



DIFFICULTIES IN LEARNING ENGLISH AS A SECOND LANGUAGE AS SENSED BY ARTS AND SCIENCE STUDENTS

Mr. S. MITHUN

II-BCA

**Muthayammal College of Arts and Science,
Rasipuram,**

&

Ms. A. MANJULA,

Assistant Professor,

**Muthayammal College of Arts and Science,
Rasipuram,**

Abstract

Even though these students have received English language instruction as a second language at all prior levels, it still presents significant challenges for both students and teachers. Perhaps one of the biggest indicators of this problem is how little weight modern technical students give to the English language, preferring instead to prioritize their chosen fields of study. They can't effectively use the language to communicate as a result. As a result, they are deficient in fundamental language abilities, particularly in the areas of sentence structure, vocabulary, spoken communication, writing, and grammar. They are unable to impress the interviewers during group discussions and individual interviews during hiring drives. In order to improve their language, it is necessary to use the most scientific teaching techniques possible, particularly the most cutting-edge ones that include language laboratories, multimedia, and the Internet. In this article, the author looks into a few potential solutions as well as the causes of these issues, while learning second language.

Keywords

English as Second Language, Difficulties in Learning, Challenge for both Students and Teachers.

Introduction

Krishnaswamy and Sriraman (1994) states that,

“English has become an international commodity like oil and the microchip and more than a quarter of the world's people use English; the world has become a global village. English has become necessary for mobility and social and economic success in the world today.”

Most Indian students, especially those from rural areas, view the seven-letter word 'English' as being magical and mythical. A total of 1000 million people worldwide speak it either as a first or second language. English is quickly spreading over the globe. Regarding its prominence as a global language, no other tongue, ancient or modern, can compare to English. One of the world's most widely spoken languages now is English. The manner in which English aids in the development of international connections. Arts and Science students are unable to understand modern technologies in their respective fields without good English language skills.

Alexander V. Sandoval asserts in his paper that the majority of people in the globe concur, 'The Importance of English' (www.eagleforum.com),

"English is becoming the world's language of the 21st century. Most of the world's population, about 70% speak English or know it. And more than 80% of all stored information in the world is written in English or translated into it. The man who speaks fluent in English will not get lost in the world where there are people."

Arts and Science students in India Today and English Learning

In a resurgent India, the upwardly mobile emerging middle class is represented by the modern technological aspirants. They are aware that they require 'communication skills,' or more precisely, communicative competence in the English language, in order to survive and flourish. Universities and technical institutions are waking up to give it as companies need it. Does our curriculum satisfy this requirement? Do the resources suffice? Is the approach appropriate? Does study able to communicate? All of us are still plagued by these questions. When students hear something in English, they immediately become uneasy. There are immeasurable challenges for those who teach English. The English language is challenging for students to listen to and comprehend as well. Exactly why is this the case? What are the corrective actions that should be made to solve these issues? so it's time to give ELT in our arts and science college a second look. The requirement for English has multiplied compared to the past given the current setting. It is no longer merely a library language or a language used in specific occupations.

Technical workers today must communicate with a greater number of their counterparts around the world. Many Indian engineers are now required to work and travel outside of their own nation, to many different countries. Additionally, English has emerged as the language of choice for scientists, technicians, and business professionals from many cultural and linguistic backgrounds. Thus, 'Spoken English' in particular has gained attained an unheard-of degree of domination in academic curricula. Writing ability, however, cannot be disregarded in this situation. The diversity of cultures and languages as well as the rural-urban split present a significant challenge for curriculum designers as well as working teachers. Although language ability is not a requirement for admission to any arts and science college, English is the language of instruction in the field of professional education. Even among individuals who attended schools with an English-only curriculum, linguistic proficiency is far from adequate. They are able to communicate their ideas even when using poor English since they have learned basic language principles. The challenge facing the English instructor of advanced students is getting them to unlearn bad habits they have developed over time. Because of how deeply ingrained they are, fixing these flaws is one of the hardest tasks a teacher will ever have to perform.

Hardship of an English Teacher and students in various Department

A teacher of English encounters many difficulties when instructing arts and science students in English due to the social and cultural backgrounds of his students. There are a lot of causes behind this.

