Glimpse Of Bengali And English Medium Students' Negotiations With Special Focus On Possible Remedies

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Abstract:
Language analysis is challenging to understand. Many academic fields have made language a prominent focus. Understanding the etymology of words is a common approach to dealing with language provided by the discipline of linguistics. The challenges brought on by the disparities between the first and target languages and/or the interference of the mother tongue are natural and can only be properly addressed in an educational approach that specifically addresses linguistic factors. So, in this article glimpse of Bengali and English medium students' negotiations with special focus on possible remedies has been discussed.

Keywords: Bengali, English, Students

INTRODUCTION:

Learning a foreign language takes place in a structured setting like a classroom, and the student hardly ever has access to the target language outside of the classroom. Additionally, he or she receives instruction and practices in this formal setting for activities that are totally relevant to the fundamental language skills of the target language—listening, speaking, reading, and writing. In other words, the concepts taught and learned are linguistically related to and taken into account at several levels, including phonetics, phonology, morphology, syntax, semantics, and pragmatics. The learner typically runs into a variety of linguistic issues while learning the foreign language, which clearly hinder and cripple his or her learning and ultimately severely influence his or her general proficiency. This effect also occurs when a learner who speaks Bengali learns English as a foreign language (EFL).

BENGALI AND ENGLISH MEDIUM STUDENTS' NEGOTIATIONS:

Language has been studied over a longer period of time by linguists like Suzanne Romaine, Thomas Ricento, and Joshua Fishman. These scholars offered viewpoints on semantics, language acquisition, and educational policies. The opinions of historians, political theorists, and anthropologists on language have primarily focused on polemics about terminologies

and terms with historical connotations. The political claim on ethno-linguistic elements as well as on signals and communication characteristics in a specific cultural milieu continued to be the main emphasis of the aforementioned disciplines. But other academic fields have not placed considerable emphasis on the examination of language and personal experiences. [1] The examination of language is mostly based on two aspects: the concept of a language's official position in any given nation and the primary linking language of the populace. Asian, African, and Latin American nation-states were invariably built on the ruins of the imperial past. These nations built their nations by coming together under a shared cultural and linguistic policy, bearing the consequences of colonization. [2] The dilemma is also evident in these former colonial nations' attitudes toward Eurocentric languages, such as English, Spanish, and French, among others. This is not the case in India. On the one hand, one can see how each state in India fought over whether to have a single official language and their contradictory laws on languages. However, in order to avoid linguistic strife, laws governing educational practices have prioritized both Hindi and English. One of the policies in dispute is this one. It becomes the responsibility of the schools as a formal institution to teach the hegemonic language. [3] In English-medium schools across the nation, where learning, speaking, and interacting are all done in English, the language has been severely enforced. The goal of improving English language proficiency in the classroom—both in terms of speaking and listening—remains the same in vernacular-medium schools as well. The latter case's goal is typically not carried out in accordance with expectations. Educational institutions place a strong emphasis on setting rigorous deadlines for students to learn the language. As a result, in order to make the most of their limited resources, these young children from the vernacular medium schools shoulder the additional responsibility of learning the language and becoming accustomed to it through activities like listening to English songs and watching English movies and television shows. This adds to the consumerist culture. The literature is largely in the form of reports from several education commissioners and articles about how poorly government schools are doing in comparison to private schools (focusing on the role and importance of English at the tangential level). The pupils' reactions to their attempts to learn English and their opinions about English in the neo-liberal era have received very little attention. [4]

Little research on young children's perceptions of how school students engage in learning English from unusual sources has been conducted in the Indian context. However, there is research that is sufficient for this analysis of the use of English in leisure activities. Studies have concentrated on similar situations in other nations like the United States, the United Kingdom, Malaysia, and China, reflecting on the predicament of the children and teenagers of this generation who are on the receiving end of language acquisition. According to one of these studies, the academic discourse on Chinese-English bilingual education in China is misleading. Despite the widespread belief that English has not had the same influence as India, people are giving in to the strain of keeping up with English communication. The

