

ISSN INTERNATIONAL
STANDARD
SERIAL
NUMBER

ISSN-2321-7065

IJELLH

**International Journal of English Language,
Literature in Humanities**

Indexed, Peer Reviewed (Refereed) Journal



Volume 7, Issue 7, July 2019

www.ijellh.com

Dr. Abdul Jabbar S.

Assistant Professor

Department of Education & Training

Maulana Azad National Urdu University (MANUU)

A Central University established by an Act of Parliament

Accredited with 'A' Grade by NAAC

Gachibowli, Hyderabad, India

jabbaragatti@gmail.com

Challenges in Learning English as a Second Language: An Overview

Abstract

A second language is acquired under the stress and social context. While teaching a second language one of the main pertinent objectives is communicative and instrumental. If the second language might acquire early, it would psychologically more influential and would enhance to learn other language of third and fourth subsequently with easiness. Challenges in learning English as a second language has been a major concern to be dealt with significance and in this article the objective of English teaching as a second language initially being discussed and eventually drawn a picture on what major challenges in learning and teaching English as a second language are about.

Introduction

Language is one of the main components of the society and is shown the culture of the people who speaks it. People who speak more than one languages are pertinent because they could connect people of different cultures and landscape .To fulfill or capable of having job

opportunities needs to have required a guy who speaks foreign languages and he could travel anywhere in the world without difficulties. Native language and second language of learner while learning seem to have been a lot of differences rather we would say wide gap in their phonological, semantic and syntactic arenas are more often creates. Most children, nowadays, however when they are so young even without sensing the importance of it and in school where part of its syllabus, are learned very instantly than other part of curriculum. Therefore, it is a major duty of a teacher to motivate and guide them so that the society where they hail could reduce number of the educational unemployment exclusively in the discipline of language; translator, interpreter and communicator.

There are many countries where children use one language at home, another in the market and third during play and fourth for other reasons and so on. Communication in any language is a kind of being a biological necessities ,we would not encounter reasons why second language would be difficult to acquire and nevertheless it may be difficult being artificial environment and premises that might exist .Knowledge of English is a mandate in India and in the world.90 % inhabitants of India use English as second language either in their writing or in their speaking discourses more often than not in working places, pedagogical interactions in schools, social dealing and marketing avenues.

The major objectives of ESL program is to prepare children to function success fully in the classrooms where English is the medium of instruction for all subject areas.ESL instruction provides Thus ,the general and specific objectives of teaching ESL program is the systematic development of the following areas

- To use proper pronunciation
- To use correct stress and intonation
- To take part in debate and discourses and conversations
- vocabulary for expressing oneself in different social and academic environments

- To speak English fluently as the native speakers of that language
- To place proper vocabulary at exact places
- To make them to try to reproduce whatever he or she listened from the teacher
- To recognize and produce the meaning of words and sentences
- To acquire reading ability and comprehend what he or she reads
- To acquire vocabulary that he may be using in his daily conversations
- To use correct English when he or she has to respond to any kind of calls, request and greetings etc
- To use basic structure of English language while he or she writes
- To create awareness of learning how to learn second languages

Here some different challenges of teaching and learning English given below are to be facing a teacher who teaches English literally as a second language.

Institutional related challenges

Lack of well trained teachers: Human resources with expertise in specific areas, in fact, seem to be working well enough to mutual correlation between the students achievement and teachers knowledge on the subject. Teachers who have well qualified and having well versed in four skills (LSRW) in English would be influencing while learners perhaps imitate what teacher would read, write and speak therefore good institutions wherein quality through preservative or in service could be provided should be worked out if not generation who pass out from their prestigious institutions will eventually not be benefited either for their workplace where they are being looked to have or for the society which require an individual who should serve it for its development.

Rural background of the children: Most of the students who turn out nowadays to outstanding courses like Engineering, management and medical are none other than those who

hail from villages. The facilities and resources what required to have for completion of courses with communication skills seem to have major concern being their parents poor educational background and environment they reside might not that much favorable for children acquisition of skills; no facilities to watch TV channel to improve their speaking skill, no even to have read newspaper in their homes.

Examination oriented curriculum: Syllabus, curriculum and examination pattern typically have in India for different disciplines are more or less same in the adoption that instead of providing fair avenues for the development of vocabularies and pronunciation skill the tests are more often conducted for testing the bi hearted knowledge. However an anticipated outcome to be best performer in their second language would be in a day dream. Other than English subject ,rest are having experiment through which their theory could go with practical but however English language labs may be having in the school but there is no practical of reading test, speaking and listening

Improper use of Grammar Translation Method: In fact grammar translation method has been a miracle in the field of second language acquisition and has enhanced both teachers as well as learners without having anxiety of learning either foreign language or other than learning a native language.

