

CHALLENGES FACED BY HINDI MEDIUM STUDENTS OF CHHATTISGARH WHILE PURSUING HOTEL MANAGEMENT AND HOSPITALITY COURSES IN ENGLISH LANGUAGE

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ABSTRACT

The present study aims at analyzing the challenges faced by Hotel Management & Hospitality students while changing their medium of education from Hindi to English. For this purpose, qualitative primary data were collected from students studied in Hindi medium schools. The majority of students were male aged between seventeen to nineteen years belonging to rural areas and completed schooling from government schools. The research showed that the majority of the students face problems while listening and understanding the English language. They are facing problems in pronunciation of English words and were found hesitant to speak. It was also found that students were in great difficulty in grammar and framing of sentences while writing English. The results could be used for focusing on weak areas of such students and help them to make English proficient and built their career. Recommendations are also provided for the improvement of linguistic skills among such students.

Keywords: Hotel Management, Hospitality, Government Schools, English Language, Linguistic Skills.

Introduction

Students are individuals who get admitted to educational institutions to learn and acquire knowledge in the field of their interest to become professionals. They can also be considered as learners as their main task is to learn and achieve their goals. When learning takes place it is important to use a medium of language. There are different mediums of languages used in different countries like British use English language, Americans use English, French, and Spanish, Israel uses Hebrew and Arabic, Canada uses English and French, Italy uses Italian and German (Medium of instruction - Wikipedia, 2021).

When we talk about India the main language used as a medium for teaching is the regional language of the state and English. Regional language depends on the geographical location like Hindi is mostly used in north and central India. Kannad, Telugu, Tamil, Malayalam are the languages used in southern India and likewise in eastern and western India. Chhattisgarh state is located in the south-central part of India where Chhattisgarhi is the local language. Even being a local language, it is not used as a medium of teaching in schools and universities. Hindi is the second most spoken language in Chhattisgarh and is also a medium of teaching in most of the rural parts of Chhattisgarh. English is the second most used language as a medium of teaching here, but it is mostly used in the urban part of Chhattisgarh.

When we take a look at the urbanization of Chhattisgarh, approximately 24% is urbanized and the rest 76% is still rural (Chhattisgarh - Wikipedia, n.d.), which leads us to the fact that most students use Hindi as their medium of education. When it comes to a technical course like hotel management it is quite obvious that the language used has to be English as the major job prospects of this course are global 5-star hotels and service industry, dealing with a national and international clientele. An employee of the Hotel industry has to be eloquent in English to interact, understand and convey. The focus of this paper is to find the challenges faced by those students that have used Hindi as a medium of learning in school education and now they have to use the English language in the Hotel Management course.

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Objective of the Study

The primary objectives of the study are:

- To find out the challenges of students in listening and understanding English.
- To find out the challenges of students in reading English.
- To find out the challenges of students in writing English

Review of Literature

In general, a degree course in Hotel management is of four years which is divided into eight semesters. The main subjects included in the syllabus are Food Production, Food and Beverage services, Front Office and Accommodation Operations. Formation of the syllabus is done based on current trends and future prospective needs of Hotel and Allied Industries. These allied industries are namely retail, finance, insurance, hospitals, customer services, etc. This course focuses on learning technical skills, service skills, communication skills, and personality development. A dual approach is applied for teaching i.e., inheriting theoretical knowledge and demonstrating and practicing practically. Mostly a ratio of 1:1 of theory and practical's are followed in most of the universities and institutes in India.

There are few related subjects also included in the Hotel management syllabus apart from major subjects like Hotel Accountancy, Food science, and nutrition, English Communication, Computer application in hotels, Fundamentals of management, sales, and marketing, Human resource management, foreign language (French/ German), etc. As mentioned all these subjects are to be lectured in English. The study material like books, journals, and tutorials are all available in the English language as most of the authors are foreigners like James.A.Bardi, Laura Aduser, and Dennis Lillicrap, etc. Even the Indian authors like Dr. Sudhir Andrews, R.Singaravelavan, R.K.Sinha, etc books are in English.

As per (NCERT, 2005b) 47 languages are used as the medium of instruction in schools. According to Article 343 of The Constitution of India 1949, 2021, the official language of the Union shall be Hindi in Devanagri script and English shall be used for fifteen years from Independence for official purpose. However English continued to be used as a co-official language till now. Students who have studied in Hindi medium school from their childhood face various problems like slow learning in class, inability in understanding and expressing. They even hesitate in asking doubts and participate in discussions. The English language has been considered as a language of success in today's world whether this is right or wrong is a matter of discussion (Life and Khan, 2018). Therefore, being fluent in English is a problem for Hindi medium students and they have to learn to tackle this for success in their career.

