

A STUDY OF PSYCHO-EDUCATIONAL PROBLEMS OF URDU MEDIUM STUDENTS STUDYING IN HIGHER SECONDARY EDUCATION IN MARKET OF ENGLISH MEDIUM

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ABSTRACT

The study aims to explore the psycho-educational problems of students who have completed secondary education in Urdu medium and continue their education at a higher secondary level in English medium through traditional teaching methods. The existing literature reveals that the respondents had serious communication problems in teaching-learning activities in English medium courses at the higher secondary level; were unable to get the attention of teachers on par with non-Urdu students; the classroom environment is biased; flaws in teaching methodologies; unable to get academic guidance and the teachers teaching English do not have competency in the Urdu language. The present study is qualitative. The students who have completed secondary education in Urdu medium and continuing their education at the senior secondary level in English in the Rayalaseema region of Andhra Pradesh during 2021-22 form the population for the proposed study. The sample will be selected using the KMT rule and Wang Lee S adjusted sample size. The sampling technique is essentially multistage random sampling. The implications of the study will address the various challenges of the respondents in the study area and teachers have a vital role in enhancing language skills in the English language through their active participation and motivation.

Keywords: Psycho-Educational Problems, The Role of Teachers, English Language Teaching and Learning, Urdu Medium, English Medium, Etc.

INTRODUCTION

Psychoeducational problems refer to difficulties or challenges that affect a language learner's cognitive, emotional, or behavioral development. These can include issues such as learning disabilities, attention deficits, or emotional disorders that impede language acquisition. Other psychoeducational problems that may affect language learners include difficulty with memory, organization, or problem-solving; difficulty with social interactions or communication; and difficulty with motivation or self-regulation. Additionally, students from multilingual and multicultural backgrounds may experience additional cultural or linguistic challenges that may affect their language learning (Altbach, 2007).

Some specific examples of psychoeducational problems that may affect language learners include Dyslexia, which is a learning disability that affects the ability to read and spell (Sharma & Raj, 2019). This can make it difficult for language learners to acquire literacy skills in the target language. Attention Deficit Hyperactivity Disorder (ADHD), which is characterized by difficulty with attention, hyperactivity, and impulsivity. This can make it difficult for language learners to focus on language instruction and to complete language-related tasks. Autism Spectrum Disorder (ASD), is characterized by difficulty with social interactions, communication, and repetitive behaviors (Sharma, et al., 2024). This can make it difficult for language learners to understand and use social cues in the target

language, and to engage in conversations. Anxiety and depression can affect motivation, self-esteem, and overall well-being, and can make it difficult for language learners to feel confident in their language abilities. It's important to note that these psychoeducational problems are not exclusive to language learners and that the impact of these problems on language learning may vary depending on the individual student and the specific context. Teachers and other language professionals should work closely with students and their families, as well as with specialists such as psychologists, to identify and address any psychoeducational problems that may be affecting language learning (Yadav et al. 2020).

Language professionals should be aware of the potential impact of psychoeducational problems on language learning and take steps to support students who may be affected. These can include: Adapting instruction to meet the individual needs of students: For example, providing visual aids or hands-on activities to support learning for students with dyslexia, or breaking down language instruction into smaller steps for students with ADHD. Providing accommodations and modifications: This can include things like extra time for tests and assignments, or allowing students to use assistive technology such as text-to-speech software (Yadav et al. 2022a).

Building a positive and supportive learning environment: This can help to build students' self-esteem and motivation and create a sense of belonging and inclusivity. Collaborating with families and specialists: Teachers should work closely with families and specialists, such as psychologists, to understand the student's psychoeducational needs and how they may be impacting language learning. They can also work together to develop a plan of support that addresses those needs. Providing support for cultural and linguistic differences: Teachers should be aware that students from multilingual and multicultural backgrounds may have additional cultural or linguistic challenges that may affect their language learning. They can provide support by creating a classroom that values and respects diverse backgrounds and languages, and by providing resources and support for students to maintain and develop their first language. It is also important to note that students who are struggling with psychoeducational problems may require additional support and resources beyond what can be provided by a teacher in a language classroom (Yadav et al., 2022b). It may be necessary for the student to receive additional support from a specialized professional, such as a psychologist, to address their psychoeducational needs. Psychoeducational problems refer to difficulties or challenges that affect a language learner's cognitive, emotional, or behavioral development. These can include issues such as learning disabilities, attention deficits, or emotional disorders that impede language acquisition. Other psychoeducational problems that may affect language learners include difficulty with memory, organization, or problem-solving; difficulty with social interactions or communication; and difficulty with motivation or self-regulation. Additionally, students from multilingual and multicultural backgrounds may experience additional cultural or linguistic challenges that may affect their language learning (Yadav et al., 2022c).

