

Enhancing L2 Learning among the Underachieving Learners of Mara Professional College Ayer Molek through Communicative Approach

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Abstract. Based on the Sapir-Whorf Hypothesis, mother tongue language that we acquire ever since we were born influences the way we think and view the world. Therefore, learners face many obstacles throughout the journey of learning the L2 language due to the interference from the first language. This paper explores the claims from the past studies on the problems in English language learning faced by underachieving students in ESL classroom that occurred in Malaysia. The aim of this paper is to identify the problems that the learners claim to face concerning the English language learning in their daily life. The respondents are chosen from Diploma of Accountancy, Diploma of Business Studies and PIP(Preparatory Intensive Programme) programs in MARA (The council of Trust Indigenous Peoples) Professional College Ayer Molek Melaka Malaysia. Based on the findings, the problems that they faced are lack of exposure and home support, lack of vocabulary knowledge, difficulties in understanding grammar rules and problems in subject-verb-agreement. The best method to be used in ESL classroom is on communicative approach such as drama and language games. It is believed that drama helps learners to enhance the spoken communication skills and improve their linguistic competence through enjoyment and education. Language games are also another suitable communicative approach that provides an exciting environment to motivate students to use English as much as they can. The study also found that parents play a critical role in helping their children to develop the ability to communicate in English. Teachers also have an important role to help the learners learning the language by being creative with their teaching materials.