Advocating Language Learning: A Theoretical Perspective

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Abstract

   Language is primo to electrify thoughts and feelings. The ability to convey and make sense of information about a subject is entirely dependent on language. The National Policy of Education-2020 envisages language learning from pre-primary level of education. So, everyone must learn how to comprehend study materials and use them to their fullest potential by congruous language. However, when the learners acquire a language, they encounter difficulties and make mistakes that hinder their ability to advance intellectually for several psycho-social factors. In light of this, the present study uses secondary data to focus on NEP-2020 recommendations while attempting to identify the issues that learners encounter during language acquisition as well as the components that contribute to language learning and language learning practices.

Keywords: *Language Learning Difficulties, NEP-2020, Strategies for Language Learning*

Introduction

   Humans express themselves as members of a social group and participants in its culture through language, a system of customary spoken, manual (signed), or written symbols. a condition that is attained by a particular, naturally developing mental computational system, the precise parameters of which are determined by the language context in which the person grows up, (Chomsky, 1957). In a nutshell, language is an ordered system of communication made up of vocabulary and grammar. Meaning is expressed by people mostly through spoken and written words, yet it can also be expressed through sign languages. As per the Behaviourist Theory, Skinner (1985) connected language acquisition to spoken behaviour. Rather than attempting to explain the brain processes underlying these kinds of activities, he believes that language

acquisition may be seen like any other behaviour. According to him, infants possess a tabula rasa, or blank slate, from birth. The children learn their first language from external stimuli, and reinforcement shapes their answers. Reward or praise are examples of positive reinforcement that can be used to condition a positive reaction, and punishment is used to condition a negative response. This oversimplified theory of first language acquisition, however, was met with criticism, primarily from proponents of the theory, such as Chomsky (1959), who held that children possess an innate language template or blueprint known as the Language Acquisition Device (LAD), which explains why children pick up language so quickly even though it is incredibly abstract. Since children may pick up complicated grammar fast and without special assistance after being exposed to their first language, it is thought that kids do not begin language learning from beginning. When learning a language, Vygotsky favoured social interaction. Language learning can be affected by a number of factors such as age, gender, personality, motivation, self-concept, life experience, learning style, excitement, anxiety, and technology (Wenden & Rubin, 1987; Williams & Robert, 1997; Zhou & Wei 2018).The way that language learners acquire language should be taken into account, with a focus on the National Education Policy-2020, lowering socio-psychological barriers, fostering academic growth and development, and adhering to scientific tactics.

Review of Literature

Learning the language effectively comes naturally to language learners. Language learners process new information and carry out language tasks by using learning techniques, either consciously or unconsciously, Lee (2010), O'Malley & Chamot (1990), Yanju & Yanmei (2016), Al-Maktary (2018). Cummins (1979) examined issues with learning English. The study found that a student's proficiency in their native tongue determined how well they could function in a second language. Subsequent pioneering work of Cummins, in the 1980s, psychologists Ganschow and Sparks postulated that foreign language learning challenges among pupils were not attributable to learning disorders, but rather directly linked to issues with learning in their mother tongue (Ganschow, Sparks & Javorsky, 1998). Theories centred on the premise that all students—not just those with learning disabilities—learn in a number of ways, necessitating the adoption of a wide range of instructional strategies by teachers, first emerged in the 1980s. First to develop a multisensory method to teaching was Dunn & Dunn. They discovered a wide range of factors that influence learning, and they concluded that the most crucial sensory channels for instruction are auditory, visual, and kinaesthetic modalities (Guild & Garger, 1985). The success of learning language in many environments has been attributed to a multitude of factors. According to Soner's (2007) assertion, there are several factors contributing to the situation: a dearth of teachers, insufficient knowledge and techniques in foreign languages, the use of antiquated language approaches by teachers, students who are overburdened with other academic responsibilities, inadequate language resources in schools, low motivation and lack of interest in foreign languages, and little opportunity for students to use the language outside of the classroom. According to research by Ghrib (2004), a large number of the challenges faced by secondary school pupils in Tunisia are the result of their incompetence in language-related areas like vocabulary, grammar, and phonology. Akbari (2015) conducted a thorough examination of previous studies on junior high school pupils and determined that the two biggest obstacles to effective language use in Iran

are a dearth of English-speaking environments and a strong emphasis on grammar instruction. Although vocabulary plays a crucial part in efficient communication, learners often encounter several challenges when acquiring it (Çelik & Toptaş, 2010). Many obstacles exist that hinder vocabulary acquisition, including individual differences and emotional problems (motivation, attitudes toward vocabulary learning, fear of failure).