1. Despite receiving English instruction in schools and college, the majority of arts and science students arrive with extremely limited proficiency in the language. These students' verbal proficiency falls significantly short of expectations. They are able to communicate their ideas even when using poor English since they have learned basic language principles. Making students forget incorrect usages they have accumulated over many years and deeply correcting these flaws is one of the most difficult tasks an English teacher has.
2. Each teacher receives a total of 2 to 3 hours every week. It becomes extremely challenging for the teacher to cover the entire course material in detail while also giving each student individualized attention when there is not enough time to teach the class.
3. The administration and the students hold out enormous hope for their teacher. They believe their teacher is the most qualified and anticipate that she will quickly help them learn English. This doubles a teacher's accountability to his students.
4. Students in each class have a range of interests, English skill levels, and study speeds. A few students in the courses finish the assigned activity quickly and within the allotted time, while the slower learners find it challenging to do so. Thus anticipate the instructor to supply solutions. Three times as much time is spent by slower students as by faster students. Learning is not encouraged by this. Therefore, it is not feasible to guide the students through various learning stages.
5. Only when educators are given the most up-to-date and appropriate instructional resources, such as multimedia, language labs, the Internet, etc., can instruction be effective. Unfortunately, some colleges

are unable to give such materials to the professors as well as the students in their care learners. A teacher in such situations must therefore be creative rather than realistic.

Challenges Faced by the Arts and Science students:

1. Lack of confidence and the fear factor

In fact, even during class interactions, all of the students are afraid of failing, making mistakes, and getting teased by their classmates. As a result, individuals find it difficult to participate in class discussions and comfortably pick up the language. Through instructor engagement in the classroom, they need to develop their self-confidence and learn stage daring actions. In arts and science colleges, many students are from urban area and they have poor confidence and they need someone to boost them in all situation, it is the teacher's responsibility to make them feel comfortable and create confidence in learning and speaking second language.

2. Promotion of Mistakes

Students face difficulties when learning English, but they usually grow from their mistakes. As a result, intimidation, criticism, or judgment of English-language learners hinders their capacity to acquire new material and write in English. As a result, teachers of English as a second language often avoid giving their students an excessive amount of corrective feedback so that they feel more at ease using English to express themselves, even when it isn't flawless.

3. Lack of English Environment in the Campus

The students often speak in their native dialect. They discover that utilizing it is comfortable for them. They exclusively learn English in English classes; all other subjects are taught to them in their mother tongue. In and around the universities, there is hardly any English-speaking atmosphere. They are given insufficient chances to communicate English in or outside of the classroom. Their prospects of learning to speak English well were diminished by this approach. It is teacher's responsibility to create positive and healthy environment for the students to overcome all their difficulties.

4. Lack of Encouragement and Motivation

Our society is both multilingual and multicultural. Students do not feel that learning English at the beginning level is necessary as a result. They thus stop being interested in and drawn to English. Their social, economic, and family environments all play a significant role in the carelessness of their English. Only few teachers take interest in motivating them to communicate in English and no one is appreciating the students for their skills. It makes the students to disinterest in their learning.

Issues Usually Attributable to Linguistic Elements

Nearly all technical English learners encounter at least three different types of difficulties: pronunciation issues (some people never learn certain sounds); vocabulary issues (most people can increase their English vocabulary with study and practise); and grammar issues, including situational grammar issues. The majority of technical students who are learning English encounter at least three different kinds of challenges: difficulties with pronunciation (some people never learn certain sounds); difficulties with vocabulary (most people can increase their English vocabulary with study and practise); and challenges with grammar and grammar, including challenges with situational grammar, like the distinctions between business English and slang.

1. Vocalization

Phonological problems are regularly encountered by English language learners. For instance, some pupils might not be able to distinguish between "food" and "foot," "flour" and "flower" "scene" and "seen," etc. because English has so many similar vowel sounds. To avoid making these mistakes, English as Second Language (ESL) students should get early instruction on the intricacies of English pronunciation.

2. Plural Nouns

There are numerous exceptions to the general rule that nouns in English can be made plural by simply adding the letter "s" to the single form. Words with the letter's "f" or "fe" (wife/wives, Words with "y" endings (knife/knives, spy/spies, fly/flies), words that change inner vowel sounds (man/men; mouse/mice), and Old English plurals like child/children and ox/oxen are also examples.

3. Tenses

English includes a sizable variety of verb tenses, all of which must be correctly mastered in order to convey nuanced meaning in English. English's usage of numerous auxiliary words in place of verbal inflection to produce its tenses adds to the complexity. It makes the students to feel difficulty in learning tense for their understanding.

4. Unusual Verbs

There are several irregular verbs in English. The conjugation of some English verbs, such know/knew/known and lie/lay/lain, is drastically different from that of other verbs, like Hurt/hurt/hurt and rid/rid/rid. It creates huge confusion among students, where and how to use this irregular verb in sentence.

5. Writing System

The way a word is written and how it is spoken frequently have little in common. Think about flood vs. door and cough vs. through. Heteronyms, or words that have the same spelling but a different pronunciation, are another source of inconsistency. Examples are fly (insect) and fly (to move through air), as well as letter (post) and letter (alphabet).

