



Difficulties Experienced By Non-Native Speakers While Learning English Language: A Brief Study

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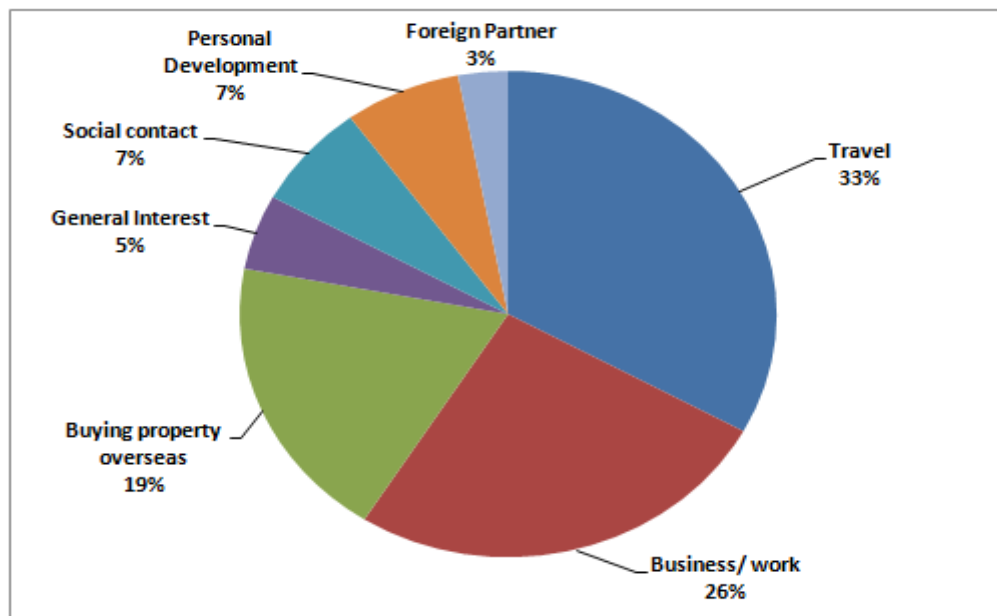
Abstract:

This study examines how international students, who speak English as a second or third language, perceive their learning environment and community. The study identified the reasons of learning English, challenges participants faced and the support they sought. Participants draw on variety of resources in order to overcome the obstacles they face while the whole learning process. Conclusions were that socio linguistic skills of non-native speakers in English can be enhanced and improved by utilizing wide support mechanisms specific to both individual and group needs, making personal improvements in oral speaking and writing in the case of communication and other aspects.

Key words: Non-native speaker, Communication, Competitive environment, Harmonizing, Diversity

Introduction:

English is an international language which is spoken by most people around the world. In education field and job fields, English is mostly used for communication and better understanding. Now days, speaking English is considered a necessary skill for contributing to the world's complexity. Proponents of this viewpoint agree that English skill is essential for survival in competitive environments. Learning English has become a popular way to stay current and connect with more people worldwide. There is a special need of English language to highlight oneself in the era of globalization. It creates the issue of harmonizing local culture and teaching English in a global setting. English language instruction in the worldwide context presents a number of obstacles specially for non-native speakers, grasping the intricacies of this language can pose numerous challenges and problems. One problem is a shift in pedagogy to accommodate emergency remote teaching as we saw during pandemic. Another difficulty is the growing diversity in classrooms as a result of the increase in pupil whose first language is not English. Furthermore, language teachers' views of problems change with time, and experience influences their estimates of task difficulties. In today's world the mandatory requirement of English for higher studies and other facts creates a peer pressure for non-native speakers and rather than enjoying the learning process of knowing a new language, they often stay in fear which really creates a strong and dreadful barrier in the path of learning and growing.



[Pie chart of the reasons for learning English language as a non-native speaker]

Native and Non-native Speakers:

The popular and very conflicting debate is the native and non-native speakers position in present circumstances. There is a very clear cut and visible line drawn between native and non-native speakers.

“Native-speakerism”, a term coined by Holliday (2006), is used to describe the preferential treatment which ‘native’ English speaking people tend to receive over ‘non-native’ English speakers.

Sometimes even if a non-native speaker is really very professional and fluent in English, they still face some less privileges in the term of jobs and while taking higher studies. In most cases, non-native speakers have to give IELTS, TOEFL...etc types of tests to prove their accuracy, adaptivity, fluency and skills on English language. These types of tests contain higher level of English which is not even used by native speakers in daily basis. This evokes elements of superiority, racism, injustice, social privilege and is anything but meritocratic. Even the term “non-native” is a litotes, a word defined in the negative to support its opposite and carrying with it a pejoration connotation. “Mainly students want or prefer native speakers over non-natives in terms of English literature”, this particular fact draws favouritism and often leads to arguments. Research shows that it is totally myth but somehow still applied silently in some places.

The most common difficulties while learning English as a non-native speaker:

English, as lingua franca, stands head and shoulders above others. Today, its commonplace to see non-native speakers investing vast amount of time and energy into learning the language proficiently. However, this endeavor is marred by a plethora of hurdles. There are some major and very common difficulties non-native speakers typically face. Those are: -

1. Confusing spellings
2. Very less interaction with native speakers
3. Pronunciation
4. Embarrassment while using English as a naïve
5. Different position of verb and object rather than the Asian language because most languages like Hindi, Bengali, Korean have different [S-O-V] pattern

6. Accent differences
7. Having difficulties with the proper use of idioms and phrases
8. Lack of learning motivation
9. Having the clear concept of basic grammar patterns
10. Vocabulary
11. Uncountable rules
12. Having confusions with transliteration
13. Peer pressure
14. Mother tongue impact
15. Confusion on synonyms and pair of words which contains same sound while pronunciation but have different meaning and spelling
16. Non-English-speaking environment
17. Literary terms of English literature

Solution for non-native speaker:

To overcome this all difficulties there are some very simple but effective solutions or ways to be a good speaker. The learning activity is done for various reasons, including satisfying curriculum demands, moving to target language community, achieving specific goals and feeling proud of one's ability to speak the language. The aim of learning influences what learners want and need to learn. However, programs like assistant language teacher and volunteer teachers help to overcome challenges.

- Clearing the basics and knowing the key of structing a sentence
- Using various online platform to connect with native speakers and teachers all over the world for practices and more detailed study.
- Increasing the range of vocabulary
- Reading books or e journals written in English from various countries to know the speaking and writing patterns of English
- Speaking to yourself in leisure times to increase confidence and fluency
- Practicing certified or available workbooks on English language to enhance the grip on the language
- Learning the language in a proper pattern
- Testing yourself through listening and speaking tests frequently
- Slowly upgrading the level of learning
- To keep patience and consistency
- Clearing all doubts as soon as arise

Conclusion

Language teaching and learning both are the activity of managing the capacity to have language competence. In summary English speaking and learning skills refers to the ability of using grammar, vocabulary and pronunciation in appropriate way without pausing. In essence, language learning is not merely an academic venture, but a journey of cultural exploration and self-discovery. Despite of difficulties, with the right tools, dedication and willingness to improve, a non-native English speaker can master fluency in English. The struggle is indeed arduous but the fruit of the labor is beyond comparison, unlocking opportunities and connecting cultures and different minds worldwide. Recognizing and accepting cultural variations between native and non-native English speakers add additional values. The hazards of if lower appreciation and lack of self confidence are expected to disappear in learning English in various contexts can benefit both speakers. To maintain an inclusive learning environment in a diverse community, colleges and universities must bridge gaps. Non-native English speakers should actively grow and incorporate their linguistic and cultural knowledge into their academic studies and daily life.

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