

Problems Arising When Learning Hindi as a Second Language in Sri Lanka

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Hindi is the national or the state language of India. Despite the fact that the National language of a country should be understood as means of official or link language, Hindi is only one of several languages spoken in different parts of the sub- continent. Hindi, reported to be the second most commonly spoken language in the world, is spoken by more than 500 million people. In some cases, it has been described as the language of 'poetry and philosophy.' The situation in Sri Lanka is not different from the particular point of view and it has been understood either as the first language of some people or the popular language that many people can understand. The purpose of this research, thus, is to bring to the light the issues and complexities experienced by a native Sinhala speaker when learning Hindi, and to analyze such problems and suggest better solutions to overcome such situations.

People face various difficult situations when learning a language different from their mother tongue due to inborn influences based on speaking, writing, grammar and vocabulary. This theory is equally applicable when a Sri Lankan learns Hindi as his or her second language because of the influence of the mother language 'Sinhala.' For example, The Sinhala language operates with three genders. But all the Hindi nouns behave either as masculine or as feminine. And the sentence structure (from the subject to the verb) entirely depends on the knowledge of the gender. Thus, the new learner to the Hindi language faces the daunting task of becoming acquainted with the gender of thousands of words. It generates a significant impact for the Sinhala speaking learner who is learning Hindi as his or her second language. This study addresses how the native Sinhala speaker deals with this task of acquiring the second language component i.e. speaking, reading, and writing on par with his/her mother language, taking Hindi as the example.

The present study is expected to carry out a case study with a selected group of people including students, professionals, public community and so on, and envisage some ways and

means to overcome the particular situation. Additionally, the study will carry out some comparative study on grammatical components of Hindi and Sinhala language and seek some solutions to overcome the difficulties faced by the second language learners. Thus, this study will incorporate both a literature survey and a field study to address the crucial issues of the study.

The study also proposes some possible solutions pertaining to four language skills: Listening, Speaking, Reading, and Writing and theoretical questions such as grammar, and vocabulary to overcome the difficulties faced by the native speakers. This will be helpful for native Sinhala speakers in learning, understanding, and communicating in Hindi language in day to day life.

Key words: *Hindi Zone; Language Skills; National Language; Mother Language; Second Language.*

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