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PSYCHOLOGICAL BARRIERS IN ACQUISITION AND LEARNING OF NON- NATIVE LANGUAGE

Dr. PUNAM PANDEY

Asst. Professor of English, BUAT, Banda UP

Email: pandeypoonam48@gmail.com



Dr. PUNAM PANDEY

ABSTRACT

As we know, 21st century is a period of revolutions. These revolutions can be traceable in all walks of life. In this era doors of success are open to all, we should have the knowledge of language and technology. Both are inseparable as in absence of one we cannot have humanistic environment of learning and acquisition of English language. Regarding this when we observe its status in cities and rural areas, its condition in rural areas disappoints us. Students have their potentials but are unable to use that. Amidst all barriers in learning and acquisition of Non-native language psychological barriers are serious. As in institutions and universities/ colleges they have to cope with limited resources of learning of English language. Despite having calibre they do not make progress, consequently they never achieve confidence especially rustic students. Their psychological barriers are never dilapidated which the help of technology can be. Hence, their psychological barriers become stronger. In acquisition and learning of non- native language these things should be well focussed at- 1. Elements 2. Environment and 3. Procedure. In absence of any one element their learning is affected. When there is not proper balance among them, cannot be created positive, cognitive, motivational, emotional environment, whereas all are highly required to make students more confident in learning. When we fail in creating relaxed environment for learners of non-native language, their psychological barriers (fear, fatigue anxiety, boredom and worry) will be accelerated with time.

This paper is a moderate endeavour to explore the psychological barriers of rural learners to learn non-native language. Along with this will highlight how it retains learns to come forward to brush and train themselves and what and how language teachers can remove these barriers. As in acquisition and learning of non-native language humanistic environment must be created where learners can feel relaxed.

Keywords: Humanistic environment, Constructivism, Neurolinguistics, psychological barriers, vandalism, suggestopedia,

The present research paper proposes to explore the psychological barriers in acquisition and learning of non- native language. In the 21st century English language has become the essential part of our lives. Emphasis on innovation and research has opened the doors for all to use their potential to

make their career. In this time where all can grab the golden opportunity to make their careers brilliant many face the language problem. English is second language in India and is generally spoken in formal environment. In our day to day life we slightly communicate in English. Due to this we don't

come out the fear of language and fail to build our confidence in ourselves. Behind this there are psychological barriers. Students are anxious to learn English language but they forget one thing that –“No two children are alike, hence they do not learn alike” (Marian Diamond). Despite being promoted and inspired by teachers students should be motivated by self. Owing to fear they do not bring forth themselves to win their fear, anxiety, worry, boredom, anxiety etc. To remove these barriers advent of new trends in English Language teaching and learning can be traced which create a relaxed and friendly atmosphere for learning of English language. On one hand cultural and familial background of learners define their tastes and show their attitude and beliefs, on other hand invisible factors can not be ignored which are related to inner self. That is why various techniques and methods are being invented to overcome the psychological barriers in the way of language learning.

Keeping the individuals differences teachers have changed the way of their teaching and instruction. They try to reach all students in classroom. So according the need of student they design curriculum with the hope for the best. Chalk and duster method is replaced by digital method. This era is age of digitalization where everything is rapidly being digitalized. No doubt it has changed the whole scenario of the present world. Now nothing is impossible. Only thing is to be done, is bring those sources of accessibility in light. Using links, sources and methods students can learn English language and brush their personality. They should determine to achieve their goal without any fear as giving is not solution. English has become strong medium of communication in the world and has acquired the global status. Its knowledge enables students to peep in all affairs of the modern world. So it is being spoken throughout the world. That is why demand of learning English language is on the rise and this demand cannot be fulfilled in tedious and monotonous atmosphere. Consequently new trends in English language is perceptible now-a-days which work on psychological aspect of learners.

The role of language teachers becomes very tough in reckoning the obstacles in the way of language learning of non- native students. Without

finding out the substantial reason of barriers they can not strategise their plans for better outputs on behalf of students. If we can not supply in accordance to the demand of hour, we can not hope to achieve our set goal. Regard the above we have to work on the conscious and subconscious of students' minds, only then we can encounter the psychological barriers. Especially since the beginning of 20th century focus of men of scholar shifted from external to internal as much has been explored in domain of external behaviour of human. So at this time need is to explore all possibilities lying in the internal areas which affect the human behaviour and learning. Hence psychological barriers like anxiety, worry, fear, boredom stop learners to proceed to learn language. Being perplexed by all these barriers they give up in the mid of learning and fail to increase their efficiency. The factors of psychological barriers hover on the mind of learners. Unless those are overcome, they can not develop their skills. This problem introduced us with Neuro-linguistics in which function of brain has been prioritized.