For language learners, incorrect word pronunciation or spelling can sometimes be a hurdle. Nonetheless, the most common reason impeding vocabulary acquisition is because students are either unaware of or incompetent at applying efficient ways for learning vocabulary (Kocaman & Kızılkaya Cumaoğlu, 2014). According to Fraser (2012)**,** pronunciation is one of the most crucial speaking subskills, and even slightly off pronunciation can make comprehension extremely challenging. Learning a language is impacted by a lack of confidence. Increasing the complexity of vocabulary and grammar, doing poorly, receiving low exam scores, worrying about peers, and hearing negative feedback about their progress from parents and teachers can all contribute to a person's low self-confidence in their ability to learn English.

Rationale of the study

The complex learning process, which includes inquiry, cooperation, and discovery, is aided by language. It is a social, uniquely human way to communicate, portray, and look into meaning. It is made up of linked, norm-governed symbol systems. Apart from its fundamental role in culture, language is an indisputable marker of an individual's identity and is essential for forming intimate relationships, interpreting social cues, extending one's horizons, assessing one's own behaviour, and fostering a democratic society. Language is the foundation of all communication and the primary means of cognition and idea transmission. Numerous learning communities are available for students to actively participate in both inside and outside of the classroom. As they speak, write, and express themselves and their ideas, students also listen to, read, and watch the opinions and experiences of others. To engage in critical and creative language learning, students think, conjecture, create, analyse, and synthesize. There are an enormous number of kids that struggle with language acquisition. Owing to disparate psychological and contextual factors, their language acquisition is inadequate. Personal issues that the students are dealing with include anxiety, nervousness, fear, shyness, hesitation, and anxiety; lack of motivation and confidence; inattention; unwillingness to learn; grammatical errors; memory loss; introversion; cultural differences in the learners' families; parental illiteracy; and a weak English background (Guzman et al. 2006, & Sokip, 2020).Language difficulties can also be linked to a range of social problems, such as the fear of making a mistake or being made fun of by peers, language difficulties, problems using proper grammar structures, environmental problems, instructional strategies, and classroom interactions. Therefore, the institute should concentrate on teaching pupils' skills that will lessen their language difficulties and advance their academic progress.

Objective of the study
1. To study the vision of NEP 2020 for language learning
2. To examine the difficulties faced by the language learners
3. To study the factors responsible for constituting difficulties of the language learners
4. To find out the percentage of students facing language problem
5. To determine the strategies for reducing the difficulties in language learning

Research questions

1. What is the point of view of NEP-2020 regarding language learning?
2. What are the difficulties regarding language learning faced by the learners?
3. What are the factors responsible for constituting difficulties of the language learners?
4. What percentage of students are facing difficulties?
5. What should the strategies to reduce the difficulties of language learning of the students?

Methodology

Secondary data was used for the study. The study focuses on a thorough examination of secondary data obtained from several books, journals, publications on different websites, reports from national and international research institutes, and ministry of Government of India reports e.g. report of Educational Research and Development Organisation, The National Assessment of Educational Progress (NAEP) of US, National Centre for Educational Statistics of US, National Institute for the Mentally Handicapped, Hyderabad, National Institute of Mental Health, and National Education Policy-2020 of India.

NEP-2020 and Language Learning

The National Policy of Education, 2020 immersed for using the local or regional language as the primary medium of instruction until at least class 5, and preferably until class 8. From a young age, all languages would be taught through interactive exercises that included reading and writing. The textbook that will be given to the pupils needs to have a connection to the native tongue. Higher education schools may provide multilingual programs or use the local language as the medium of instruction. Therefore, attention should be focused on how all kids who struggle with language acquisition might benefit from having fewer language learning issues. The instructor ought to plan the class while considering the suggestions made by NEP- 2020. But the students fail to achieve their academic growth and development due to language problem. The goal 4 of the sustainable development agenda discusses providing all students with high-quality education. Target 4.6 of this aim pertains to universal literacy and numeracy, meaning that by 2030, a significant number of adults, both male and female, and all kids will have attained these skills. When students feel free to acquire the language correctly and satisfy their curiosity by decreasing language barriers, quality education as well as universal literacy and numeracy can be achieved. The NEP-2020 suggests teaching Indian languages alongside English and other foreign languages. Through regular use, the creation of educational materials, teacher training, the adoption of mother tongues as the primary language of instruction, creative approaches, the wise use of technology, and the development of a positive attitude towards all languages and their remarkable unity, NEP-2020 aims to promote Indian languages. Furthermore, it suggests that the population of hearing-impaired people be empowered linguistically by being taught Indian Sign Language, including its regional variants as well as it focuses on language centres for the children. To support each student's academic progress, the school should place a strong emphasis on learning the mother language properly.

