FACTORS THAT PSYCHOLOGICALLY IMPEDE SECOND LANGUAGE LEARNERS FROM SPEAKING ENGLISH - A PERSPECTIVE STUDY AMONG CIVIL ENGINEERING STUDENTS

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ABSTRACT

The purpose of this study is to find out the psychological factors that push back the Civil Engineering students from speaking English language. Most of the students who study English as a second language undergo some kind of psychological problem that hinder them to achieve success in life. The psychological difficulties such as inferiority complex, lack of self-confidence, shyness, fear of making mistakes while speaking, negative evaluation etc. These psychological factors become a barrier in communicating English language. In many schools and colleges teachers mainly focus on answering and reading the passage, exercise etc. So students, lack behind in speaking skills. For most of the learners, learning English is a duty, this should be taken out of their mind, rather love and taste the language with full interest and concentration. Teachers should motivate the students to acquire speaking skills with effective methods.

Key words: Psychological students, Civil Engineering students, English language, skills.

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1. INTRODUCTION

English holds a most prominent place in India; even after many decades since Britishers left India. Students with good proficiency in speaking English could access a large number of jobs.
and also can hold high positions at national and international levels. If the students are with fear of speaking English could lose the opportunity of reaching their own goals. This study is mainly about the attitude and motivation where psychological and sociological factors play a vital role in acquiring English speaking skills.

Effort should be focused on developing student ability to speak, since learning to speak is considered as the biggest challenge for all language learners. The way English is thought in colleges today is to extend responsible for the failure of acquiring speaking skills among the students.

This paper is an attempt to trace the problems faced by the language learners and the efforts that should be taken by the educator. The teaching of the English language holds a key position in the entire curriculum of education. Teachers of English, owe the responsibility to enable the learners to achieve the educational goals. Hence the teaching of English language is required to be strengthened, obstacles and problems need to be reduced with best efforts from government and educationalist and researchers.

2. LACK OF CONFIDENCE

“Students who lack confidence... Are usually found to be extremely fearful and timid, reluctant to express their opinions and even unable to utter a complete meaningful sentence in class” (NI, 2012, P150). Speaking with confidence is the must for learners in this current technological world as speaking skill is a skill that the students will be judged in the real-life situation.

The confidence factor is an important aspect of the effective factors; is generally assumed to have a significant role in successful learning. (Xiao Len, 2006 (P 11). “Self-confidence provides learners with a motivation and energy to become positive about their own learning process, an experience real communication”. (Ebuta, 2008). It is believed that once student gains self-confidence that leads to achieving the success level in speaking English.

3. CAUSES AND EFFECTS OF LACK OF CONFIDENCE

Students believe themselves that they have no capability to acquire the language. They don’t attempt to speak because they believed their performance won’t be good. Low confidence learners feel uncomfortable, afraid and frustrated in the classroom. Wealthy families can afford to send their children to spoken English classes with foreign teachers, but more students are still afraid to learn English due to negative criticism. Some students understand English grammar very well and even score high marks, but their speaking skills are very poor and they are very often too shy to even attempt to strike up to the conversation. Students lack the environment for communication. That’s why the listening and speaking skills are poor. To overcome the lack of confidence, experts advice the students should think too much how they will sound and should not be afraid of making mistakes. Active participation in English speaking activities is also an effective way to practice listening and speaking.

4. STUDENT’S ROLE TO OVERCOME THEIR LACK OF CONFIDENCE

Students are often shy and afraid that if they make a mistake, others will laugh at them so they avoid speaking English in front of others. Even, in me, when I am practising, a new language, and sometimes I get nervous, anxious and insecure when speaking a new language.

Students need to focus on the pronunciation of the English language until you feel confident. They can use audio materials on the internet for this purpose. Learning any
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language is challenging. Reading is the easiest to learn followed by listening, next writing and the most difficult is speaking. It is the production of language and has to be fast which means you must think, formulate sentences, and speak all within the few seconds. Students should not read English as a second or foreign language rather as a life skill.

