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DIFFICULTIES FACED BY REGIONAL STUDENTS IN DEVELOPING ENGLISH LANGUAGE SKILLS - A STUDY

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Abstract

This paper expresses the difficulties in learning English language among the regional students including students from Behar and Nepal especially from underprivileged background. The paper also includes about the basic problems from both students and teachers' perspective considering the syllabus given to the I B. Tech students, strength of the class, understanding the concepts, other class room disturbances. The comparison between regional students and local students in the same class itself varies a lot when it comes to teaching and learning.

In this article researcher propounded the problems faced by the regional ESL learners along with the solutions. The first step in research was to providing the questionnaire on the difficulties faced by regional students in developing Language skills to 60 students from I B. Tech, CSE discipline at Sri Venkateswara College of Engineering & Technology, R.V.S Nagar, Chittoor, A.P. to obtain their response.

Keywords: Difficulties, Regional Students and Underprivileged.

INTRODUCTION

Language plays a major role in communication. It is the medium of oral communication. It is very difficult to think of a society without language. It sharpens people thoughts, guides and controls their entire life activities. The students are exposed to the first language (Mother Tongue) right from his or her childhood and entire ambience is favorable in learning the Native Language. Whereas learning English language as Second Language limits one's resources. The students are merely depending on

the places of academic environment to enhance their English language proficiency.

The main objective of the research paper is to make teaching and learning easier to both teachers and to the students. So that they can overcome the problems by implementing the strategies to accomplish and enhance students' English language proficiency.

LITERARY SURVEY

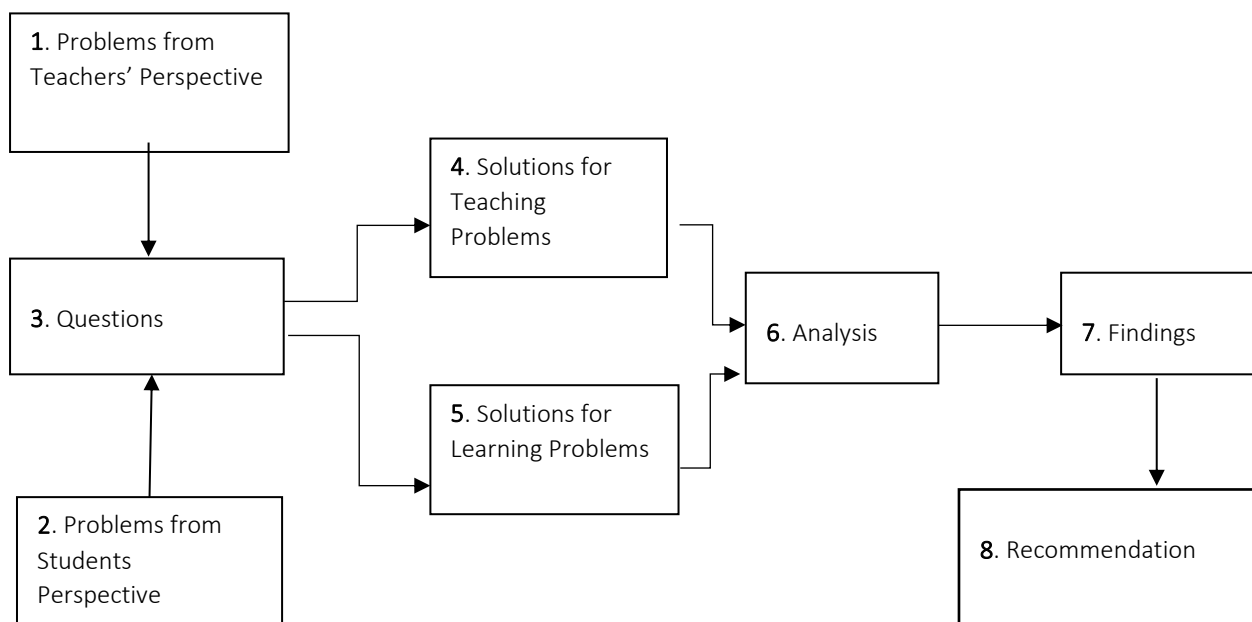
While learning any language reading and listening are considered as receptive skills whereas writing and speaking are the productive skills.

