Easy with English- perspectives of Youth towards English learning-a global necessity

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Abstract: English is a global language & is required by every one for every day activities across the globe. English has taken the position of a single universal global language as modernization through globalization has made English the queen of languages. Indian youth especially sub urban & rural youth find it difficult to learn / converse in English as they feel this language unique & foreign. But these days English learning has been made easy through multiple input strategies such as visual, auditory, kinesthetic etc. The methods have been employed to learn English in a easier way. This paper examines the problems of English learning faced by students & addresses the new approaches in teaching English.

Keywords: English learning, problems of youth,   English learning,   multiple input strategies

Introduction: Indians are leaning towards English learning as nearly 200million middle class Indians prefer English medium schools for their children as they have understood & identified the imperative significance English as road to good educational access & great affluent career. Nearly 90% of the middle class Indians think economic & material prosperity & material gains. A vast majority of Indians are thinking that they should send their children to English medium schools in a bid to avoid destitution & poverty what they have faced in their lives. (Report on the National Council of Educational Research and Training 2012).

In this situation, there is a great rise in demand for accomplished English language tutors & proficient English language instructors. (Report on the National Council of Educational Research and Training.2012). Several of the problems rising with English language learning are fused with the complex approaches of teaching. There are several researches on simple English language learning techniques.

Easier English learning techniques: Using multiple input / output strategies to teaching English- through using multiple input / output strategies ,which includes audio , audio- visual , visual , concrete , tangible , kinesthetic & such other methods. Using several channels simultaneously such as English speaking, reading, writing, memory devices. When teaching new sounds and symbols, teaching only one or two at a time. In teaching a new or unfamiliar sound, asking the student to imitate the teacher's modeling of lips movements and to trace the letter pattern while saying and spelling the sound. Using visual aids when appropriate. Examples are picture clues for words, hand and mouth movements to illustrate a sound, or color coded endings to illustrate gender and subject/verb agreement. There are several of these techniques which makes
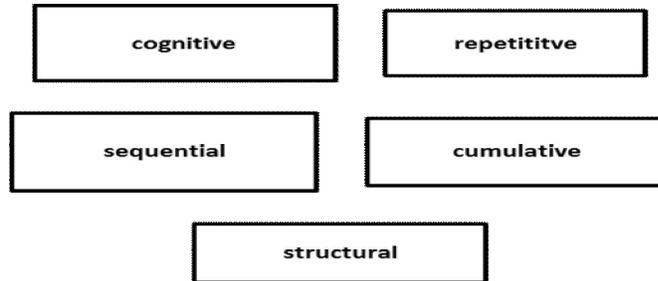
the learner know the word by its spelling, by its accent & by its speaking expression as shown in diagram-1. The Methods of

1. cognitive
2. repetitive
3. sequential
4. cumulative
5. structural

Diagram -1

Repetitive: Providing opportunities for the student to practice and review a concept frequently to assure automaticity. Examples might include practicing forming letters correctly, spelling non-phonetic words, and reviewing spelling patterns. Providing guided pair work activities to practice and reinforce a concept, pairing a strong student with a weaker student. For reinforcement, provide ample time to discover, practice, and use meaningful mnemonic devices, such as songs with specified grammatical sentence structures or special rhythms; reinforce concepts by using acronyms (for example, USA = United States of America), drawings, and gestures.

Structured: Teaching language concepts in a logical progression and help the student categorize concepts. Providing structured, explicit overviews of the material covered. Examples include study guides of the day's activities, summary sheets, graphic representations, and semantic maps. Directly and explicitly teach grammatical, syntactic, and morphological patterns engaging all learning channels for maximum outcomes.

Sequential: Organizing language concepts from simple to complex. For example, consonant + vowel + consonant patterns with three letters should be taught before using blends or digraphs for four- and five-letter words.

