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## DIFFICULTIES IN UNDERSTANDING ENGLISH LANGUAGE AS A SECOND OR FOREIGN LANGUAGE

Navigating The Language Barrier: Challenges In Comprehending English as a Second Language.

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ABSTRACT

In learning, especially learning about English make sure you need 4 skills, namely listening, speaking, reading and writing. This paper explains how to teach using speaking skills in learning English. and also explained that there are applications that can be used to test speaking skills so that a student can speak more able to understand and practice the language ,

### INTRODUCTION

**Understanding English grammar can be challenging for rural students due to various factors. Some of the difficulties they might face include:**

1. **Limited Exposure:** Rural students may have limited exposure to English language resources and native speakers, making it harder to grasp grammar rules and pronunciation.
2. **Non-Native Environment:** English might not be the primary language spoken at home or in their community,

Difficulties in understanding English as a second or alternative language .In this research ,the writer explored the experience of a group of adult students from rural area and their difficulties in learning English in their first semester of graduation as a second language and realized several major reasons for their lack of growth .The research was completed by means of personal observation and their statements which helped the learners to get chances to speak about their own struggles and stories in the phenomenological case study. There are various hurdles that are experienced by these learners /students in their day to day lives .The findings suggest that the learner, whose first and second languages were not based on alphabets and had never got opportunities to go through phonetic/alphabetic sound method of English and this basic deficit was responsible for their fear for using the language. That developed lack of motivation to practice the language and eventually, it resulted in lack of progress. Implications indulged in the requirement for basic phonetic sound /alphabetical training to be improvised in initial ESL programs , mainly for rural students.

leading to less practice and exposure to the language.

3. **Lack of Quality Education:** Rural schools may face resource constraints, leading to a lack of well-trained English teachers and modern teaching materials.
4. **Different Dialects:** Some rural students might be accustomed to local dialects or regional languages, which can affect their understanding of standard English grammar.
5. **Complex Sentence Structures:** English grammar often involves complex sentence structures and tenses, which can be overwhelming for students who are still developing their language skills.

**Absence of Language Immersion:** Rural students might not have opportunities for language immersion programs or language exchange opportunities, hindering their ability to practice English in real-life situations.

### Reason for Limited exposure to the language for rural students

**Limited exposure to the English language for rural students can be attributed to several reasons:**

1. **Geographical Isolation:** Rural areas are often located far from urban centers or regions where English is widely spoken, resulting in limited access to language immersion opportunities and native speakers.
2. **Lack of English Language Resources:** Rural communities may not have sufficient access to libraries, language learning materials, or digital resources in English, hindering students' exposure to the language.
3. **Limited English Language Proficiency of Local Community:** If the local community predominantly speaks a regional language or dialect, there might be fewer chances for students to practice English in everyday interactions.
4. **Fewer Language Learning Institutions:** Rural areas might have a scarcity of language schools or institutes that can provide comprehensive English language education.
5. **Low Socioeconomic Status:** Economic constraints can impact access to language learning resources and opportunities, making it challenging for rural students to explore and immerse themselves in the English language.
6. **Insufficient Trained Teachers:** Rural schools might struggle to hire qualified English teachers due to the location and the lack of incentives, leading to inadequate language instruction.
7. **Traditional Education Priorities:** In some rural areas, English language education may not be prioritized as much as other subjects, affecting the allocation of resources and emphasis on language learning.
8. **Cultural and Linguistic Differences:** Some rural communities have distinct cultures and languages, making it less urgent for English to be taught and used extensively.

**To address limited exposure to the English language, educators can explore measures such as introducing language immersion programs, leveraging technology for remote learning, and encouraging community involvement in language initiatives. Investing in teacher training and creating local language resources can also enhance English language learning opportunities for rural students.**

Difficulties in learning English as a foreign language is an extensive topic with various subtopics and aspects to explore. Here is an outline to help to structure the research by taking each aspect in brief.