Language skills (LSRW) are essential for effective communication. Among the four language skills, speaking is considered as important one and even required for oral communication. The difficulties faced by the students by lack of family educational background that leads to late foundation of English medium studies build lack of vocabulary, sentence formation, create fear to communicate in English. (Ganesh, D., Charyulu, G.M., & Hussain, S.S. (2019)). Despite the great effort extended developing general competency in English among Indian students over recent years, the results have been mixed in a developing country like India, a constant touch with the outside world is absolutely solicited to bring about the revolutionary changes in every

field. The successful acquisition of a second language seems to some extent, contingent upon learners' view of the language learning environment and the learning situation and how they view the target language and its speakers (Narayanan et al., 2008).

RESEARCH DESIGN:

To know difficulties encountered by the regional students in English language classroom and solutions they find and to correlate the same with the researchers' observation. A questionnaire has been prepared and shared with the students for their response. The following structure has been followed for incorporating research in the thrust area.



DATA ANALYSIS

While learning the target language some difficulties were found from both Teacher's and Student's perspective as mentioned in the table below

Teachers	Students
1. Understanding the concept takes much time for Bihar and Nepal students.	1. Unable to understand English
2. Majority of the students have more nervousness.	2. Nervousness and lack of confidence.
3. Students are very poor at language rules (Grammar) and hence the fell difficult of understanding the teachers lesions properly.	3. Poor Grammar and communication skills

4. Students have low level of motivation.	4. Encouragement is need.
5. Many students can't read and understand a text properly.	5. Reading and understanding is difficulty
6. Size of the classroom effects the process of teaching and learning.	6. Some teachers voice is not audible.
7. Students with attention deficiency disorder (ADD) are very tough to handle.	7. No Concentration
8. Socio Economic conditions of the students impact the learning process.	8. No proper access to English spelling environment.
9. Students are not realizing the importance of learning English as a language.	9. Not interested
10. Regional students were taught grammar with grammar translation method.	10. Teach grammar in mother tongue.
11. Students cannot follow teachers spelling with good accent.	11. Cannot understand when spoken faster speak. Speaking with me in English slowly
12. Regional students are mostly from poor background.	12. First graduate from poor background.

Solutions given similarly

After having considerable difficulties from both Teacher's and Student's perspective, possible solutions were also collected as mentioned bellow

Teachers	Students
1. Teaching the concept from their understanding level is needed.	1. Regular practice of speaking helps improve fluency.
2. If the class is too big to control, let's divide the class into two sections.	2. Make strict rules.
3. Understand the students those who come from week socio economic conditions and be empathetic with them.	3. Listening variety of slangs.
4. Identify the students with attention deficiency disorder (ADD) and give frequent feedback and attention to their positive behavior. Allow them to have breakers or time to move around. Limit distractions. Reward good behavior.	4. Supply necessary tools in the class.
5. Rules of the language (Grammar) have to be made integral parts of teaching the language. It means grammar rules are not taught in isolation but make the students understand them while teaching language.	5. Learn and improve grammar.
6. In order to draw attention of the students, teachers have to make classed more interactive.	6. Conducting programs regularly
7. Motivating students and bringing them to the level of other students in the class is a major important practice of	7. Motivate students in any situation.