author recounts a travel-related incident that he overheard: "I was startled to hear the bus conductor give the itinerary in crisp Chinese and incomprehensible English. She explained that doing so demonstrated her business's competitiveness and high standard of service when I questioned why she had advertised the bus stop in English. It could seem as though extracurricular activities, leisure activities, and hobbies have little to do with English. However, a different study has been carried out in the American states of Texas and South Carolina. Hispanic immigrants were the subjects of the investigation. There were three types of people taken into account. The first set of residents are the Hispanics who arrived later. Children who were born and reared in the United States make up the second group, and young people who entered the host nation at a very young age make up the third. The findings are a reflection of the students' various levels of English proficiency and, consequently, of how frequently they interact with residents of the host nation. [5] When compared to the elderly, the younger generation and youngsters interact more naturally in English when they express a strong interest in a variety of indoor and outdoor leisure activities. Sumanyu Sathpathy penned an article that appeared in "The Hindu" on September 27, 2012. There are other issues besides English. The Hindi language is also posing a serious threat to the vernaculars. Both languages are in demand in a world where technological interference in the shape of sites like YouTube, Netflix, and torrentz sites influences movies, TV series, and songs. Sathpathy cited Ramchandra Guha's theories that Hindi and Bollywood commercial films' heteronormative ideas and hegemonic languages are simultaneously influencing English and Hindi. On the subject of the English language, Sathpathy further cited author Rupa Bjawa's work The Sari Shop, in which the main character develops a craving for the Oxford English Dictionary and becomes obsessed with mastering the language. This is especially true for teenage school pupils since they are anxious that their self-esteem will suffer because they are unable to communicate in Hindi and English due to the vernacular medium. [6] Therefore, kids participate in activities like watching English-subtitled movies and listening to English songs in order to acquire the language so that it will be simpler for them to converse in both basic and comprehensive English. Similar concerns have been expressed by a renowned Indian expert on education and childhood. Children have become the ideal recipients of neo-liberal society as a result of strict time-bound classroom pedagogy [7]. As a result, they continuously succeed in the academic sphere, which puts a strain on their language development. As a result, the entire process is used to achieve a goal.

POSSIBLE REMEDIES:

The aforementioned explanation, illustration, analysis, and interpretation have shown that the phonetic, phonological, morphological, syntactic, semantic, and pragmatic issues that Bengali-speaking EFL learners experience are caused by two fundamental factors: one is the difference between the mother tongue and the target language; and the other is the teaching process, which is primarily made up of the curriculum, the teacher, the teaching method,

materials, equipment, and other factors. Proper steps must be taken to significantly minimize the reasons in order to resolve and lessen the issues on the one hand, and to ensure the efficient and effective learning of EFL on the other.

This means that the teaching method must consider the linguistic concepts that the student needs to learn when and why, how he or she may learn what they want to learn quickly, and how to use what they have learned in their everyday situations.

The syllabus must inevitably include the language skills the student lacks and desires in the order in which he or she will internalize them and learn how to apply them effectively, responsibly, and nimbly in everyday communication. It suggests that the overall strategy for the learning process is a completed syllabus. The process is determined by the length of time it takes to produce or learn each component or item, as well as what order is most effective for learning them. It must also specify which components or learning items can be learned "simultaneously" and which ones are available from stock, i.e., already known. The process is constantly checked on through things like stock checks, tests, and exams.

To put it another way, the syllabus initially determines the language components in accordance with the demands and preferences of the learner. The pieces are then arranged according to communication priorities and difficulty levels. It is also advised that the curricula give more priority and adequate treatment to the topics that cause the students considerable issues.

A student cannot assume ownership of the work of learning by themselves. The student should subsequently be given the ability to assume responsibility for his or her own learning by the teacher. And in order to do that, the teacher must possess the necessary credentials in addition to appropriate training. More specifically, the teacher must possess adequate knowledge and experience in contrastive analysis, needs analysis, syllabus design, material construction, adaptation and adoption, teaching methods, use of equipment, and testing. Also, the teacher must have a deep understanding of all the parts of language and a strong grasp of all the skills of the target language.

The teacher needs to know enough about psycholinguistics, sociolinguistics, pedagogy, and the target language to meet the needs of each student in the classroom.

So, the teacher must know enough about his or her subject as well as the psychological, sociocultural, and practical aspects of the learner to help them learn with the help of skills, methods, teaching, strategies, materials, equipment, and other tools.