Lack of language lab facilities: Language lab for language teaching and learning is mandated to be practiced the best in their reading without overlooking the punctuations, intonation and rhythm .For becoming best communicator in second language ,we should have an environment where we should be provided speech practices and more over to be communicating as a native speakers who speak their mother fluently naturally, faculties interchanging facilities and students exchanges program could be made so that interactions with them would make confident to talk without committing mistakes.

Linguistic challenges

Script of English is different from native languages: When we discuss an issues related with learners writing problems in English, it shall be cared even when they in primary class and while it .has been a practice to be writing, for instance, copy writing should be adjoined with the practice of our mother tongue. Script and its style are totally antithesis from ours there would be a platform in school where it should done apparently but what is happening there in our schools? It is being totally ignoring in some school and students who pass out from that school may not write alphabets as clearly as his friends in other school do ,where they are being evidently practiced .it is very much vivid that those whose English handwriting is good getting the marks extras.

Problems with spelling in English vocabularies: The English language is very rich its vocabulary and its chaotic nature of spelling. The spelling may not they what we anticipate looking at it because English has many borrowed words from Latin, German, Sanskrit etc. The difficulty of decoding the sound and spelling, the general tendency of a reader, make confusions, for instance, the ‘sh’ sound we can see in many word like shoe, conscious, pshaw, nation etc. The vowel’ a’ is pronounces in about a dozen varieties of ways. The same ‘e’ is pronounced in different ways in different words like: ‘e’ in never, debut, clerk, economy etc

Pronunciation: The main sources of mistakes are related with letters and sound, word ascent, silent letters in words, assimilation, dissimilation and elision etc. More over than this the one letter represents different sounds and different letters represent one sound

Grammar is a really a major areas which are having great difficulties especially the second language learners. It has two tense forms only there is no vivid future tense. Future time is signified by auxiliaries or by other usages. But our native languages like Malyaym, Hindi, and Urdu etc are having clear cut tense forms.

Linguistic difficulties specific to the second language acquisition and difficulties emerging by comparison with the first language .Positive transfer would be enhancing for getting rules easily but negative transfer from L1 to L2 would trouble the learners hardly so that teachers while teaching should be in keeping mind that the native language examples will not always good to be compared in word formation and sentence formations too.

Psychological issues

Lack of motivation and desire to learn: most challenges Indian learners are having their de motivational approach to learn English and it is believed that this may be due to their homes, families, relatives, friends and societies.

Anxiety in learning English: since it is the foreign language, anxiety among whom who learners are generally happening irrespective of their gender, caste, religion and region where he or she resides .Schools are supposed to be reducing the tensions of its learners are playing the role of a character whom a learner encounters it to be relived his or her sufferings but it rather creates more and more.

Low intelligence and lack of readiness to learn: Intelligence and readiness of the learners play a pivotal role to be their four skills (LSRW) it is false believe that intelligence is inherited

Sex difference: Gender bias and stereotyped society's approach is still prevail in this modern era that reduces the numbers of the girl students who are getting education and however it is very much true that speaking skill of the girls are more greater than boys in their schooling level but when they are persuaded their higher education this trends of girls are being reduced because the de motivation either from their family or from a society which indeed seems to be looking gents to work in a major pedagogic jobs and ladies are to be working not in companies and other spectrum but their homes as a house wife.

The teacher of English should have an insight into developing second language skill and the some areas that are usually encountered by either teachers or learners of English as second or foreign languages. Idioms and prepositions would create greater difficulties .for instance, the words like run, get and go would give many different meanings when prepositions are accompanied .This also should be minded while teaching that English is our second language but we are not diffusing their culture. The most differences between a first language depends on the context of their acquisition

Conclusion

Teaching learning process of English as a second language is a complex when it is being compared with the context where the first language is being acquired by us. It can be overcome by sustained effort and effective methodology will solve this complexities and will make the challenges a matter of intense pleasure ,which becomes highly rewarding .Situational teaching approach may adoptable in second language classroom. This will provide the opportunities to comprehend how and when the language is used. This makes possible making them to read and speak in and off the four wall of classroom. Teacher should be capable of having correlating his or her instructions with real life situation that will facilitate the learners to mastering the second language.

References

Angela L .Carrasquillo (1994) Teaching English as a second language a resources guide. USA

Jerry G. Gebhard (2006) Teaching English as a foreign or of language. USA, The University
Michigan press.

Manish A.Vyas and Yogesh L.Patel (2015) Teaching English as a Second language .New
Delhi, PHI learning private limited .

NCERT (2006) position paper on teaching English . New Delhi: NCERT

Kirsten M.Hummel (2014). Introducing Second language Acquisition perspectives and
practices . United Kingdom: John Wiley.

Peter Jordens (1996).Investigating second language Acquisition . New York:Berlin