



Attitudinal Problems of Non-Native Learners in Learning English as a Second Language and Remedies for Improvements

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Abstract:-

In the world of globalization and technology, English as second language is mostly spoken in all over the world and has been a language of education, commerce and industry. The present research paper aims at understanding the attitudinal problems of non-native learners in learning English as a second language. Though it is true that English is supposed to be the native language of only three countries in the world such as U. K., U. S. A. and Canada, yet it has been a universal language of communication. There are some countries in which many regional languages are spoken. In such countries, the people find many difficulties while learning and speaking English. A sincere effort is made to throw light on the attitudinal problems of English Language Learners. Apart from the traditional problems of learning English, there are many attitudinal problems that affect the second language learning. These problems are especially introduced and discussed with ample references. They seem to be the obstacles in the ways of learning English. Some effective remedies are also suggested for the improvement of English language.

Key Words: Attitude, Problems, Anglophobia, Diffidence, and Prejudices.

Introduction:

This paper focuses on the basic attitudinal problems in second language learning from the learners' perspectives. The non-native countries basically have to undergo through problems of English language learning due to different reasons. Attitude plays very vital role in any language learning process. It enhances the possibility and competence of the learner to learn or acquire any target language within short period of time with proficiency. It will be essential to know what attitude means. According to Cambridge Dictionary, attitude is a feeling or an opinion about something or someone or a way of behaving (Attitude). An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situation with which it is related (Allport 08). There are many types of barriers such as physical, social, religious,

cultural, linguistic etc in English language learning process. In the present paper, an attempt has been made to focus on the attitudinal problems of English language learners only that tackle them and become hindrances in the process of learning language. Such attitudinal problems are mentioned and discussed with ample explanation as follow-

- **Anglophobia:**

Anglophobia is a kind of phobia or prejudice perished by the second language learners about English. They show their disinterest or seem to be reluctant to listen and speak English due to the impact of their mother tongue. Most of the learners of non-native countries have the different attitude towards English as a foreign language which becomes the matter of hatred for them due to the inability to speak and understand it. Therefore it can be considered as one of the disabilities and attitudinal problems of second language learning. The people in the non-native countries who possess this kind of attitude seem to have a psychological aversion towards English. Such Anglophobia can be perished by understanding the importance of English for making one's career and opportunities.

- **Less Confidence:**

Confidence plays very vital role in learning in any language in the world. It is the only potential power within oneself to grasp the knowledge of different fields. Those who have the confidence can acquire the linguistic competence of English language. Unfortunately the second language learners lack confidence to do the practice of English language. They may suffer from the inferior complex or fear about English. Therefore the learners having less confidence seem to be befuddled and do not tend to concentrate on learning language. It can be considered as one of the major concerns in the ways of acquiring language. They should be more confident and serious about the learning and speaking English. It will help them to acquire the target language. They should grab the opportunities to enhance their confidence and do the practices actively.

- **Lack of Informal Atmosphere:**

It can be considered as one of the attitudinal problems of language learning and speaking. It is made to believe that informal atmosphere is required to learn and speak English. Therefore the non-native learners do not tend to make self efforts to create such informal atmosphere. It should also be noted that the non-native learners do not get the informal atmosphere for English speaking in the school, college and home as well. Any language can be learnt by the practice and practice is possible through the creation of such atmosphere for English. As one can pick up his or her mother tongue in the natural exposure, likewise non-native learners should be reinforced in that atmosphere for the better learning. In most of the non-native countries like India, there are many regional languages which create hindrances in the ways of creating informal atmosphere. It affects to the change of attitude of such learners.

- **Negative Attitude:**

As it is worldly accepted that the people having negative attitude never get successful in any fields including language as well, it can clearly be observed or seen that the non-native learners seem to have negative attitude towards language learning and speaking. They develop their own ideology that English is a very difficult language that they can never learn and speak. Their negative attitude becomes a hurdle in the ways of learning English. They seem to have lost their mental strength and ability to think positively. In most of rural areas of non-native countries, the students are not given much exposure towards learning English. It also affects to the transformation of their attitude. Therefore the non-native learners should always think positively and make use of the exposures or opportunities that will come to their parts. If they try to develop their positive attitude, they will get mastery over English fast.

- **Fear:**

Fear is one of the most affecting attitudinal problems in the English language learning. The non-native learners seem to have fear of English as a foreign language due to its complex grammatical structures and the vast stock of vocabulary. English is supposed to be second or third language in many countries where the primary, highschool and higher education is given in the native language. In such respect, the non-native learners do not have more exposure to learn and improve English. When they happen to meet people who know English well, they feel fear to speak English due to many factors such as lack of knowledge of using proper grammatical structure, less vocabulary and pronunciation. They don't get informal atmosphere for English in home and the institution where they study. It leads to the loss of their confidence in language learning. Therefore they have to undergo through fear while learning and speaking English. But the non-native learners can overcome on fear being much confident and serious about English language learning. Nothing is impossible in the world for human beings. Therefore they should make practices to learn and speak English by grabbing every opportunity. If they get chance to speak English in the before the mob, they should confidently try to speak. It will enable them to develop their stage daring and remove fear from their minds.