Cumulative: Directly teach the student the sounds of the language and the letter(s) those sounds/sound sequences represent. Progress from most frequently to least frequently appearing letter-sound patterns so that students can experience success as quickly as possible.

Alphabetic/Phonetic: Directly teach the student the sounds of the language and the letter(s) those sounds/sound sequences represent. Progress from most frequently to least frequently appearing letter-sound patterns so that students can experience success as quickly as possible.

Meta-cognitive: Help the student think about the language concept to be learned and to explain the concept in his/her own words. This process helps the student understand why certain rules or procedures occur in the language of study. Knowing why assists the student in learning to develop self-confidence in identifying and correcting his/her own errors.

Analytic / Synthetic- Showing the student how to break apart words, especially words with more than one syllable and then showing him how to put the parts back together again. This approach will help students self-correct and improve their decoding and spelling. (Prabhu, Joseph (2006), "Educational Institutions and Philosophies, Traditional and Modern", Encyclopedia of India (vol. 2) edited by Stanley Wolpert) .

A global necessity - But Indian students often feel English as a difficult language. Teachers of English can try multi-dimensional approaches towards making this language simpler & easier to learn& converse. English is the most commonly used language among foreign language speakers. Throughout the world, when people with different languages come together they commonly use English to communicate. This builds up communication & bridges the gap of being a foreigner in a foreign language. (Prabhu, Joseph (2006), "Educational Institutions and Philosophies, Traditional and Modern", Encyclopedia of India (vol. 2) edited by Stanley Wolpert). Knowing English will make people bilingual and more employable in every country across the globe. English knowing students get several options of employability. As majority of the technical innovations apply English as a bridge language, people need to learn English for understanding the impact of these technological appliances. English has been a medium of all sources of economic development English is commonly spoken throughout much of the world due to Great Britian's expansion during the colonial age. (Prabhu, Joseph (2006), "Educational Institutions and Philosophies, Traditional and Modern", Encyclopedia of India (vol. 2) edited by Stanley Wolpert). Speaking English opens these countries and cultures. Another reason why English is so important is that it is the language of science. To excel in science related topics, to engage in science research, to study science subjects, one needs to know English language. English is based on an alphabet, hence can be learned quickly. English is also the language of the Film Industry, audio industry, marketing , consumer industry, digital industry , tour industry , travel industry, hospitality industry , knowledge industry, service sector, health care sector, pharma science , medical science industry, engineering industry, archaeology, its significance is rising. By learning English one can support their children in their studies. Learning English will open your job prospects and increase your standard of living. The access to internet connectivity technology & innovative has made English information needs of the youth has become mandatory to learn English. In this global economy one needs to meet people communicate &hence communication standard language is English. Students go abroad in search of employment, studies higher education, employment career promotion etc hence

they need English to stay in communication. Indians feel englsih as a bridge to social status improvisation career benefits, social up-gradation, economic status etc will depend on speaking English &learning English.

Simpler approaches; students dislike English because they find it difficult to use, but there are other consideration which a teacher can use to make the student attracted towards this language.

1. Helping the students think about the language concept
2. Motivating the student to conceptualize in his own words
3. Conducting a task analysis of the concept
4. Breaking the concept or skill into small working steps
5. Repeating this procedure

Analysis: Helping the students to think about the language concept to be learned and explaining the concept in his own words will be very effective technique. This process helps the student understand why certain rules or procedures occur during language usage. This also assists the student in learning to develop self-confidence in identifying and correcting his own errors. Conducting a task analysis of the concept to be learned with breaking the concept or skill into small working steps and modeling for the student to think through a concept is needed. Repeating this procedure is necessary because repetitive learning needs to enhanced recollection.

Conclusion- By chance & by choice English language has been swept into our everyday life & learning has almost become mandatory. As students often reports English as a difficult language, teachers of English can try multi - dimensional approaches towards making this language simpler & easier to learn & converse. The urge to imply these strategies needs a clear directional approach.

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