

1.3 Factors influencing the drawbacks in Second Language Learning of grade six students.

L.R. Vithana
Wewatta, Howpe, Galle.

ABSTRACT

Although English is taught as a second language in the primary curriculum when the students come to grade six, still there are inadequacies in the performances of their competency level. They are not in a position to follow the grade six syllabus. Although the types of learning varies due to the influence of many factors such as the methodology of teaching, parental support, school climate, -teaching materials and individual differences, motivation is the most influential factor in the teaching -learning process Therefore, it is the duty of the teacher to generate attention, interest and enthusiasm in order to accomplish his/her goals. As Gardener (1985) says “positive attitudes and motivation are related to success in second language learning”.

When we consider the Sri Lankan context, specially in national schools, there are nearly fifty students in a class and they are of different achievement levels. Most of the students who are from rich socio-economic backgrounds get outside help from parents and tuition. Still there are nearly. 10% of students ‘who do not get support from neither the parents nor the tuition.

In spite of all these factors , the English teacher gets a limited number of periods to teach English. While aiming at the completion of the syllabus, she/ he has to prepare students for the scholarship exam too. The teacher may not get enough time to pay special attention on such students and there is a tendency of neglecting such students.

The main objective of this research is to find the influential factors and to provide remedial measures in order to cater to the slow learners. Through a pilot project conducted by the researcher it was found that the learners can be motivated towards learning through love, recognition, affection, belongingness and appreciation.

Furthermore, it was revealed that the students can be motivated through play & activity method. In addition to that, the majority of the students who are poor at second language learning displayed poor performances at Mathematics, Science, Sinhala and Tamil. And also the researcher found the importance of teacher-parent relationship.

As Krashan (1982) pointed out “they should be provided with activities with comprehensible input” and enough “wait-time”, while paying individual attention to the child.

This kind of project would be supportive to mould good citizens and to reduce the number of delinquents released to the society.

Key Words

Comprehensible input

Wait-time