Language problem of the students

Numerous children are facing language problem. In the classroom while the teacher delivers any lesson, students are not getting lesson appropriately. The students are facing the

problem of pre-reading, reading and reading comprehension, pre-writing, writing, and writing comprehension, visual and auditory perception while reading and writing, matching, identification, naming, application, and generalization alphabets, one words phases, understanding and obeying directions, recognizing sounds in written letters, learning the alphabet, picking up new vocabulary, syllabication, spelling, difficulty differentiating left from right, slow letter reading, speech difficulties, voice quality, pitch, intonation, word choice, poor eye-hand coordination, forming sentences in spoken language, transposing or substituting letters in words, receptive and expressive language, consistent confusion with homophones, expressing ideas clearly, and mixing up the letters in words. Learners have different learning and cognitive styles when it comes to picking up and mastering a language that creates barrier for language learning.

Percentage of students with language learning difficulties

In the "Educational Research and Developmental Organization" report, it is stated that 51% of students who struggle with language and reading comprehension also show a significant risk in word reading; 31.4% of third-grade students cannot read in their native tongue; according to the report of 2021 U.S. National Assessment of Educational, 75% of students cannot write at a basic level, 75% of students only fail English subjects; and 67.3% of elementary school students find it more difficult to learn English than they do a second language. The majority of students struggled with reading comprehension, writing, spoken language, reading comprehension and communication.

Difficulties	**Percentage of Students**
Reading Difficulties	31.4%
Writing Difficulties	75%
Problem of Comprehension	51%
Problem of Spoken Language	74%
Difficulties in Communication	55.2%

Retrieved from: www.inderdo.com, www.nces.ed.gov & www.nidcd.nih.gov

Factors for constituting difficulties of the language learners

Inattentiveness, unwillingness to learn, grammatical errors, memory loss, introversion, cultural differences in the learners' families, parental illiteracy, and a weak English background are just a few of the personal issues that the students are dealing with. Language difficulties can also be linked to a range of social issues, such as the fear of making a mistake or being made fun of by peers, language difficulties, problems using proper grammar structures, environmental issues, instructional strategies, and classroom interactions. The lack of a supportive environment, such as instructors' authoritative demeanour and inadequate knowledge of the various facets of language, learning facilities, a dearth of teaching materials, an undiversified curriculum, mispronounced words, difficulty understanding teachers' words, a limited vocabulary, mistakes made when forming sentences, and inadequate or inappropriate exposure to the target language ("International Journal of Humanities, Philosophy, and Language" Nor & Rahid, 2018). When it comes to learning and adopting a language, learners have varying learning and cognitive styles. Language learners experience difficulties speaking because of the teachers' incapacity to

comprehend their learning and cognitive styles. A significant obstacle to language learning success can be a lack of confidence. They may be reluctant to speak up in class and self-conscious about their language abilities. This may result in low practice opportunities and low engagement.

Students face difficulties acquiring a language because of parental transfers brought on by their jobs, parental illiteracy, and seasonal family movement. An additional significant issue that learners have when learning languages is over thinking. When unfamiliar words arise in a language, children frequently struggle to pronounce or write them down. This prompts individuals to consider the definitions of these terms, which frequently results in overanalyzing. Among children learning a language, the most prevalent issue is speech phobia. Some learners are frightened to speak in front of others because they believe they will not be able to do it smoothly or correctly, which could make them look foolish. Language learning is a personal experience for everyone. While some find visual learning to be quick and simple to comprehend, others find auditory learning to be more appealing. Certain children might be more interested in one sort of learning than the other. For instance, they might prefer to hear languages rather than see them, which would make them not want to watch a presentation or television show. When learning a language, this could cause several issues. The Children also struggle with time constraints when learning a language. Too often, students do not finish their assignments because they do not have enough time. Their exam scores suffer as a result, which has an impact on how well they perform in class. Due to time constraints, they could find it difficult to focus on other topics as well.

Strategies for Language Learning

The linguistic coding deficiency hypothesis should be the teacher's main focus in order to lessen language acquisition challenges. This indicates that learners who struggle in a foreign language classroom have deficiencies in at least one linguistic code in their mother tongue. Teaching first languages should be the teacher's main priority. However, mastering a first language encourages learning ten additional languages. According to Sparks and Ganschow (1993), problems learning a foreign language stem from deficiencies in first language (Ll) acquisition.