The resources that must be created, modified, and/or adopted in order to teach the necessary and challenging elements of EFL must be in accordance with the learner's level, requirements, and interests. First and foremost, they ought to be pertinent and helpful and aid in the learner's comfort and confidence-building. They should also be approachable and

relevant to the learner's culture and daily activities. Thirdly, they should have an impact on the learner by using novel subjects, images, and activities; a range of activities; interesting sources; and attractive presentation and appealing material (Tomlinson 1998). The learner's unique characteristics, such as age, aptitude, attitude, motivation, personality, learning style, IQ, and so forth, should be taken into account. Fifthly, they should encourage intellectual, artistic, and emotional engagement that activates both left and right brain functions in order to optimize learning potential. Sixth, they should encourage learner self-investment and demand it, as well as give the student opportunities to utilize the target language for communicative goals. Additionally, the learner should be given the materials and exposed to them using appealing and practical tools and equipment, such as well-written books, vibrant posters, charts, and handouts, audio-visual aids, OHP, and similar materials in a welcoming and democratic classroom environment. [8]

The student should be instructed in a way that will help him or her learn the material most effectively. Thus, it is crucial to pick and use a teaching strategy that includes pertinent resources, effective teaching strategies, and engaging classroom activities. Considering that every student has a unique learning style, personality, set of needs, etc., it follows that not every learner in the classroom will respond well to a certain teaching approach. Due to this, there has been a new trend toward eclecticism, where materials, methods, and classroom activities are chosen from a variety of sources. [9]

Both controlled and communicative practices, which are complementary, can be used in the classroom to achieve the goal. Activities can be arranged rule-wise and conducted in a process with several stages to carry out controlled practices in teaching linguistic aspects such as phonemes, word formation, sentence construction, etc. For example, to teach certain phonemes, we must first show the phonemes and explain which parts of the mouth are used to make them.

The student might next use engaging and relevant drills to assist in obtaining the necessary practice. To make learning interesting and motivating, we should involve the learner in some meaningful, purposeful, and communicative activities, such as role-play, pair work, group work, etc. Controlled practices with mechanical drills can occasionally be boring, and this type of practice cannot ensure the learner's communicative ability. [10]

The success of the material and approach, the learner's level and progress, the teacher's effectiveness, and other components of the language teaching programme are all evaluated and determined by using testing instruments with reliability, validity, and usability. Because of this, the testing tool needs to be created and used in a way that ensures the learner won't become demotivated or develop a phobia, and the goal will be properly achieved. A placement test can be administered prior to the start of the EFL teaching programme to classify the students into homogeneous groups or to place them at the level of the teaching programme that best suits their ability. Achievement tests can then be given to gather data

throughout the programme or at its conclusion to determine whether and where progress has been made in terms of the learning objectives. Additionally, diagnostic tests may be used throughout the programme to assess how well students are learning, how effectively teachers are teaching, and how well the materials and equipment are working. By doing this, it will be possible to see their strengths and weaknesses and, if necessary, make changes. The student then has to take a general competency test to see how well he or she can use what he or she has learned to communicate in real life.

Last but not least, it should be noted that the development of materials, tests, and syllabi by syllabus designers is essential to the success of a second or foreign language teaching programme. Nevertheless, foreign professionals are frequently invited and hired to teach EFL in our country, particularly at the basic, secondary, and higher secondary levels. However, the results are typically unsatisfactory for the policymakers, the instructors, the students, and the country as a whole. As a result, when designing the syllabus, creating the materials, or creating the test, the experts fail to meet the needs of the learner as well as the general demand. This is because they have little experience with the learner's needs, psychological factors, socioeconomic situation, and cultural aspects. Therefore, it would be preferable to hire local specialists who are part of the learner's language community and culture to design the syllabus, develop the materials, and create the tests.

CONCLUSION:

Additionally, the learner has difficulties learning vocabulary words and understanding the semantic and pragmatic meanings of words, phrases, clauses, sentences, utterances, discourse, and other terms. These issues undoubtedly significantly impede the learner who speaks Bengali's ability to acquire EFL. It becomes sense to consider and pinpoint the linguistic issues a Bengali-speaking EFL learner faces as well as their causes. The EFL have been used exclusively in the consideration and interpretation of the pertinent topic. Lastly, a number of suggestions have been made to solve and lessen the problems and to make sure that EFL is learned in an efficient and effective way.

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