As per (Sathe, 2020) New Education Policy 2020 does not tackle properly the issue of medium inequity. Most of the retired administrative post holders have studied in Hindi medium schools and had English as a subject after the sixth standard. This is because the standard of teaching and dedication of teachers was of the highest level during their schooling. In the present scenario, most of the schools which teach in Hindi medium do not have a good standard of teaching, which hinders their career growth at some point. As per (Roy, 2006) Delhi University denied admitting a student in History (Hons) because she was from Hindi medium, even after her pass percentage was adequate. As per (Neha, 2012) most of the students who are from Hindi medium background are not able to cope with other students in the class.

Methodology

A qualitative study has been conducted at the Department of Hotel Management & Hospitality, Atal Bihari Vajpayee University, Bilaspur, Chhattisgarh. For this purpose, qualitative primary data were collected from a purposive sample of 30 students studied in Hindi medium schools by using methods like observation and interviews along with data from secondary sources such as review of exam results. Journal articles, reports, editorials, books and various websites were also referred. Following methods were used for data collection:

- **Observation:** Personal observation was conducted during the class and after the class,
- **Interviews:** Several interviews were conducted online and offline.

Student's exam results of the First Semester were considered as the secondary data for analysis.

Since the population size was small, a sample size of 30 students was taken from the present and passed out batches that were from Hindi medium schools.

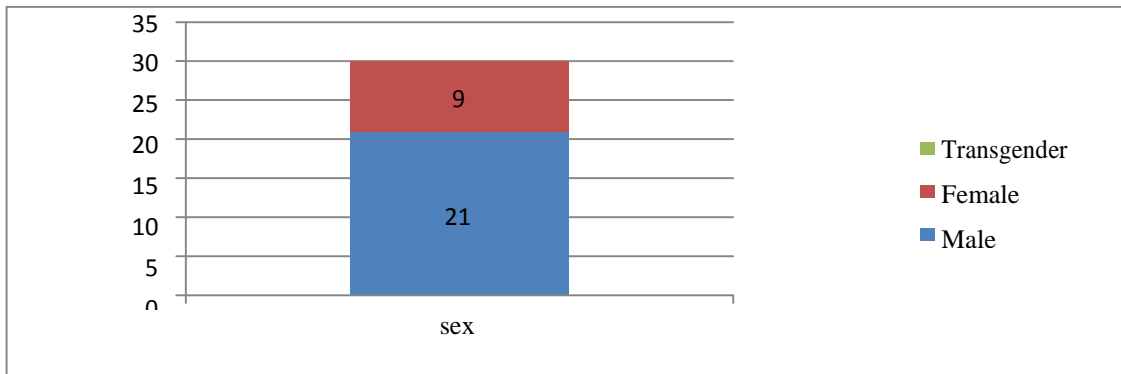
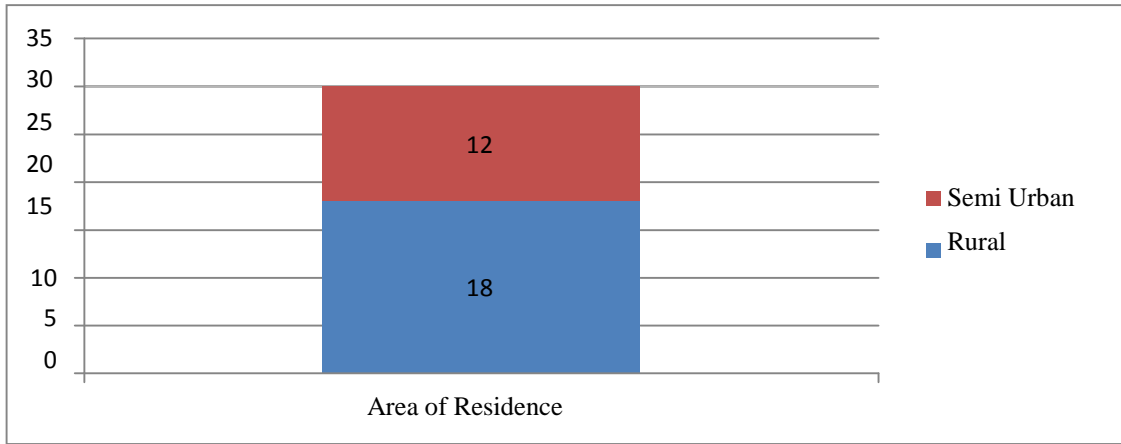
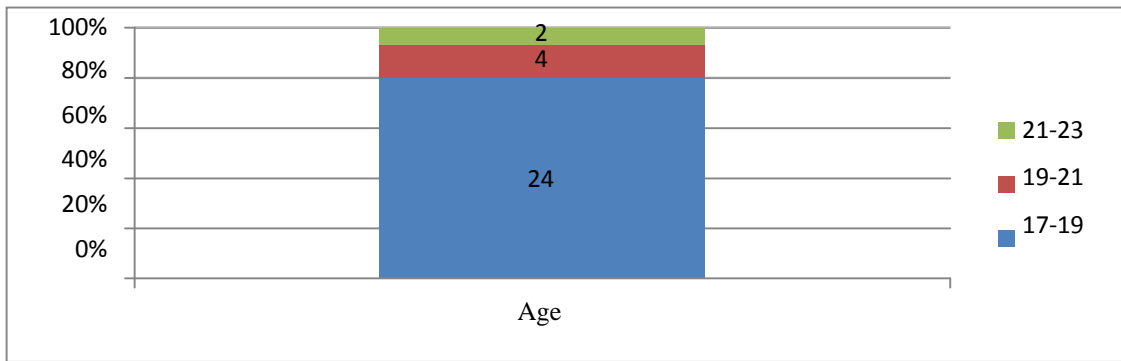
Analysis of Data and Interpretation