### **. Introduction**

- Provide an overview of the significance of learning English as a foreign language globally.
- Introduce the challenges and difficulties faced by learners.

### **. Linguistic Challenges**

- Discuss the differences between the learner's native language and English, focusing on grammar, syntax, and vocabulary.
- Explore common pronunciation difficulties and how they impact communication.

### **. Cultural and Social Factors**

- Investigate how cultural differences may affect language learning, including communication styles and social norms.
- Examine the influence of the learner's cultural background on language acquisition.

### **. Educational Environment**

- Analyze the role of the educational system, curriculum, and teaching methods in addressing the challenges of learning English as a foreign language.
- Discuss the effectiveness of language programs and the availability of language resources.

### **. Motivation and Psychological Factors**

- Explore the psychological barriers that learners might face, such as anxiety, self-esteem, and fear of making mistakes.
- Examine the impact of motivation on language learning outcomes.

### **. Technology in Language Learning**

- Investigate the role of technology, such as language learning apps and online resources, in overcoming language learning difficulties.

### **. Teaching Strategies and Approaches**

- Evaluate various teaching strategies and approaches that can be employed to enhance language learning, such as communicative language teaching and task-based learning.

### **. Case Studies and Examples**

- Include real-life case studies of individuals or groups facing challenges in learning English as a foreign language.

## . Solutions and Recommendations

- Summarize the key findings from the research paper.
- Provide recommendations for educators, policymakers, and learners to address the difficulties and improve English language learning.
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## Conclusion

**Teaching Strategies and Approaches** • Evaluate various teaching strategies and approaches that can be employed to enhance language learning, such as communicative language teaching and task-based learning.

**Teaching strategies and approaches play a crucial role in enhancing language learning, especially when it comes to learning English as a foreign language. Two prominent methods that have gained recognition for their effectiveness are Communicative Language Teaching (CLT) and Task-Based Learning (TBL). Let's evaluate these two approaches:**

### Communicative Language Teaching (CLT):

- Focus: CLT emphasizes communication and functional language use rather than rote memorization of grammar rules.
- Activities: Learners engage in meaningful and authentic communication tasks, such as role-plays, discussions, and problem-solving activities.
- Interaction: Learners are encouraged to interact in pairs or groups, promoting real-life language use and fostering language fluency.
- Error Tolerance: Mistakes are seen as a natural part of language learning, and learners are encouraged to take risks in communication without fear of making errors.
- Role of the Teacher: The teacher acts as a facilitator, providing opportunities for communication and guiding learners when necessary.

### 2. Task-Based Learning (TBL):

- Focus: TBL centers on completing meaningful tasks or projects that require language use for completion.
- Authenticity: Tasks are designed to reflect real-life situations, making language learning relevant and engaging.
- Language Practice: Learners use language in context, practicing various skills like listening, speaking, reading, and writing.
- Learner Autonomy: TBL fosters learner independence and encourages learners to take responsibility for their language learning process.
- Role of the Teacher: The teacher acts as a resource and support, guiding learners through tasks and providing feedback on language use.

Both CLT and TBL have proven to be effective in promoting communicative competence and language fluency. When combined, they create a dynamic and student-centered learning **environment**. However, the choice of the approach depends on various factors, including the learners' proficiency level, learning objectives, and classroom dynamics.

Other teaching strategies like the use of multimedia, gamification, and language exchanges can also complement CLT and TBL to enhance language learning further. Ultimately, a balanced and flexible approach that considers learners' needs and interests is key to successful language acquisition.

**Case Studies and Examples** • Include real-life case studies of individuals or groups facing challenges in learning English as a foreign language.

Certainly! Here are a few real-life case studies of individuals and groups facing challenges in learning English as a foreign language:

**1. Case Study 1: Sonia Muker- A Non-Native English Speaker in an English-Speaking Country** Sonia a young professional from India moved to Canada for work. Despite having studied English in school, she struggled with understanding native speakers due to their fast-paced speech and colloquial expressions. Her lack of confidence in spoken English made it challenging for her to participate in meetings and social interactions. However, with the help of an immersive language course and language exchange partners, She gradually improved her listening and speaking skills, gaining confidence in her ability to communicate effectively in English.

