

Challenges in Speaking English in ASEAN

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Abstract

Studies reveal that learning English by non-native individuals within any country across the globe increases the nature of problem-solving criteria adopted worldwide. People tend to adopt and embrace a new trajectory that can enhance efficiency in solving the problems that the designated group might face. Immigrants tend to meet a lot of issues within the nation. The leading cause of these problems is usually a result of the language barrier, which can be easily breached by introducing the English language within the region of ASEAN (Yi & Jang 2020). Proficiency in the language creates an atmosphere that is conducive for the aspect of solving the existing problems within the environment. The nature of problem-solving is sophisticated and crucial for the operations exhibited within ASEAN. This paper outlines the challenges faced by ASEANic people when speaking English.

Keywords— English, ASEAN, Language

I. Introduction

Speaking English within the republics of ASEAN can be an essential and beneficial practice for non-native speakers. However, severe challenges are encountered when individuals speak the English language. The pattern of learning and embracing the language emerges with diverse problems that might undermine the region's practice. The following are some challenges the designated population experience when learning English within the stipulated area.

II. Challenges

2.1 Recurrent Anxiety

English has been used globally, but the Asian region is resenting its influence within the region (Elmahdi & Hezam 2020). The non-native speakers within the republic of ASEAN have been identified to exhibit a wide range of anxiety when learning a new language. The non-native speakers exhibit anxiety when learning English for various purposes within the

stipulated area. The designated population exhibits anxiety due to the practices it thinks will happen once they have been proficient with the language. Proficiency in the English language plays a crucial role in the dynamic patterns that specific people exhibit within society. Anxiety derails the momentum of learning the English language as it becomes technical for the concentration of the people to be subjected to one place for maximum engagement. Studies reveal that most of the non-native speakers that aim to learn English within the stipulated region have been affected by anxiety. The element has resulted in poor performance of the non-native speakers towards grasping the English language.

2.2 Identity Questioning

The Asian culture is more sophisticated and dynamic in diverse ways that are essential and crucial for a wide range of specific elements. Once the foreign culture is introduced to non-native or native speakers, it becomes technical and proficient for the individuals to fully accommodate it without raising specific and dynamic questions about the practice being

introduced. The practice of questioning identity among non-native speakers makes it hard for the designated population to learn English effectively. Studies reveal that the question of identity among non-native speakers affects the performance and the integration of culture among non-native speakers at a wide range (Novianti 2018). It implies that it derails the conduct of learning English for the designated group of individuals within the society. The English language has a practical impact on people that are not proficient with the native Asian Language. The culture of ASEAN is specific and versatile in several elements and dynamics that make it hard for the people that are non-native to uphold it and maintain it.

2.3 Relevance of Learning English for Non-native Speakers

The studies reveal that learning the English language within the stipulated region results in various essential benefits for the designated people to survive and thrive within the region. First, it improves the intellectual growth and the mental health of the designated population. Once individuals learn the English language within the stipulated area, they tend to be bilingual. It plays a crucial role in exhibiting a dynamic view of establishing an intellectual conversation. Being conversant in English within the republic of ASEAN will improve intelligence and education compared to other individuals within the region. The advantage conferred through learning English is essential for a wide range of elements within society.

2.4 Cultural, Traditional, Custom & Religious Barrier

In the light of my observation, the major barrier which the ASEAN people have faced includes the cultural barrier. These people constitute an increasingly relevant and important source of diversity in eth universities. The cultural diversity of the campus is thus enhanced by them. This cultural diversity enhances the ethnic variations and experiences. The ASEAN people do the development of the cultural sensitiveness and skills. But despite all this, the ASEAN people deal with many variations and challenges regarding the cultural barrier.

As per my observations, I found that the cultural barrier which the ASEAN people have faced is directly related to religious events and celebrations. For such situations, the institute and the educators must collaborate with the ASEAN people. My observations suggest that this is also directly connected to customs barriers and traditional barriers. The ASEAN people must survive and compromise on that difficulties. The cultural difference becomes more difficult and sophisticated in the interactions with people (Hammer, 2003).

