

ENGLISH SUBJECT: SIGNIFICANCE EQUATES AVERSION

By:

Rhodalyn S. Aguilar

Master Teacher I, Duale Elementary School

English, a vital part of the curriculum, can sometimes be distressing. Oftentimes, students are heard complaining about such whether at school or home, simply because the English subject can make them anxious that it causes them to lose interest in the subject - without realizing how pertinent it will be in their life, especially, since we are in the process of globalization.

English subject is one of the subjects which the students like less for it requires a lot of skills to be developed and has many competencies to adapt to. It includes critical thinking, grammar usage, learning the second language, effective communication, sets of confusing rules, application of strategies, involves a lot of reading and writing, comprehension and analysis.

Due to the necessary skills required in studying English, students find the subject wearisome, difficult, and complicated which makes them detest the subject and even demotivated in studying the topics or lessons. Also, since teachers require the students to use English as a medium during the class discussion, can sometimes cause them to feel pressured.

One of the things that students dislike when it comes to English class is writing, most particularly essay writings and research works. Some students have limited vocabulary in the English language which is why they struggle when it comes to sentence construction in research writing.

“To write essays that are more logical and coherent is one of the main difficulties of students. They fail to establish arguments convincingly.” (Williams, 2014)

Yet in every English class, reading is very essential because there are comprehension and analysis needed in many areas of this subject. Because of this, students tend to be demotivated to engage during discussion and discouraged to strive hard in this subject because many of them are not interested in reading.

According to Felicia Lee (2017), “a class usually has varying standards of language learners. Unconfident learners may find it daunting to speak English in a classroom and they may refrain from speaking in English with others.” It is because of the fear that they will be a laughingstock that is why they would just refrain to use the second language, hence, restraining them to better improve their vocabulary, communication, and speaking skills.

“The willingness to learn English is not the actual problem; the majority of the students perceive its importance in their future. The real problem is providing choice and differentiating instruction. Teachers should allow students more control and be permitted to study how, what and even when they want,” (English Central, 2015). If the students lack interest when it comes to the English subjects, teachers must apply other methodologies and strategies on how to motivate and encourage them to learn the lessons in the subject.

Lee (2013) reiterated that “the end goal of a victorious English teacher is to forge students’ confidence; providing a conducive learning environment where students are made to realize that making mistakes is a socially acceptable norm,” Undeniably, the English subject progressively develops the learners’ skills and competence; these should be inculcated in the minds of students. The significance of the subject does not stop in books, modules, or even in the four corners of the classrooms, it stops when a learner stops to value its importance.

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