

A Study of Difficulties Faced by the Students in English Learning at Secondary School Level

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Abstract: *The aim of the study is to provide practical examples of methods that would improve and encourage the young learners to learn English as a foreign language with minimum difficulties. Its aim is to look at finding out the difficulties along with some effective steps so that the Secondary level students can be properly benefitted in learning English Language for their real life situation*

Keywords: Foreign Language

I. INTRODUCTION

English language is considered as one of the important tools in communicating nowadays. Because of language we can exchange information and ideas with others and express the feelings, desires, opinions and needs of each individual. Someone who has adequate language skills will be easier to absorb and convey information both spoken and written. This skill is not a type of skill that can be passed down for generations though basically naturally every human being can talk. However, speaking and listening skills basically require intensive training.

English has three additional abilities, namely Grammar, Vocabulary and Pronunciation, all of these components are very important for improving optimal English language skills. In addition, mastery of the material and practice must also be given a balanced portion. The importance of the role of English in the learning and teaching process requires an appropriate method to improve students' English proficiency with learning activities that are fun and attractive to students. The many factors involved in the learning process, not all individuals have the ability to overcome problems related to learning activities. In this case, teaching strategies by way of identification, diagnosis, prognosis, and providing assistance or therapy were considered quite effective. With the aim of being able to treat each student with proper care, the English learning method plays a very important role in English learning activities. There are many students who are able to achieve good performance because they are taught using the English learning method correctly. Fun English learning methods are the key to learning

1.1 NEED AND IMPORTANCE OF THE STUDY

English is being treated as a world language because of its vast presence all over the world. At this juncture, learning English gains money. Majority of Indian students, particularly from rural places or migrants, when they hear something in English they start to feel discomfort. Twelve years of school study does not make students master English.

Knowledge of English is necessary if one wants to come up in life. Besides being a link and library language in India, it is a major window of the modern world. This is all the more true where the advanced countries have opened their doors for recruiting technically qualified persons. Only those who have a command over the English language are given a job. In this context, causes of problems of higher secondary students in learning English is an important area for study as it would help the pupils identify the problems which will hinder their learning in English and also make them learn English with ease and comfort.

1.2 STATEMENT OF THE PROBLEM

A Study of Difficulties faced by the students in English learning at Secondary school level.

1.3 SCOPE AND LIMITATIONS

Limitation of time: The study was carried out and applied in the summer course

The study will discuss and discuss "Speaking Difficulties encountered by English Language Students and what are the suitable solutions?"

The sample set of surveyed students was randomised rather than purposive.

Undergraduate students were assumed to be most in greater need of the potential assistance afforded by this study than other learner categories and beneficiaries.

1.4 RESEARCH QUESTIONS

The key questions of the present study are as follows:

- What difficulties are faced by students learning conversation skills?
- To what extent do students find it difficult to communicate in English?
- What is the effect of these problems on the student's language capabilities?
- Are certain teachers and/or methods of teaching responsible for student problems?
- What are the best ways and means to resolve these problems?

1.5 FUNCTIONAL DEFINITION OF THE KEY TERMS

Speaking: It is the action of conveying information or expressing one's thoughts and feelings.

Speaking Difficulties: are difficulties that a speaker could have when dealing with speaking skill.

Skill: The ability to do something well.

Speaking skill: The ability to speak well, accurately and proficiently.

Speaking Skill strategy: plans to solve difficulties that occur when reaching a particular speaking goal.

Educator – an individual who provides instruction or education, typically a teacher, principal, or other person involved in planning or directing education.

ELL (English-language learner) – students who are learning the language of instruction at the same time as they are learning the curriculum and developing a full range of literacy skills.

ESL (English as a Second Language) – see ELL

Learning difficulties – refers to any learning or emotional problem that affects, or substantially affects, a person's ability to learn, get along with others and follow convention. Learning difficulties may arise from a number of factors that cannot be attributed to impairments in psychological processes as with LDs.

Student: A person who is formally engaged in learning at a college or university.

1.6 OBJECTIVES

- To identify the leading cause for problems in learning English.
- To find out the significant difference, if any, in the causes of problems in learning English with regard to sex, locality of school, optional subject, habit of reading English newspaper and habit of listening to English news.
- To enhance the students' oral communication by giving them plenty of opportunities to use the English language in an authentic manner.

1.7 HYPOTHESIS

There is no significant difference between girls and boys in order to speak English

II. FINDINGS

From this research-work, some pragmatic experiences regarding the difficulties of learning English language among the Secondary Level Learners. Most of the students are very weak in English Grammar, Vocabulary, and Speaking Skill. They don't know how or what to speak in English with others.

Their spoken fluency is very poor, one kind of '0' level can be mentioned; even some teachers of English have no fluency in speaking skill. While the teachers take classes, they use their local language, like Marathi/Hindi. When they

were questioned about difficulties of learning English language, they didn't understand properly about the questionnaire pattern. From the students' point of view, it was found that teachers always use Hindi language in the English classes. Most of the students come from a very poor family; they have no capability to learn due to the failure of English, Mathematics, and Science in the public examination.

III. CONCLUSION

As a theoretical type of work, the study focuses on the learning process and teaching methods that can be applied to minimize learning difficulties of young learners at the Secondary Level, who were not diagnosed with a learning disability, but still have significant difficulties learning a foreign language, like English.

The aim of the paper is 'to provide mixed methods that would improve and encourage the young learners to learn English as a foreign language with minimum difficulties', the initial point arises from the hypothesis that the same teaching methods used with learning-disabled students can be practised to support students with learning difficulties and help them master English from the beginning of their studies. Starting from the beginning, the foreign language learning process can be compared to the learning process of the first language. Children develop strategies (imitation, repetition, formulaic speech, and incorporation) that help them acquire their mother tongue; young learners go through the same process while learning a foreign language.

its benefits, more precisely mnemonic devices that encourage young learners so that they can overcome their difficulties while learning a foreign language. The problematic areas that cause the young learners most difficulties at the beginning of learning a foreign language are mainly grammar, speaking skill, and vocabulary, because whereas grammar is not practised properly at school and home, English is, on the other hand, not as transparent. Bearing this in mind the study provides a set of example activities that can be improved to facilitate the young learners' mastery of English with minimum difficulties. At the same time, these activities demonstrate the practical usage of above mentioned teaching methods in learning English language.

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