Psychological Problems of Urdu Medium Students in English Medium Schools

One of the problems experienced by students studying Urdu medium when they come to study in English medium is the lack of ability to speak and understand English, due to which some psychological problems work in them, such as fear of making mistakes, lack of courage in speaking English, shyness thinking that they might make a mistake, and anxiety. Because of these reasons they avoid speaking English day after day and cannot become proficient in English language, which creates anxiety in them and reduces interest in learning English.

Psychological aspects play an important role in language learning. Motivation is one of the terms used to achieve the language. The theories of second language focus mainly on motivation, nature of motivation, implications of second language acquisition and linguistic process. The theories are practices and used as a teaching method.

The psychological factor is one that affects pupils' acquisition on a mental or spiritual level. The students' language acquisition process is influenced by at least four of the many variables, including anxiety, attitude, aptitude, and motivation. 2011 (Budianto).

1. **Lack of confidence.** This has been found as one of the greatest barriers that affect the oral performance of Urdu medium students' learners mostly. While speaking, writing and unable to communicate their ideas fluently. They feel inconvenience in answering questions in class.
2. **Fear of mistakes.** They think that English should be spoken only in the correct way and they think English should be spoken only in the correct way.
3. **Shyness.** the feel shyness to speak and practice English with their classmates. They think that the school atmosphere is not favorable/conducive to learning English language/ subjects. S
4. **Anxiety.** change medium leads to so many problems related to language and subject that have an impact on studies and performance by making it difficult to learn and remember for the exam, focus on questions, and demonstrate knowledge or skills during the exam. In an assessment or performance situation experience anxiety (Brumfit,. 1984).

Educational Problems of Urdu Medium Students in English Medium Schools

1. **Spelling.** Many words that are otherwise unrelated and are spelled differently sound the same when spoken (for instance, "pair" vs "pear").
2. **Pronunciation.** The Urdu medium students face problems with pronunciation and understanding their classmate's accents. They are not familiar with the English language sounds.
3. **Idioms and slang.** Students who come from the Urdu medium are unfamiliar with various words or phrases used in their daily lives, which are idioms. These are usually words or phrases used primarily in written or oral language. When they come across an idiom, they might feel a little bit confused. That's because they don't know its hidden meaning. Slang is a word or phrase used in informal language. It's usually used in everyday conversations. Some slang words and phrases also appear in the literature (Kumar et al., 2022; Warraich et al., 2014).
4. **Variations of the language.** Variation is highly systematic: speakers of a language make choices in pronunciation, morphology, word choice, and grammar depending on a number of non-linguistic factors. These factors include the speaker's purpose in communication, the relationship between speaker and hearer, the production circumstances, and various demographic affiliations that a speaker can have (Ahakwa et al., 2021; Park & Jang, 2019).
5. **Understanding the Concepts.** They feel the problems in understanding the key vocabulary in lectures and the main ideas of lectures. They are unable to follow discussions in English and have problems in identifying different views and ideas (Buehl et al., 2019).

Barriers of Urdu Medium Students In Studying In English Medium Schools

The studies stated that a majority of students are motivated while many of the students are not motivated in learning English due to various factors. It suggests that the students are motivated but due to absence of many required needs for learning, they look not to be motivated. It emphasizes upon the need of creating motivation among students (Rasool et al., 2020; Bamba , 2016; Selye, 2016).