6. Articles

English articles sometimes confound ESL students. According to the general rule, "a" and "an" are used as indefinite articles to refer to broad items, whereas "the" is used to refer to specific objects. Additionally, the indefinite article "an" is used instead of "a" when the initial letter of the noun that follows the article is a vowel ("an apple" but "a train station"). There are, however, certain exceptions. Some ESL students make the error of using indefinite articles with non-counting nouns like "sugar" or "coffee," which is incorrect. Another error with articles is that some ESL students fail to use the "the" article before superlatives, like such as "the best," but avoid using "the" before people's names.

Teaching and Learning prospects of a Teachers and Students in Arts and Science College

There are numerous instructional methods available for teaching English. With time, these approaches continue to evolve. One teaching approach could be current for certain people while being outdated for others. Today's educators and students demand an entirely new approach. They seek a cutting-edge, efficient approach. This can be accomplished through language laboratories or computer-assisted language learning (CALL). The study of how information and communication technologies are used in language teaching and learning is a relatively new academic topic that is fast developing. It offers a stimulating environment for cutting-edge, original, and highly creative intellectual work.

According to the experts, students can complete assignments in class while using a computer. exercises, lessons, games, simulations, and even reviewing and getting ready for class are all used. Utilizing computers helps people gain information and fosters their independence. According to the experts, computer education is advantageous for both sluggish workers and advanced students since it promotes working at their own pace. Both advanced students and slower workers can do additional work. Currently, students want a different approach to learning because they are sick of taking regular English programs. The researchers are correct to embrace Kitao's (1993) recommendations.

"Students think materials are new and fresh, if they are presented on computers, and they are often interested even in routine tasks such as learning to type. They seem to be willing to spend more hours and do more exercises on a computer than by hand."

The primary goal of a teacher should be to increase his students' linguistic proficiency. A teacher must conduct the following actions in order to accomplish this goal:

A teacher should motivate students to learn new words and how to use them, in everyday life

B. She/He needs to instruct them on how to use a dictionary with interesting manner.

C. She/He must impart the parts of speech to the students. In other words, students must be able to identify if the words they are learning are verbs, nouns, adjectives, adverb, prepositions or pronoun.

D. The instructor needs to have the students utilize the vocabulary in sentences. The sentences must be brief, uncomplicated, and frequently used.

E. It's okay if students employ the translation method while forming phrases at first.

We shouldn't give up on them. Meaning that it is not always bad if they first think in their mother tongue before translating into English, but eventually this bilingual approach should be a straightforward approach should be used. By thinking in English, They can easily convey it their ideas in English.

F. Students should be taught structural patterns so they can construct the right phrases. It implies that they should be aware of which words should come first, second, third, and so on. Students should be given a structure for this assignment and instructed to construct a statement using that structure. For instance:

- 1] We call him a joker- S V O C
- 2] We applauded the leader- S V O
- 3] He taught me English- S V IO DO

The teacher's job is to help the technical student write coherently in English, mostly for academic and business needs. The exercises ought to stimulate the students' cognitive learning. Grammar is not only taught at the sentence level when we teach writing skills. sufficient. The two main components of writing are discourse and grammatical competence. In the vast majority of classrooms nowadays, all grammatical instruction ends at the sentence level. The continual use of grammar is not valued in our instruction. The kids struggle with understanding tense sequence. The ability to recognize the limitations of one's own linguistic rules is necessary for the formation of new hypotheses by the students. Three different challenges must be overcome when writing.

- How do you connect sentences to make a text flow smoothly?
- How do you link concepts to create a passage that makes sense?
- How can I elicit the desired reaction from the reader?

Conclusion

To summarize, we would like to stress that English teachers should constantly be aware that both the teaching and learning of English will involve several challenges, obstacles, difficulties, and problems. However, his major responsibility is to endure. In addition to encouraging and motivating students to create an English-speaking environment on and around the college campus, which will undoubtedly solve all the issues, he will do everything within his power to help them develop four language skills: the ability to understand written English, spoken English, speak English, and write English. In truth, English has a promising future in India. Future generations will pass, but English will continue to reside in India. It will keep dispersing its magnificence like the Sun rising.

Reference

- 1] Abbot G J, Greenwood D, McKeating, P Wingard (1981). The teaching of English as
- 2] International Language. Collins, Glasgow and London.
- 3] Brumfit C J (1980). Problems and Principles in English Teaching, Oxford, Pergamon.
- 4] Brumfit, C.J and Johnson, K (1979). The Communicative Approach to Language Teaching, London: Oxford University Press.
- 5] Computer Assisted Language Learning (*CALL*) www.monografias.com
- 6] Indira. C (1985) Remedial Teaching of Cohesive Writing in English to students of the
- 7] Engineering Course Unpublished thesis, Bharatidasan University Trichy. Kennedy, C and Bolitho. R (1984) English for Specific Purpose. London: Mcmillan.
- 8] Strevens, P "Technical Technological and Scientific English (TTSE)". ELT Journal 27.3(1983): 223-224

Research Through Innovation