

## **Proficiency in English Language through Practical Experience**

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### **Abstract**

In this article is focused on learning and speaking skills for self learners. In the surveillance of learning English language, learners fit into place in recreation of words for speaking and listening. Quantities of learners encompass a potential to perform consecutive approach in cooperation of speaking and listening. In the similar approach a number of learners have an issue to carry out optimistic form for speaking and writing. These differences come to pass due to learner's encounter of insufficient vocabularies. If learners have learnt more English words, they could self-assuredly speak and write its language without any barriers.

**KEYWORDS:** LISTENING, Speaking, Self learners, Vocabulary, Writing.

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### **Introduction**

In the modern world, a person who knows how to speak to others in a language plays a vital role in the society. So, who can speak flawlessly would find the positive result from the professional market. Otherwise a person is not able to survival though completed so many degree. In case of learners have not learnt an adequate amount of vocabularies, they bump into as a result of countless barriers for both speaking and writing. In an additional connotation English learning accomplishment is embodied through learner's practical experiences. Ellis supposed that self learning was "possible to identify a set of procedures which, if executed correctly and efficiently, would result in successful language learning" (Ellis 1992: 4). Cook pointed out that "a learning strategies it refers to a choice that a learner makes while learning or using the second language that affects learning" (Cook 1993: 79). It is understood that clear-cut experiences would facilitate the learner to enhance the language skills. From beginning to end the learners practical experience is streamlined in the appropriate intelligibility and it reveals its implementation in learning achievement. This understanding is not only discussed for English language, but also it leads to be roundabout to all the languages in the world. However, in view of the fact that there are some people who have problems with speaking and writing in English Language, there are good reasons to categorize the problems and solve it. Supplementary insight into this article might instruct the learners to develop the teaching of English language skills. So, the study has been directed to enhance dynamic English sentences for both speaking and writing skills from side to side gaining practical experiences.

### **Problem in Spontaneous Communication**

A person intends to react for speaking and writing should be efficient manner without any restrictions. If there are barriers intervening while performing, he will organize to be analyzed what an accurate solution would be specified in the perspective

of realistic understanding. It thoroughly illustrates the profound meaning of communication in the language learning. There is being anticipated to use the language spontaneously by person. If spontaneous misses from the person who intends to communicate the language, he will mark as not a productive person to communicate the language virtually.

### **Problem in Lack of Practice**

It is factual that a person commits inaccuracy in using language where that person failed to learn the language rules. He does not execute it as a regular practice could be. He does not make out how to use language productively. He may not attentive how he is going to utilize the skills depends of the situation. He does not have enough vocabularies. He never realizes its importance of learning according to the modern trend. He fails to prepare himself mentally for the succeeding its results. May be learner does not classify its usage in adherence of so many directions. These practical issues are being enacted by the learner due to not understating its argument of understanding its importance. Nadar (2018) portrays that Education is a country's lifeline, and it has to be given more importance than defence in any country. There is a dire need for revolutionary changes in the education system, not only in the syllabus and pedagogy, but also in the attitude towards the test and marks system.

### **Problem in Education System**

Athawar (2015) discussed about the system of "education in learning-centric rather than exam-centric. In primary education, however, teachers must present fixed material in a manner that appeals to the masses, so students may not always have the chance to learn in this manner they identify with best". The practical complexity origins through education system in which the education carries over its rules and regulations. There learners are needed to learn and assess the learning through marks. But in point of fact they failed to check up their improvement in the learning. Practically here students give the significance in learning the language for clearing the exam paper. As soon as the exam is over, they fail to remember to think about its importance. Practically language proficiency glorifies its accuracy through continuous practice. There practice is not taken as a part as soon as exam over. But at the end of the stage, this proficiency plays a major part and helps the students' to find employment.

### **Circumstances Problem**

An additional area is found to discuss about the circumstance of the learners. Aleksandrak (2011) proves that "the complex nature of spoken discourse must be taken into account and reflected at each stage of the learning process". Learner's circumstance is predominately considerable one. Many learners from India are not actually born and brought up from native English speakers background. Their learning circumstance is also not situated as English speaker. They practically come from their own mother tongue medium. All over again they are instructed to become skilled at the new medium of language. So, it is the reason, learners are encountered by so many practical problems.

As the same identification learners are being well-read the English language among many languages where English is being enacted to speak indirectly. Off course, it is true that students are not only communicated targeted language medium, and also they are unavoidably communicated through so many languages. It is practically complicated to solve it at the point. Generally many students speak their mother tongue in their home and to their relatives. In fact in the class room, they have a conversation with neighbors in which often they speak their mother tongue after the function of targeted language. In overall percentage learners speak their own mother tongue very often. So, these reasons students cannot find the success in proficiency English.

### **Practical clarifications for the English Language Learning**

Logan (1973) mentioned that the process of education it is unique and individual for all learners: “students have different abilities: they have different modes of learning, they have different disabilities: they have different objectives, they have different interest in the content” (Logan 1973: 2). It is very simple to learner’s point of view that learner has to understand the importance of learning the English language. He needs to find the benefits towards learning this language. In order to focus more than that, the learners need to classify it where we are going to use and utilize its English proficiency. Practically learner brings its list of utilization how he is going to apply day-today working atmosphere. At the same time learner has to work and practice practical context for succeeding the result.

Practically if a person is very conscious about his chosen work how to learn, he could make the success. According to enactment, the learner shows an interest to learn its skills; he will bring the success in it. Meanwhile learners may meet the practical issues of obstacle to learn it. But, learner should strict with their target language learning. If he misses to do practice regularly, he cannot bring the success any particular point of time. The learning language is a systematic process, where the learning has to be practiced continuously without crack. In case of lack of awareness in learning, learners could not complete the learning fruitful of context understanding. So, the learner actively participates to learn the English language, he could be enhanced its proficiency without controversy.

### **Conclusion**

This paper strongly illustrates the concept of understating the learning English proficiency. It is elaborated its success through analyzing practical experiences. In the perspective of understanding this paper notion is for the learner of English where learners are enhancing efficiency of English language through gaining the practical experimentation while practicing. Inwardly it proposes to all the way that without understanding of practical experiences, there learners many not realize to get accuracy in language learning. At the same learning context, learner’s interest, learner’s attitudes are promoted to react for positive result practically. So, the practical experiences are entrusted for achieving the proficiency in English.

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