



CHALLENGES OF LEARNING ENGLISH AS A SECOND LANGUAGE RURAL INDIA

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Abstract

The term 'English as a Second language' has commonly referred to students or people who speak or communicates in dialects other English at home. English as a second language (ESL) is a collective term for the use of English by the non-native or non-local speakers in an English-speaking condition. This research illustrates the challenges faced by the students of rural India. The place could be a country or territory, where English is the major language like The United State Of America and Australia and or one in which English has built a job culture like India. English as a second language comprises a considerable level of the populace around our globe. It is necessary and noteworthy that learning of English is happening to incredible hugeness.

This research incorporates an analysis of the difficulties ESL students face and the procedures that instructors can use to address these difficulties. Learning English as a second language to speak, read, and write is hard for students. Since, the learning English at school, their brain is loaded up with their native language and its sentence structure, structure, and their first language is in this way comprehensively disguised at the point when it utilizes English. Clearly their primary language meddles and makes them handle English severely while talking and composing.

1. OVERVIEW

English is an extensively speaking language of today. It is consistently said and suggested as the global speaking language, it is the most utilized language and known as the second language in the world. English is believed to be the most indispensable language and has an educative prospect. The world is an increasingly globalized place where individuals are communicating among and between multiple cultures each day. Today, an individual has access to a vast array of information from a variety of world cultures at the touch of a button. For those of us in the English speaking world, we take access to this information for granted. However, much of the world's information is beyond their reach, locked in English.



As a result, there has never been a higher demand for classes to learn English as a second language. English is the gateway to a world of knowledge, commerce, and culture, a lingua franca that gives student access to the world in a way that other languages do not. Just as Latin was the most critical language for a thousand years and French for five hundred, English is today the key to participating in the global conversation. There are a variety of ways to learn English as a second language. [1]

2. ANALYSIS OF CHALLENGES FACED BY STUDENTS OF LEARNING ENGLISH AS A SECOND LANGUAGE IN RURAL INDIA

English, the most widely internationally used language in many world countries, is the language of Education, Business, Medicine, Banking, Tourism, Diplomacy, etc. English is also the language of computing; that is why it is a global language. The number of users increases on daily basis. However, people face lots of challenges in the learning process and mastering this language. This research examines the reasons behind the difficulties of learning the second language, identifies the most effective strategies which can be helpful for the learners in order speaking fluent English. Moreover, it presents ways of overcoming difficulties of learning English as a second or foreign language and shows several strategies for gaining successful and positive outputs in learning the language. Nowadays, Learning the English language is really important because English is an international language that is used in many sectors.

Learning a second or foreign language is a long and complex process because learners are required to cover all the aspects of a new language, such as the structure and culture of the target language. Many people around the world step in to learn English, and linguistic and cultural difficulties simultaneously challenge them. All types of problems play their part in leaving effects on language learning, thereby bringing in hindrances in front of these learners in RohailKhand. Language is an essential means of communication. It isn't very easy to think of a society without language. It sharpens people's thoughts and guides and controls their entire activity. It is a carrier of civilization and culture.

In the case of the mother tongue, the child learns it easily, due to the favorable environment and by the great amount of exposure to the language. But, learning a second language requires conscious efforts to learn it, and the exposure to the second language in most cases is limited. The majority of the students have favored classroom instruction for second language acquisition. There are so many factors that affect the process of learning a second language, including attitude, self-confidence, motivation, duration of exposure to the language, classroom conditions, environment, family background, and availability of competent teachers.

Here the authors took up a study on analysing the various reasons for the problems faced by the second language learner. The environment and family background play a vital role in the success of the learning process. For example, countries like India, where the majority of the people are farmers, have a poor background in education. Moreover, the income of the majority of families is not adequate.