- **Lack of Interest:**

While learning English as a language, some students seem to have lack of interest or motivation. Lack of interest is one of the affecting attitudinal factors in English language learning. There are many factors which affect to the willingness of students and their interests in the process of learning English language such as class size, teachers' quality, social environment, teaching technique, family background, physical environment and methods of learning. Classroom atmosphere like dirty, messy, chaotic can create the learning atmosphere less comfortable for the students to concentrate on the subject and unnecessary ignorant behavior towards the language. The non-native learners need to take interest in all the activities or the situations which can help them to make their learning English language faster. It is the responsibility of both students and teachers to show and arouse interests towards language learning then language learning will take place.

- **Influence of Mother Tongue:**

Influence of mother tongue has always been a hindrance for the non-native learners. They mostly find problems while learning and speaking due to their inability to deviate the effect or influence of their mother tongue. People always tend to speak English with the help of the mother tongue. The factors that are totally responsible are pronunciations, dialect, and vocabulary. Errors made in pronunciations are due to the difference in the sound system or spelling symbols. Much not attention is given to enhance the speaking skill in the classroom. The non-native learners have to face accentual pattern of English language due to the extreme influence of mother tongue. The correct pronunciation of English is always ignored in most of the schools and colleges and practice is not given much importance. As a result of it, the non-native learners can not get fluency and accuracy in English. The students should be taught the linguistic levels like phonetics, phonology and syntax to understand correct pronunciation and grammatical pattern. Instead of using or avoiding the interference of regional languages, if the focus is given on English, it will help the students to improve their pronunciations and try to deviate the influence of mother tongue. Internet and language software can be used in the classroom to teach English and Interactive learning will take place.

- **Emotional Interference:**

Language and culture play an important role in emotion recognized. Native language is acquired from family, friends and the society. It becomes infused with all these emotions. Non-native learners seem to have emotional attachment with the native language and can express themselves freely. When it comes to English language learning, there seems to be the emotional interference due to the emotional attachment of the non-native learners with their native language. The culture group members typically perform better than those outside of the language or culture. They feel uncomfortable and seem to be unable to convey or communicate freely. Their hesitation is the result of emotional interference in English language learning. Such learners feel fear or get anxious while expressing themselves in English. If the emotional interference being an attitudinal problem can be resolved by acquiring the command on grammar, vocabulary and the pronunciation of English language. Non-native learners need to focus on practice and communicate in target language continuously. Once they get mastery over English, they can be comfortable and express freely in English as their native language.

- **Lack of Seriousness:**

Seriousness for learning language is considered as one of the most prominent factors. Lack of seriousness is a major issue of non-native learners of English. They seem to have developed a kind of prejudice or mindset that if they don't know English, it will not affect to their career or life. But only those get serious about English who think English as important part of their career. One should not learn English as a part of their curriculum or career but for communication purpose. As English has been a global language, one needs to understand its importance and try to acquire it for not only educational purpose but for having the knowledge of language. It will help them to communicate with others in any circumstances. Unfortunately non-native learners do not tend to be serious due to the lack of awareness

and atmosphere around them. Teachers should also arouse the seriousness amongst the students and guide them properly. If the students understand the importance of English in their career or life then they can be more serious towards English and change their attitude towards life.

- **Inability to take risk:**

Risk factor is one of the most important factors that affect a lot to the language learning process. One has to take the risk to learn and speak English in any difficult situations. It is generally found amongst the non-native learners that they do not tend to take the risk to speak English especially in the group or mob. It is resulted into the loss of stage daring and confidence to communicate in target language. They develop a kind of prejudice due to the inability to take risk of speaking English that if they do certain mistakes, others may mock or laugh at them. It also leads to the loss of confidence. Until unless their such mindset is not changed, they will have to undergo through the problems of English language learning.

Around 50 percentage students (20 students out of 40 students) said that risk of refusal is one of the risks that hamper them from making communication with teachers in and out classroom. Risk of refusal here means risk of losing face and feeling afraid because teachers do not respond to their initial interaction through sentences. (Kusumaningputri 406)

Therefore one has to take risk at any cost in order to learn and speak English as early as possible. The non-native learners need to change their mindset and be ready to take the risk without any hesitation.

- **Lack of Self-esteem:**

Self-esteem is a part of personality that affects second language learning. It is related to the attitude of the language learners whose interest and confidence make language learning process faster. According to Cambridge Dictionary, self-esteem is belief and confidence in your own ability and value (Self-esteem). It is true that one should have belief and confidence in one's own to learn any language in the world. The non-native learners seem to have lack of such self-esteem.

- **Lack of Self-Motivation:**

Motivation is one of the most significant phenomenons in human lives which can transform the individuals to greater good. It boots the human beings and enables to do and reach to the success. Individuals can be transformed by taking motivation from others or self motivations. Self motivation comes from the individual's understanding of his or her lives. Self motivation plays very important role in learning and speaking English. The non-native learners are generally found in lacking of the self-motivation. It affects to their mindset of passiveness towards English language learning. They don't try to motivate themselves due to their passiveness. One needs to think of his or her interest or seriousness about learning English language. Self motivation can work as the effective tool in framing and changing their passive mindsets towards English language learning.

Conclusion:

In this way, the attitudinal problems are the hindrances in the ways of English language learning and speaking. The non-native countries especially have to undergo through the problems of learning English as a second language. Various attitudinal problems are discussed with ample references to showcase the realistic condition of the non-native learners of English language. Their negative attitude towards learning English seems to be the result of their ignorance and the influence of their regional languages which cause to the loss of their interest and seriousness about learning and speaking English language. Therefore they fail to get accuracy and fluency in English due to their attitudinal problems. But the attitudinal problems can be solved with certain remedies which are also discussed in the present research paper which need to be followed by the non-native learners seriously.

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