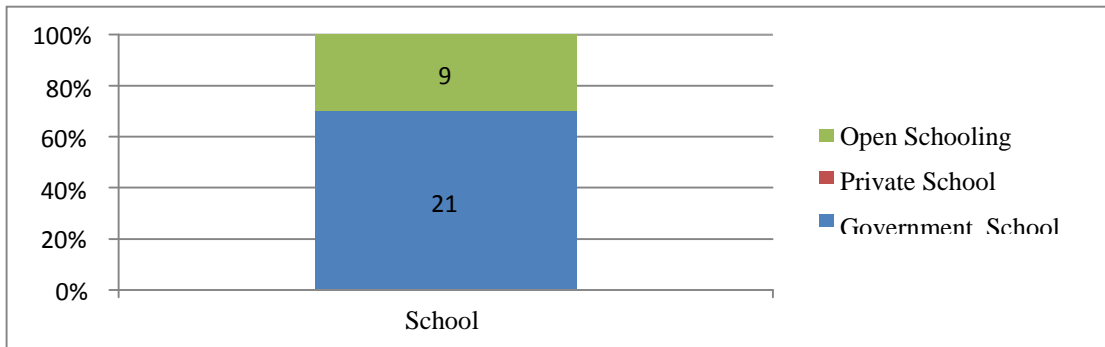
The analysis was done to find out the problems faced by students of Hotel management when they change their medium of education from Hindi to English. The factors considered for analysis were challenges of students in listening and understanding English, challenges of students in reading English, and challenges of students in writing English.

Background

- Age
- Sex
- Residence
- School

Table 1: Background of the Students





Around 80% of the students are from the age group between 17 to 19, 13.33% are from agegroup 19-21 and 6.66% of students are from age group 21 to 23.

Among 30 students 90% of the students were male and 10% were female.

Around 60% of the students reside in rural areas near Bilaspur and 40 % are from Bilaspur and nearby places.

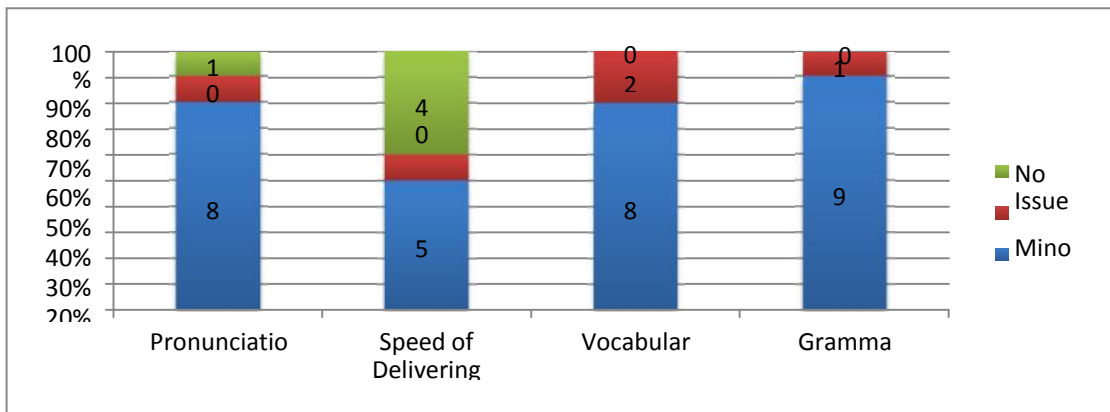
70% of the students have completed their education from government schools, 30% have completed education through open school and students from private schools were nil