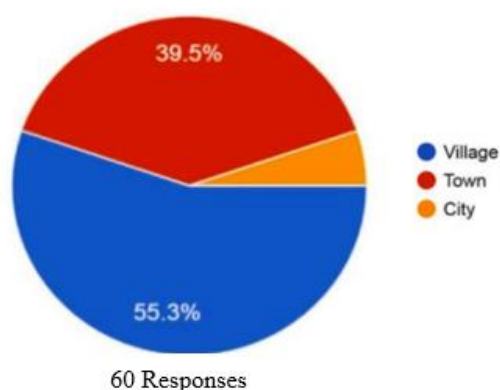
a teacher. Let's discuss successful stories of personalities in different fields etc.	
8. Assignments on reading have to be given to the students. Direct them to use some mobile apps and websites (online learning) for improving reading skills.	8. By watching English videos daily.
9. Training them with correct accent through phonetics.	9. Making students adequately aware about phonetics with correct accent.
10. Making them to realize importance of learning English as a language.	10. Encouragement from teachers.
11. Avoid Grammar Translated method to teach grammar	11. Explain grammar well.
12. The faculty should take individual care and should support the students for their personal growth.	12. Encourage students and boosting confidence for not letting language to become a barrier to them.

ANALYSIS:

Mother Tongue Influence

Most of the students come from rural background. So don't have opportunities to utilized or to practice their skills. As an empirical study a Google form was sent to the students to fill the problem they face while learning English as their second language. As a result of the survey 12 problems and solutions from students' perspective was received.

Type of native place you belong to



In the above diagram shows that 55.3% of students are from village, where is no such exposure for the students to develop themselves in gaining knowledge. In Andhra Pradesh all most all students belongs to village background. So the students feel much convenient to teach whatever may be the

subject to teach in their mother tongue but don't have chance in English. Comparing to other subjects English is defect to teach in their mother tongue.

Lack of Self – Confidence:

Students are not realizing the significance of learning English as a language. Understanding the concept takes much time for regional students because English is not her medium of their institution. The students lack the confidence to speak in English the students have mentioned that they cannot understand the teacher speaks faster which means a good accent is an obstacle for the students have mentioned in the responses.

RESEARCH FINDINGS

Encouraging the students: Most of the students read English for the purpose to pass the exams instead of just reading they should understand they basic need of learning English as a language. Since most of the students are considered to be the first generation learns, there are in need of guidance from teachers in motivating they have started learning English as their second language from childhood but still they find it difficult to write or speak even a single sentence without any grammatical error in English. To only solution for this motivate them individually and make them realize that English is just a language and not a knowledge. So, teacher should encourage to the students

learning of a language for the purpose of effective communication not for the knowledge. The students want to participate in communication enthusiastic it will help the students to learn the need of language.

To give practice to the students in Pronunciation:

We cannot aspect a standard pronunciation from regional students since their mother tongue interferes much with its pronunciation the regional students should be taught with phonetic, stress, intonation and pronunciation some students have mentioned that they are not known how to pronounce certain words. This is the big barrier for the regional students. Focusing on phonetics and training the students with pronunciation activities will make the regional students to get developed with their language.

RECOMMENDATIONS

The following are some strategies are helpful in developing Comprehension skills, Grammar, Vocabulary and Pronunciation.

- Read regularly
- Focus on the grammar rules
- Focus on the main idea while reading
- Try to speak regularly in the Target Language
- Overcome the stage fear by practicing regularly
- Building the self confidence
- Mastering LSRW skills

CONCLUSION

Based on the research study the analysis, there have been some problems faced by the students in learning in English as second language and possible solutions detected. In this experiment the teachers and students both are facing the problems. So, the teachers need to take measures to overcome and rectify the problems facing by the students in the above experiment. In the above experiment 50% of the problems based on the less comprehensive skills, accent, poor vocabulary, stage fear, less confidence, grammatical errors etc., even with the possible solution of the opinion of teachers and students is almost 50% similar such as providing comprehensive exercises, practice worksheet and grammar conduct fun based activities, puzzles, vocabulary building games, motivate the students

and significance of the learning English language, the teachers need to conduct peer group activities.

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