

A Study on Problems of Elementary School Students in Learning English Language

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Abstract: The English language has emerged as a global medium of academic, social, and professional communication. In multilingual societies such as India, proficiency in English is often considered a marker of success, yet it poses considerable challenges for students whose educational background is primarily in regional languages. This study investigates the difficulties faced by elementary school students in learning English language. The investigator establishes that knowledge of English is unconditionally necessary if one wants to come up in life. This is more so in the opinion of the circumstance that the advanced countries have opened their doors for recruiting technically qualified people from the third world countries. The study has helped to know the exact causes which affect the students in learning English.

Keywords: Learning English, Elementary school students.

Introduction: Human being is not only an individual person but also a social person who needs to communicate each other. Hence, Language as a tool of communication becomes very important to be acquired and learned. Then, English which is considered as an international language is considered as a significant language in the world especially in the world of language learning and teaching. Knowledge of English is fundamental in the event that one needs to come up throughout everyday life. This is all the more so, taking into account how the propelled nations have opened their entryways for enlisting qualified individuals from the underdeveloped nations. Just the individuals who have an order over the English language other than intensive information on the specialized subject are given occupations. The English language is the window that opens up the tremendous possibility of human accomplishment and coaxes to new skylines past. The more successful our grip of English will help to benefit separately and add to the development of our nation.

Need & Importance of the Study: The purpose of the present study is to focus upon the problems of Elementary School Students in learning English language. The investigator made an attempt to find out the causes for problems of English language learning and to suggest measures to improve English language learning at elementary school level.

Statement of the Problem of the study: A Study on Problems of Elementary School Students in Learning English Language.

Objectives of the Study:

1. To find out problems of elementary school students in learning English language.
2. To find out significant difference between Boys and Girls elementary school student's problems in learning English language.
3. To find out significant difference between Rural and Urban elementary school student's problems in learning English language.

Hypotheses of the study:

1. There is no significant difference between Boys and Girls of elementary school student's problems in learning English language.
2. There is no significant difference between Rural and Urban elementary school student's problems in learning English language.

Research Methodology: Research method is an important way to conduct the research work. Researchers choose research method according to the nature of the study. The nature of the present study was descriptive, therefore keeping this in mind the researcher employed survey method to collect the data from selected sample.

Sample and Sampling Technique: Stratified Simple Random Sampling technique was used to select the sample for the study. A total sample of 400 students were selected from the total population of elementary schools of Davangere district.

Tool Used : The researcher used a self -made and standardised tool to collect the data from selected sample. The tool consist 30 items related to simple English grammar and vocabulary.

Delimitation of the Study: The present study was delimited to Davagere district of Karnataka state. Further this study was delimited to the students of elementary schools located in Davangere district.

Analysis and Interpretation of Data

Hypothesis 1 There is no significant difference in the problems of learning English language between boys and girls elementary school students

Table -1 : Mean, SD and t-value of elementary school student's problems in learning English language with respect to gender.

Group	Number	Mean	SD	df	't' value	Level of Significance
Boys	200	24.23	8.57	398	2.71	0.05 Significant
Girls	200	18.32	9.57			

Table-1 reveals that Mean and SD of boys is greater than Mean and SD of girls of elementary schools. Therefore it can be concluded that boy's student's were found to be facing more difficulties in learning English language. Further, the data was calculated to compare these two Means and calculated 't'-value was found to be 2.71 at df 398, which was significant at 0.05 level. Thus the null hypothesis is rejected. This shows that there is a significant difference in the problems of learning English language between boys and girls elementary school students.

Hypothesis 2 There is no significant difference in the problems of learning English language between rural and urban elementary school students.

Table -2: Mean, SD and t-value of elementary school student's problems in learning English language with respect to locality.

Group	Number	Mean	SD	df	't' value	Level of Significance
Rural	200	14.39	2.84	398	2.41	.05 Significant
Urban	200	24.31	5.82			

Table-2 reveals that Mean and SD of rural students is greater than Mean and SD of urban students of elementary schools. Therefore it can be concluded that rural student's were found to be facing more difficulties in learning English language as compared to urban students. Further, the data was analysed to compare significant difference between these two Means and calculated 't'-value is 2.41 which is significant at 0.05 level. Thus the null hypothesis is rejected. This shows that there is a significant difference in the problems of learning English language between rural and urban elementary school students. The rural elementary school students are found to have facing more problems in learning English language.

Findings :

- ❖ There is a significant difference in the problems of learning English language between boys and girls of elementary schools.
- ❖ The boys of elementary schools were found to have significantly more problems than girls in learning English language.
- ❖ There was a significant difference in the problems of learning English language between rural and urban elementary school students.
- ❖ The rural elementary school students were found to have significantly more problems than urban elementary school students in learning English language.

Discussion: The results of the research highlight the problems faced by elementary students in learning English language and the strategies they employ to overcome these difficulties. It is evident that some students lack interest, face memorization challenges and encounter difficulties due to spelling and pronunciation differences. These issues can impact their overall language learning experience and proficiency. To address these challenges, teachers and institutions should consider implementing innovative and engaging teaching methods that foster students' interest in learning English language. Incorporating interactive and context-based activities, such as games, real-life scenarios, and multimedia resources, can enhance student engagement and motivation. In addition to this, providing students with guidance on effective vocabulary learning strategies, such as using dictionaries, creating vocabulary notebooks and incorporating authentic language experiences can empower them to take an active role in their own learning. Encouraging a growth mindset and creating a supportive learning environment can also helps in English language learning.

Recommendations:

1. Proper time should be allocated in the classroom for students to learn English language.
2. Students should take interest to learn new words in order to improve their language.
3. Language learning projects and activities should be a part of the curriculum.
4. Teachers should motivate their students to learn English words,

5. Teachers must be creative in their teaching the language.
6. Parents should encourage and support their children to speak English every day.
7. Schools ought to provide their classrooms with all the material and resources necessary to motivate students to practice English.
8. Learning resources should be made available to students in the school.
9. English language programs and activities should receive more focus.
10. Opportunities should be provided for students to practice the language.

Conclusion: It can be concluded that, teachers should help the students to explore and develop an interest in English by integrating curricular and co-curricular activities. Teachers should arrange a discussion, debates etc., among students regarding a particular topic in English, organize language lectures and hold conferences periodically. Adequate steps should be taken to improve facilities in secondary Schools by providing laboratories, libraries and internet facilities. Students will learn the subjects with almost interest if modern techniques like computer, projector multimedia etc, are used in the teaching learning process..

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