunciation of Hindi dialect varying from region to region and culture to culture within the state. The choice of words changes from region to region in the Hindi language. However, if the area of cultural proximity changes and mixes with multi-cultural mixing in cities, it starts changing. The choice of words changes, and the pronunciation also starts changing. Matching this phenomenon, out-of-the-state migrants from various regions to metro cities change themselves drastically because of the process of imbibing and acculturation where one follows the greater cultural environment to which becomes impressed. This is the process of re-socialization which creates the space for new learning and adoption. This process gives an insight into How English learning can be made more fascinating and high FVI in Hindi medium regional schools at the plus two levels of Bihar Board Examination.

Regional language, the mother tongue of most of the students is adopted unconsciously in the rear of reciprocation of behavioural responses during childhood. This inculcation is almost in unconscious consciousness. This is what is called mother tongue. The consciousness to some extent of language learning starts from Hindi through textbook reading and mass media diffusion during social contacts and seeings of media. This indicates that continuous interaction in a language is easily acquired in dialect. In the real process of what is being called ESL, English as a Second Language is not the second language, but rather the third language for most of the students. This means that the Hindi language which represents a unified culture is acquired in different cultural regions in semi-conscious interactions and social exchanges. This process of learning may be called the unification of mother or regional culture to a unified and acceptable language and culture. Hindi this way serves as the second language. Unification as a prize or instigation is accepted by the masses and the students, paves the way to reward the learning of a second Language.

The learning of English Language is different from the learning of Hindi. Our discussion and findings suggest creating an environment within schools and among parents about the importance of the English Language. Although we do not expect English interaction and sharing at home in such a rural family environment, however, at least it can influence their children and motivate them to learn the English language.

**The method of conscious drive to subconscious acceptance and reciprocation:** Considering English a foreign language, Hindi vs regional language as unified becomes prominent in the learning mechanism and evaluates every intake by similarities and dissimilarities of language. Especially, this gap enlarges, when illustrations are absent and the flow of language is not observed by the learners. Different previous research also suggests that interacting with peer environment at schools helps with learning of second language. If Grammar is taught in an absolute static format, acceptance becomes difficult, it should be supported by illustrations to influence the evaluation of previously acquired languages to help learn English Language.

To win over these contradictions of the classroom environment, the teacher proves them more influential than the contradictions help students to acquire a different language. Reference in the classrooms and reference to social life experience help to accept the dissimilarities and discipline of other languages. This process what may be called Aspirational Learning may need ignition of future role fascination and thrust of role intake. Encouragement and mirroring illustrations are the important factors which need to be categorized and put in the classroom environment. Case studies have shown that there are examples when teachers themselves have set a reference for the students because of making the learning interesting and the flow of their speech attractive. This also suggests a referential pedagogy to change the learning of ESL and a proximal relationship with learners.

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