Challenges of the Student’s in Listening and Understanding English

Major parameters were:

- Pronunciation,
- Speed of delivering a lecture,
- Vocabulary
- Grammar

Table 2: Challenges of the Student’s in Listening and Understanding English



80% of the students had major issues in understanding the pronunciation of English words, 10% of students had minor issues in understanding pronunciation, and 10% had no issue with understanding pronunciation.

50% of the students had major problems with understanding English due to the speed of lecture delivery, 10% had minor problems with the speed of lecture and 40% had no problems in understanding due to the speed of lecture delivery.

80% of the students had major problems in understanding the long and difficult words, 20% had minor problems related to the understanding of vocabulary.

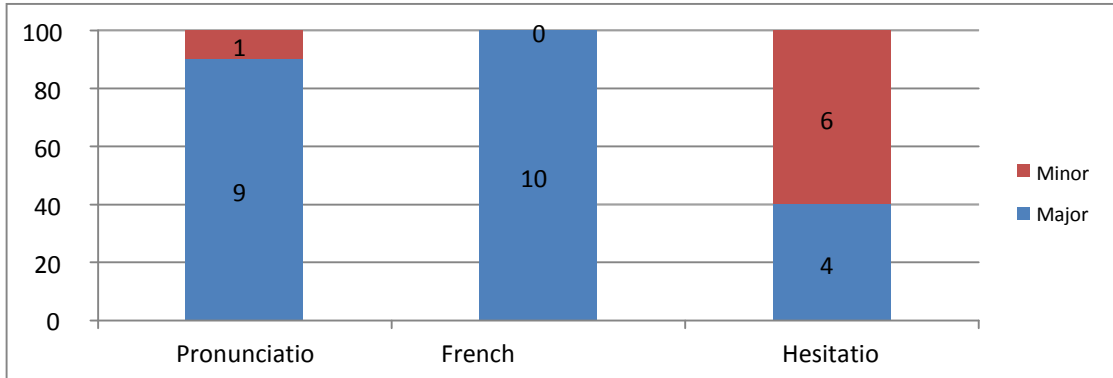
90% of the students had major issues in understanding the grammar especially the tenses and adjectives, 10% had minor issues in understanding grammar.

Challenges of the Student’s in Reading English

Major parameters were:

- Pronunciation
- French terms
- Hesitation

Table 3: Challenges of the Students in Reading English



90% of the students had major issues in pronouncing English words correctly, 10% had a minor issue in pronouncing English words mainly long and difficult words.

100% of the students faced problems in reading French words.

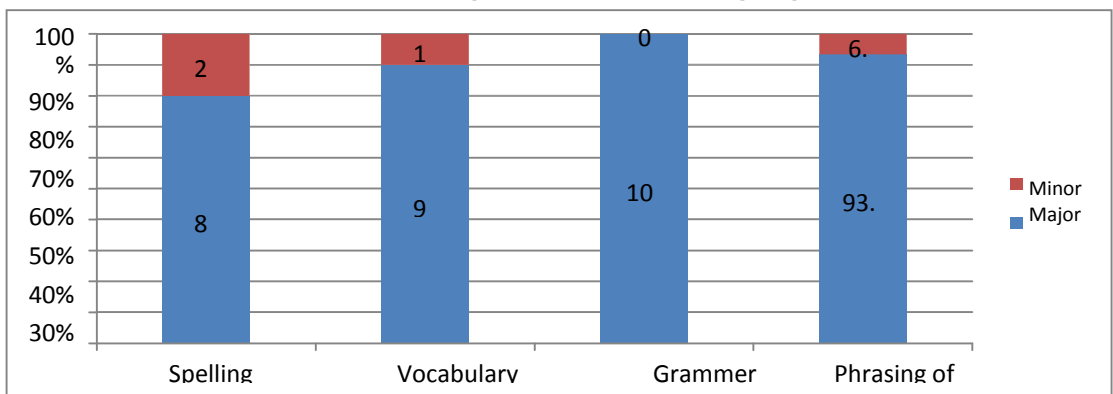
Hesitation was also an issue found in around 40% of students who were not openly reading due to fear of making mistakes.