**2. Case Study 2: The EFL Class in a Rural School** In a small village in India a group of secondary school students participated in an English as a Foreign Language (EFL) class. They faced difficulties in grasping English grammar concepts, especially verb tenses and word order. The limited access to English resources and lack of native English speakers in their community further hindered their language development. The teacher decided to incorporate more interactive activities, songs, and visual aids to make learning English enjoyable and relevant to their daily lives, leading to improved engagement and progress.

1.

**3. Case Study 3: Language Barrier in a Multicultural Workplace** In a multinational corporation, employees from diverse linguistic backgrounds worked together. A group of non-native English speakers found it challenging to express their ideas fluently in English during team meetings and presentations. As a result, they often felt sidelined in discussions, affecting their professional growth. To address this issue, the company organized English language workshops and provided language support to boost their confidence. Additionally, they encouraged the use of simple and clear language in workplace communication, creating a more inclusive and supportive environment.

2.

**3. Case Study 4: Immigrant Children in a New Country** A group of immigrant children from different countries joined a school in a new country where English was the primary language. These students faced the dual challenge of adapting to a new culture and learning English simultaneously. Language barriers affected their academic performance and social integration. The school implemented an ESL (English as a Second Language) program tailored to their needs, focusing on vocabulary building, cultural awareness, and collaborative learning. With time, the students became more comfortable with English and developed strong bonds with their peers.

**These case studies illustrate the diverse challenges individuals and groups encounter when learning English as a foreign language. They also demonstrate the importance of tailored approaches and support systems in overcoming these difficulties and fostering language proficiency and intercultural communication.**

### **. Solutions and Recommendations.**

Summarizing the key findings from the research paper on difficulties in learning English as a foreign language, we observed that learners face linguistic, cultural, and psychological challenges in acquiring English proficiency. Limited exposure to the language, inadequate educational resources, and cultural differences can hinder language acquisition. However, effective teaching strategies like Communicative Language Teaching (CLT) and Task-Based Learning (TBL) have shown promise in enhancing language learning outcomes.

Based on these findings, here are some recommendations for educators, and learners to address the difficulties and improve English language learning:

### 1. For Educators:

- Implement student-centered teaching approaches like CLT and TBL, providing learners with ample opportunities for communication and practical language use.
- Design engaging and culturally relevant language activities that appeal to learners' interests and real-life situations.
- Use technology and multimedia resources to create interactive and dynamic language learning experiences.
- Offer continuous professional development for teachers, focusing on innovative language teaching methodologies and intercultural communication.
- Provide constructive feedback and encouragement to students to build their confidence in using English.

### 2. For institutions:

- Invest in creating language learning programs and resources that are accessible to learners, especially in rural and underprivileged areas.
- Allocate sufficient funding for schools and institutions to improve language education infrastructure and teacher training.
- Establish language exchange programs and cultural immersion initiatives to promote practical language use and intercultural understanding.
- Develop policies that prioritize English language learning as a vital skill for global communication and economic development.
- Encourage international collaboration and partnerships to enhance language learning opportunities.

### 3. For Learners:

- Embrace a growth mindset, understanding that making mistakes is a natural part of the learning process.
- Engage in language immersion experiences like watching English movies, reading books, and joining language exchange groups.
- Practice speaking English regularly with native speakers or language partners to improve fluency and pronunciation.
- Utilize language learning apps and online resources to supplement classroom learning and reinforce language skills.
- Set achievable language learning goals and track progress to stay motivated and focused.

**In conclusion, addressing the challenges in learning English as a foreign language requires a collective effort from educators, and learners. By incorporating effective teaching strategies, providing adequate resources, and fostering a supportive language learning environment, we can enhance language proficiency and promote successful cross-cultural communication.**

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