Students can practice the following methods to improve their speaking skills framed by the experts.

**By practising out loud by yourself**
Practising is a very effective way of learning the language, by repeating the new sounds of language makes more efficient in learning

**Record yourself**
The student should get used to their own voice. The more you listen the more you become expert.

**Get a conversation partner**
Before speaking in front of the large group, you can practice with your conversation partner to lessen the fear.

**Change your perspective**
Instead of focusing on your anxiety, when practising language changes your perspective. Feel blessed to have the ability and opportunity to practice.

**Do not afraid**
Feeling nervous, anxious, afraid all of that is human and completely normal. Practice English anyway which is the must to acquire your goal.

**Teachers Role**
Speaking is fundamental to human communication. Most of us speak more than we right, yet many English teachers still spend the majority of class time on reading and writing almost ignoring speaking and listening skills. If the goal of your language course truly enables your students to communicate in English, then speaking skills should be thought and practised in the language classroom. Another way to encourage students to speak in English is simply to speak English yourself as much as possible in class. If you’re shy about speaking in English, how can you expect the student to overcome their fear of speaking English? Swain (1985) wrote “we learn to speak by speaking” that goes for teachers as well as.

First and the foremost important thing is that the teacher of English should help their students in overcoming their fears about communication and motivate them to develop more positive perceptions of communication activities. The language teacher must be aware of the latest technologies, methods and approaches to language teaching, explore new ideas and have a certain amount of specialisation in the concerned subject.

In a language classroom “In a production of speech, however, each speaker needs to speak. He needs to speak individually and ideally, he needs someone to listen to him and respond to him” (Brown & Yule, 1983, P 25). So teachers should create a comfortable and flexible atmosphere using both theoretical and practical experience which is important to provide learners a good environment which is supportive to develop self-esteem and self-confident.

Teachers should encourage those learners who are afraid of making mistakes to feel free about it to acquire communication skills; as for a positive response to students concern over the harsh manner of teacher’s error corrections etc. The size of the classes everywhere is
considerably large and thus student’s participation in the class work is quite impossible. The ratio of the students in relation to teachers is not proportional. This is one of the reasons why there is no individual attention. Horwitz (1986) Finally language teachers need some specific in-service training courses on general psychology including language anxiety in order to deal with stress and fear of the classes.

5. LITERARY SURVEY

Working world use only English. Students have to try hard to overcome their difficulties to speak English fluently.


The way English is thought in college should be changed. Students of any discipline should learn English, as it is necessary to formulate its actual and realistic aims and tasks.

Problems and Solutions of Teaching English as a second language.

CTET 2015” Teaching of English.

Language is a vehicle of social interaction and we need effective speaking skill to function properly in a workplace and social interactions - Factors affecting the quality of English language teaching and learning. Student journal publisher: Project innovation September 2006, 4th volume: 40, issue: 3.

Communicative approach has been totally neglected by teachers and a learner which has become a global demand where students are supposed to communicate across the globe.

Language Teaching In India – S. Mansoor Ali

6. CONCLUSIONS

Teaching English to the second language students is a great challenge. Students can acquire speaking skills through rigorous training and lot of work practice. It is a need teacher and students should take the effort to acquire influential learning. The efforts taken by the teachers are considered as helpers to solve student problem to learn effectively and participate in classroom activities.

Sounds in English are quite different where compared to their native tongue. Students should not treat English as a second or foreign language, rather as a life skill. No matter which group you belong to, the most important thing to deal with the language on the daily basis. Study a little as often as you can put the favourite listening material on your mobile. Even modern technology that can be used as the best learning device tool. Students can try to watch English cinema, read their interesting books. Learning a language is a lifelong mission. So worry less and focus on your goal.

Attention is the main characteristics that determine the success or failure of language processing. (Schmidt, 1990).

This full study of paper covers how to overcome their fear in learning speaking skills and how much effort teachers can provide their students to overcome psychological factors that hinder them to learn the English language.
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REFERENCES