Hence, the parents are not interested in giving a good education background for their children. In contrast, they are willing to engage the children in some jobs to earn money. This is the fundamental reason and the affecting factor in teaching. Attitude is yet another affective factor in learning a second language. Attitude is the way that you think and feel about something. The successful acquisition of a second language seems to some extent, contingent upon learners' views of the language learning environment, the learning situation, and how they view the target language and its speakers. As the environment and attitude, the teacher's competence is also a variable factor that affects second language learning. He should be proficient in the language; his knowledge of and expertise in methods and techniques of language teaching should be of a reasonably high standard. [2]

3. ENGLISH IN CONTEMPORARY INDIA (POSTCOLONIAL)

English is the most used official language in India; it is fact that after Hindi, it is the most essential language spoken and used in India. It is extensively use as a read and write language; it also serves as the communicator among Indians who speak a different languages and dialects. In India, it is use as the conventional and official systems – legal, educational, financial and business. The Indians and the Indian English language press uses many words derived from Indian languages, mainly from Hindi. Other than that, the Indian accent is sometimes difficult for non-Indians to understand. Some Indian pronunciation does not exist in non Indian languages. The British also had problems with that and they caused some changes in Indian words so that the British started directing India. They chase down Indian authorities who could assist them with managing India. The British swung too high position Indians to work for them. The British game plan was to make an Indian class who should think like the English, or as it was said, then in Britain, "Indians in blood and concealing English in taste, in conclusions and morals and judgment" could pronounce them. Even the Indians started using these changed words and made them part of their English. [3]

3. CHALLENGES OF LEARNING ENGLISH AS A SECOND

Learning as a second language is a long and complicated process because learners are required to cover all the aspects of second language such as the culture and structure context. People all the world steps in to learn English and they ultimately faced cultural difficulties and multilingualism. English learners should be familiar with the second or foreign language structures when they start learning that language. Because, language structure has a significant impact on learning. If learners use a wrong structure, it will cause the occurrence of a negative transfer and ambiguity in the language. However, some learners do not care about this issue; therefore, the result of learning will be negative.

Cultural difference



Learner's and speaker's culture can be a barrier to second language learning. In the context of northern India, Cultural differences may affect confusion and cultural misunderstandings. The learners have problems communicating with target audience native speakers because of cultural differences. Different cultures, accordingly, have different attitudes and traditions, and it might be perceived as an adequate personal space might be seen in another culture as another man's space. Cultural barriers can affect the learning experience and the whole atmosphere of the class. It is considered as those traditions which become hurdles in the path of understanding or teaching/learning different languages.

Use of slang

Slang is those expressions used in informal language. The English language consists of much slang; it is another difficulty that English learners face in learning language because it is often challenging for the learners to cover all slang and colloquialism expressions.

Grammar and Vocabulary

English grammar consists of many rules of which every single rule used in a specific time and situation. Therefore, learners must be aware, while having a conversation, of their grammar correctly because incorrect use of grammar leads to misunderstanding. The English language has a complicated system of grammatical rules. What concerns English grammar is that has many rules and exceptions? The complexity of grammar makes it difficult for learners to use and produce correct grammatical tenses and sentences. As known, grammatically constructed sentences deliver wrong messages to the addressee. Grammar changes the meaning of communication and learners are though required to proper grammar rules. Given that, English grammar occasionally appears challenging even for the native speakers and it is, therefore, more challenging for the non-natives. Learners of the English language sometimes face the difficulty in using English grammar; they know the rules but find them complicated while applying correctly.

Another challenge that learners may face is the correct word pronunciations of the target language. While it is difficult for second or foreign language learners to pronounce the sound like native speakers, it is still required from them to pronounce them correctly. Furthermore, pronunciation is strongly related to the first language because maybe some sounds or phonetics donot exist in the first language, making difficulty for the learners. And also, the learners face difficulty in those sounds which is not pronounced in the same way in different words.[4]

4. LANGUAGE LEARNING STRATEGIES



Language learning strategies include steps that learners can follow in order to overcome difficulties in learning the language. Chamot (2005) states, strategies act broadly as "procedures that facilitate a learning task". Many ESL rural students feel extremely overwhelmed for living in a country that they do not speak the target language; it can be very frustrating because they cannot understand the language.