Challenges of Student in Writing English

Major parameters were:

- Spelling
- Vocabulary
- Grammar
- Phrasing of sentences

Table 4: Challenges of Student in Writing English



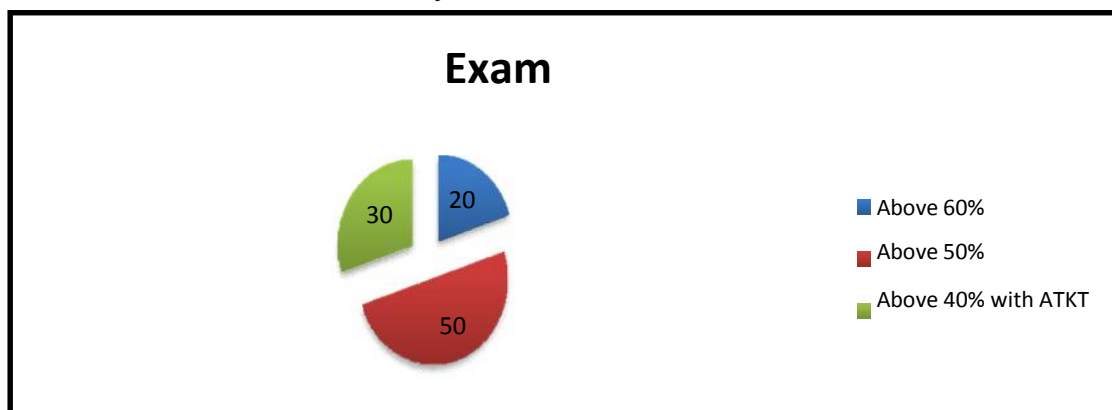
80% of the students had a problem in writing correct spellings, 20 % had minor issues with long words.

90% of the students had a major issue with vocabulary, they were unable to use the right word in the sentences, 10% had minor issues with the vocabulary, but they use simple words with repetition.

Grammar was a major issue with almost all the students in writing English

93.3% of the students had a major problem in phrasing the sentence correctly, 6.6% had a minor issue in phrasing sentences. It has shown that their expression of thought was affected due to this problem and the meaning of the sentence changes completely.

Table 5: Analysis of First Semester Exam Results



Around 20% students have secured above 60% marks, 50% have secured above 50% marks, and 30% students have secured 40% marks but have got supplementary (ATKT) in the subject like Business communication, Principles of food science, and Fundamentals of Accounting.

Those students who secured more than 60% marks were having a good score in the 12th exam also. These students had maximum queries in class and were also good at practical's. Their attendance was also very high and spends more time reading books. Suggestions, like listening to English news, reading English newspapers, watching English movies, adding a word a day in vocabulary, and using English as the first language of interaction in day-to-day life, were taken very seriously by them. Those students who secured marks above 50% were average students in 12th standard and were a little hesitant in following the suggestion. Those students who secured above 40% marks were students who scored fewer marks in the 12th exam. The effort of these students towards learning was minimal. Motivation and little disciplined have improved their results in the future.

Conclusion & Recommendation

This study investigated that the challenges are faced by those students of the Hotel Management course who change their medium of education from Hindi to English. The result showed that the change of medium has affected most of the students as they faced problems in listening and understanding, speaking as well as writing English. Ultimately the effect can be seen on the result of their exam. In terms of listening and understanding a majority of 80% of students faced problem in understanding English pronunciation, 50% had a problem in understanding due to the speed of the lecture, 80% faced problems in understanding long & difficult words and 90% of students faced problems in understanding the use of grammar. In terms of reading English 90% of students faced problem in pronouncing English words correctly, all students faced problem in pronouncing French terms and 40% were hesitant of making a mistake which was affecting their reading. In terms of writing English, 90% of students faced problem in writing correct spellings, 90% of students faced problem in the use of vocabulary, almost all students had a problem with using grammar correctly especially the tenses adjectives, etc and 93.3% of students had faced problem in the phrasing of sentences. While analyzing the results of the first-semester exam it was found that the student's results were almost the same as those in the 12th class of their school except for two to three students.

It is recommended to conduct special English communication classes weekly or twice a week. While conducting lecture, teacher must use simple English words initially and if possible, lecture in dual language i.e., English and Hindi at least for first couple of semesters and also keep confirming during class if the students understand. Classes can be more interactive, where students can get opportunity to communicate and improve their skills.

Future Implication

For future, it is recommended that larger population and sample size can be considered for more detailed research where study can include various Hindi speaking states of India

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