Teacher educators have negative attitudes toward Urdu medium students. Teachers are aware of inclusive concepts but are not implementing inclusiveness in classrooms. In the Indian context due to the nature of the classrooms (size, infrastructure, packed, intense, and length curriculum), teachers do not find the teaching environment sustainable for inclusive teaching. Not empowering teachers to help Urdu medium students, and Urdu medium students are completely ignored.

Strategies to Remove the Barriers

The 21st century is a time of great change and complexity, with the widespread use of the internet and innovative inventions leading to increased interconnectivity among people, economies, and cultures. In this environment, the role of the teacher is to foster consensus and a shared sense of purpose and vision for the school. Teachers should facilitate instruction that encourages students to use 21st-century skills and reflect on their practices by incorporating authentic assessments (De Jonge, et al., 1999). Schools today face a variety of challenges due to the influence of multimedia, technology, multiculturalism, and multilingualism on education. To meet these challenges, a comprehensive educational system requires ongoing program review and planning for the future. This paper discusses the need for competency-based instruction and the teacher's responsibility to prepare students for the digital age (Biggs et al., 2017).

For making the teaching-learning process effective there is a need to address incivility by acting. Faculty members should serve as a role model to maintain civil discourse (Mehmood et al., 2010). Showing appreciation towards pupils, by giving rewards and praise updating the curriculum as per the need of the society organizing workshops, and seminars to handle the uncivil behaviour in a class. Showing empathy towards others and fostering the same. Establishing norms and policies regarding incivility with the contribution of both students and faculty (McAllister et al., 2017; Brown, 1981). Therefore, it is important to act against incivility to foster the positive learning.

Need to reframe the existing system and adopt the transformational style of teaching, empowers students, increases productivity, and how student engagement increases teachers' credibility, cooperation and will help to imbibe creativity. Teachers are the ones to push implementation of their reforms for development of Nation. This study emphasized the responsibility of educators to keep themselves updated in pedagogic skills (Azamet al., 2013).

In language classroom ICT tools (Text Inspector, Podcasts, Movies, etc.) enhances the language classroom students' learning outcome. Flipped learning can be used to evolve student learning culture, and development of the skills of cooperative learning, peer-assisted learning, and problem-based learning through flipped learning also there is a significant increment in the student's teacher's engagement through flipped learning (Halbesleben et al., 2014).

Educational Implication of the Study

The Urdu medium students have a positive attitude to integrate technology in the teaching-learning process. It helps in solving global challenges and studies recommend that there should be an increase in funding and specific policy from the side of the government for technology integration.

Technological integration will give the opportunity to develop cognitive abilities like ICT awareness, creativity, innovations, etc. The best teachers with better infrastructure can improve the standard of education by integrating ICT (Altbach, 2007).

Teachers play a major role in teaching-learning. They need to be aware of inclusive education. There is a need to create inclusive classrooms for Urdu medium students, In India,

classroom size is large and high number and curriculum reforms should be made for better inclusion education (Khuwaja, 2002).

Teachers can play the main role in the teaching field. They can produce new methods to teach the students. The learning environment should be supportive and productive. The students should be comfortable and the student should give new ideas during the learning process. The teacher should motivate them to do their work autonomously. The teacher should encourage them the team building skills which experience the sharing mentality, responsibility, and ownership (Sharma, 2021; Jamal, 2011). A variety of teaching strategies should be followed to bring out interest among the learners. Feedback practice can be done in the classroom. This method can be considered innovative and self-evaluating criteria(Jamal & Baba, 2014).

CONCLUSION

Thus, this study has focused on the psycho-educational problems of Urdu medium students face while studying in English medium during their higher secondary education. It has found how the government's education policy became in hindrance after taking admission in English medium institutions from Urdu medium institutions. Further, this study also provides some solutions to overcome such problems students face during their studies. It has been found that using educational technology and improving the teaching-learning process by teachers can play an important role in resolving such problems mentioned above. Thus, this scholarship has explored some aspects of education and shown how to overcome the psycho-educational problems of the students of the Urdu medium to English medium and responded to the existing discourses regarding Urdu medium students' problem face after coming to English medium during their higher secondary education.

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