The cognitive skills linked to success in learning a foreign language have been assessed using the Modem Language Aptitude Test (MLAT) (Carroll & Sapon, 1959). Therefore, the teacher should use the test to determine the students' aptitude and preferred method of learning a language before giving a lecture or teaching language. This test will allow the teacher to evaluate students' auditory and memory skills related to rote memory, word and phrase identification, grammatical structure understanding and analogies, and sound meaning relationships. Fillmore (1979) noted that factors influencing learning included motivation, personality, and gender. Thus, the instructor needs to be aware of the motivation, feelings, interests, and social and personal concerns of the students. In light of this, the instructor will arrange the lesson for language learning. Students who are studying a language in class can experience nervousness. Anxiety has been found by McIntyre (n.d.) to have a direct impact on language learning. Therefore, teachers need to be aware of the things that cause students to become nervous when they are learning a language. In the classroom, kinesthetic, visual, and auditory elements should be employed. Because each person has a different perspective of the linguistic code and learning style. In order to rear the unwrinkled process of language acquisition, the teacher should concentrate on the cognitive variables of the students, such as linguistic aptitude, individual variances, brain function, and pedagogical tasks

offered. If provided the appropriate stimuli and assessments, teachers must believe that all learners may succeed in language lessons (Sparks et.al, 2008). Multilingual education improves cognitive functioning, particularly for fundamental learners. NEP 2020 advocates for multilingualism, allowing the state and students to select the language(s) to be taught, provided that at least two of the three languages are indigenous to India. Multilingualism is something that teachers and the school administration should be concerned about. In order to support language learning by acknowledging the social and cultural backgrounds of students, teachers should speak various languages. The pupils must to talk slowly and clearly. The teacher will always make an effort to help students understand their mistakes and will regularly assess their level of knowledge. Teachers must refrain from using idioms in their speech, exercise caution when using jargon, and exercise patience. Teaching languages should be based on a variety of channels.

Language-related information should be delivered via a variety of channels (Berardo, 2007). The majority of research demonstrates that the use of digital media, mass media, web-based instruction multimedia, multimodal approach, technical interventions, and language interventions in teaching-learning processes all significantly contribute to removing obstacles or challenges in many subject areas. (James,1997; Harris and Denet, 2006; Schuit, Segers, Balkom and Verhoeven, 2010; Taghvayi, Vaziri and Kashani, 2012; Ely, Kennedy, Pullen, Williams and Hirsch, 2014; Kennedy, Deshler, and Lloyd, 2015; Latha, 2022; Sheta, H., Jdaitawi, & Yossry, 2020). According to Vygotsky's theory, social connection is more significant than linguistic instruction. Noam Chomosky also paid close attention to language structure and grammar. Thus, when instructing children, the teacher must concentrate on the structural approach to language learning. The teachers should put a strong emphasis on self-directed learning for encouraging language learning. The organization should set up different offline and online resources that are appropriate for language learning in its capacity as a facilitator.

The success of students' language learning progress can be influenced by teachers individually as well as by the materials, techniques, and course books they choose. It is recommended to use blended learning, which includes the flipped classroom approach, as a medium for education and to support language development. According to Orawiwatnakul (2011), vocabulary knowledge is crucial for students to improve their speaking, listening, reading, and writing abilities. Similar to first language learning, there is a favourable link between vocabulary knowledge and both reading comprehension and the success of learning a foreign language. Therefore, the instructor should concentrate on expanding the students' vocabulary while also helping them to improve their speaking, listening, reading, and writing abilities. Pronunciation is one of the most crucial speaking sub-skills. The student's pronunciation should be the teacher's main concern. The language acquisition process is greatly impacted by affective elements, such as motivation, anxiety, self-confidence, and attitude, which can both impede and facilitate the use of linguistic input (Krashen, 1985). Thus, the emotive domain of each language student should be the teacher's primary concern. Zhu and Zhou (2012) discovered that the primary factors influencing the success of learning a foreign language are anxiety, boredom, hopelessness, and low self-confidence.

Conclusion

The notion of language learning was covered in this study. Since the early 1970s, the idea

of language learning strategies has gained a great deal of attention due to the vital role that they play in the processes of language learning and acquisition. The methods used to learn languages vary substantially. The useful concepts of language learning and the application of appropriate techniques that result in precise acquisition were defined in the study. Thus, the educator and practitioner should employ a variety of language learning strategies and create a clear academic growth plan for each student that considers the perspectives of the global community. So, the practitioner and the teacher should use various strategy of language learning and draw a good line of academic development of every individual to facets the worldwide view.

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