Learner characteristics or individual differences play leading roles in Second Language Acquisition (SLA). Factors such as aptitude, cognitive functioning, motivation, emotion, learning strategies, and other demographic variables are significant factors in language learning. Among these factors, the focus of the current paper is on learning strategies. A large number of relevant studies and research have been conducted in this area by renowned researchers in SLA to show that individual learning strategies play principal roles in language learning. Moreover, scholars have written and edited many books on language learning strategies. [5]

5. ENGLISH LEARNING ATTITUDE

The idea of teaching English to the non-native English speaker or speaker from a foreign country can create a great deal of both havoc and potential inspiration and means for success in a person's life. Specifically, it takes a lot of courage, dedication and a positive attitude to create a positive personal space for English learning. Attitude factors aside, the work that is involved in learning English is excellent, and without at least a sense of what will happen at the end of the long road of studying English, the learner could potentially grow frustrated and give up the effort to learn English. Besides, the potential student of English learning may well be greeted by dissidence among family and friends, where it is encouraged to go along with the norm and study in one's home country in one's native language. However, if one has the determination and personality can be described as an "English learning attitude", one should take the task of learning English very seriously and ignore those who wish for another path for the person. Alternatively, explain to love ones the importance of learning English is to success in the global economy, or in going to school in an English-speaking country. These are all valid reasons for learning English and the "English speaking attitude" it encompasses courage, dedication, intelligence and a desire to change one's life circumstance, will only grow as the decisions needed to reach the ultimate goal of English language mastery, and are accomplished. [6]

6. LEARNING CONTEXT AND ITS EFFECTS ON SECOND LANGUAGE ACQUISITION

In the book "Culture and Second Language Acquisition", Christopher Spackman (author), in this respect, states that: Culture is to humans is similar to water is to fish that which surrounds us and that we are only aware of when it is gone. Moreover, culture as a process undermines the idea that culture is learn through superficial aspects like food, cultural holidays. It is



experienced through language because language is inseparable from culture. Learning a new language while living in the culture involves coming to terms with the new ocean. It is acculturation which can have two meanings. The general meaning is just the process or act of adjusting to a new culture. Because this immense and bulky presence of culture in the learning situation of a foreign language, those interested in planning and teaching of translation from or into a foreign language must realize that the cultural background aspects are not less important than the linguistic ones.[7]

7. Problems Encountered By Rural Students in Writing English – Role of English Teacher

The Second language is a courageous experience especially for students whose native language is not of the same origin as the target language. Native language speaking students learning English is a good example here. These students are faced with the school curriculum that includes the four main skills of English language. Among these skills, they find writing skill the most difficult one and face many problems while composing simple short paragraphs. Writing in general is the least lovable skill to the rural students and this can be contributed to the fact that successful learning of the writing skill depends on the success learners have with the learning of other skills. Normal teaching programs adopt the natural order of listening, speaking, reading and writing in their teaching schedule. Even though writing comes as the last skill, it can't be neglected and needs a lot of attention from the teacher and the student because it is necessary in daily academic life. Students are expected to learn how to be good writers.[8]

7. CONCLUSION

It has discussed learning strategies, in particular, cognitive, meta-cognitive, and social variables, through investigating three studies. Revising the traditional way of learning is not an easy task and conducting more research may lead to recognizing the variety of strategies learners can use to learn effectively. Furthermore, new strategies may be discovered. Accordingly, language classrooms ought to focus on teaching and developing learning. It is considered as the lingua franca of the contemporary era. It is similarly taught and learned as a second language around the world. In India, English is used not only for a communicative purpose but also serves as a link language for inter-state and intrastate coordination as the nation can be found with vast ethnic and linguistic diversity. Though modern technology has started playing a considerable role in imparting and acquiring the language in schools and colleges, especially in the small towns and rural areas is rather inadequate and unproductive. The students studying English at school and college level manage to get through the exams without making enough attempts to either understand the language or learn to appreciate the utility of language. This article highlights the significance of using English as a tool to fulfil



the interminably increasing requirements of the competitive corporate world. The tasks before educators in the contemporary day ELT and strategies to overcome are considered in this research. The process by which the learners can put their knowledge into real daily practice is to fulfil their real-world necessities to gain expertise over the language.

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