Teachers can remove all psychological barriers of learners by their strategized techniques of teaching learners. Even they can use technologies to make their tasks easier and to create a relaxed environment of learning where learners too are free from all mental pressures which are being narrated here as a psychological barriers. In making learners more comfortable new advent of new trends in English teaching is much commendable. Rapid change in all sphere of life is perceptible. Digitalization of everything in every walk of life raises diverse challenges and concerns. To achieve the objectives of language teaching, it is felt that new strategies should be erected with the help of digitalization. This makes teaching-learning very interesting and lively. E-learning, E-classes, E-library, E-study material etc. have become part and parcel of the student's life pursuing different courses in Universities/Colleges. Amidst these needs of students need of learning English language and brushing themselves by doing is possible by language learning in relaxed environment. It creates the chances of live experience to them. Thus, teachers can produce better skilled man power to

the country. Basically higher education itself is based on four foundations relevance, accountability, efficiency of the system and equity. The significant steps have been taken and are being taken in course design for a technological platform. As this type of courses keep the students active and attentive they grab the contents easily by doing observation and analysis. Today, it is required to design the learning activities rather than teaching. Consequently the detective strategies came in light and constitute same strategies.

At the present time the objective of language learning is to achieve communicative competence. In this regard traditional linguists like Chomsky have made a distinction between language competence and performance. They explain competence as 'the ability to use language in social context, to observe sociolinguistic norms of appropriateness' (Savignon, 1). However, these theories do not show what this would mean to a person learning a language in the classroom, in the absence of a community using the target language. The teacher become confident in making teaching meaningful by using technology in the ways mentioned below:

- The pedagogical integration of technology in which they are placed for practicum experience.
- The future teachers' degree of computer literacy.
- The pedagogical integration of technology by instructors during university education of future teachers.
- A future teachers expectations of success in integrating technology
- The value placed on technology by future teachers.(Shingade, GD, 203)

As English is considered as a second language in non- native speaking country, its condition upto Intermediate is not satisfactory. It is because of lack of adequate teaching materials and a little command on language skills of English teachers too. In India most of time people speak in their mother tongue and get scarcity of opportunities to speak in English. It never strengthens their command on English. Acquisition of language more comes from environment and less from teaching. But the very scene of English learning and means of instruction in

educational institutions are disappointing. AK Sharma states the pathetic condition of students in general:

...our students who pass intermediate or degree examinations with English either as a compulsory or as an elective subject can neither speak nor write correct English, may be because the emphasis in our schools and colleges has always been on the conceptual content and the stylistic content has been neglected so far.

It is really very horrible in rural areas where we found massive problem in acquiring English language. Students of rural areas feel estrangement while learning English with their classmates, teacher and even the content. Due to psychological barriers they don't bring themselves to their exposure. They can write and understand English correctly but cannot speak well. So they rarely build confidence and fail to acquire the basic skills of English language. Outdated methods of English Language teaching also are reason in the way of English language learning and are unable to provide the solution of the psychological problems.

Solution of the problems of psychological barriers in acquisition and learning of English language lies in constructivism. "Constructivism holds that the prime responsibility of the teacher is to create and maintain a collaborative problem-solving environment where students are free to construct their own knowledge, and the teachers are free to construct their own knowledge, and the teacher acts as a facilitator and guide" (Barole, SP, 222).

Thus, it is concluded that the psychological barriers are the prime in the acquisition and learning of English language for non native speakers (students) and those can be overcome with the help technology oriented teaching in relaxed environment of learning. Regarding this weightage to each every required aspect of language learning should be equally given.

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ABOUT CORRESPONDING AUTHOR

Dr. Punam Pandey is working as an Assistant Professor of English at Banda Agriculture and Technology University, Banda. I have passed out all examinations from High School to M.A. in English in the first division. She has grabbed Minor Research Project on "Feminist Concern in the Fiction of Shobha De: A Study" from UGC. She is awarded with National awards for her contribution in literature and academic achievements. Has attended and presented more than fifty insightful research papers in the national and international seminar/conference. Many research papers are accommodated in the journal of national and international repute. She, time to time, entered in the turf of the inter-disciplinary. She authored two books.