The ASEAN people develop a diverse worldview of the culture when they are compared and exposed to a diverse culture. This leads to the increment of the potential competency in an intercultural relationship. Many ASEAN people face the challenges of getting a higher education outside their home countries (Hull, 1978). The obstacles they face include unique livelihoods, new living conditions, money problems, job changes, study plans, ways of learning, or anything that is a different language, culture, and personal barriers. The development of transitional challenges can be adapted from everyday life to social adaptation. This language is considered one of the best school problems that disrupt global change. The ensuing survey highlights the difficulties people face in their studies.

2.5 Socio-culture

The difficulty of ASEAN people is also social and cultural. Impact based on alternative countries, universal living in daily life may face many challenges. In another country, friendly partners around the world will see the truth, look forward to finding places to live and find banknotes and money and transportation problems by finding means of transport or buying cars. And request a credit card. Reasoning in another group is the main lesson they must deal with, and they need an emotional support network when they arrive late.

Culture impacts people's willingness to communicate and leads to various degrees of anxiety. Regardless of international people's different ethnic groups, ASEAN people reported that anxiety is pervasively experienced in

language learning for other causes. In order to avoid attributing international people's anxiety in English speaking simply to ethnic/cultural background, several stress causations are discussed below. To summarize, the most prominent anxiety-provoking factors among ASEAN people are interacting with native speakers, fear of public oral performance, fear of negative evaluation, and not being allowed to use the first language in the second language classroom. These four factors are all shown in Woodrow, Mak, Chen, and Pappamihiel's papers.

Among the four stressors, the most frequent stressful situation is interacting with a native speaker. In Pappamihiel's study, when respondents were asked about their social and interpersonal interaction, they said their interaction with English-speaking people is "strained" and "avoided" because they are not comfortable speaking to native speakers. "Talking to native speakers" is also presented as a stressful thing in Woodrow's project. Similar to Pappamihiel and Woodrow's findings, "uncomfortableness when speaking with native speakers" also provoked anxiety in Mak's study. As can be seen, communicating with native speakers is found to be most stressful. Another major cause of speaking anxiety is fear of negative evaluation. Cheng, Mak, and Pappamihiel found that fear of negative evaluation is substantially experienced. Most ASEAN people are embarrassed about being negatively evaluated by instructors and being teased by peers simply because of their speaking errors. For example, the interviewees in Chen's study showed worry and self-consciousness when they engaged in speaking in front of instructors and in communicative tasks. Besides, public performance and not being allowed to use the first language in a second language classroom are also prominent in previous studies. For instance, "speech anxiety," "speaking with exposure to others," and "speaking in front of the class in a second language classroom without preparation" provoke high speaking-in-class anxiety in Mak's paper. Mak also reported that being allowed to use the first language appropriately mitigates stress in spoken English within a class.

When coping in response to anxiety in spoken English within and outside class, ASEAN-speaking people react differently. According to the articles from Pappamihiel, Chen, and Woodrow, a number of coping strategies are used by ASEAN people with high levels of English-speaking anxiety. However, most people are found to behave negatively when they are coping with their anxiety. Negative strategies such as avoidance, reticence, using peers who speak better as intermediaries, and refusing to befriend native classmates are normally used. All these strategies are not expected in the language learning process, though. In Chen's research, her respondents prefer reticence, saying "think deeply before talking" and "say little rather than too much," as their most frequent strategies. In addition, some people "pretend no one else around or ignore the class and teacher when speaking," even though this is not defined as a negative strategy. Some coping mechanisms in Woodrow's research are recommended in terms of positive strategies. To be specific, perseverance and improving language skills are the most frequent positive coping strategies for ASEAN people in her research.

Meanwhile, relaxation techniques such as deep breathing and conscious efforts to calm down are also used among ASEAN people. (Woodrow, 320) Undoubtedly, positive strategies are beneficial for ASEAN people to overcome their anxiety in language learning, not only in speaking, because language anxiety and language achievement act and react upon one another. As Pappamihiel claimed, "when learners see the situation as threatening, there can be an adverse effect on learning." Like a positive spiral, when language skills improved, anxiety decreased. When anxiety is mitigated, people feel more comfortable and confident in practicing their language ability. On the contrary, people who use avoidance as a coping strategy would negatively affect language learning and leads to poor performance. In turn, it ultimately brings more anxiety to the further language learning process and academic achievement. Coping strategies and attitudes are vitally important in the language acquisition process. This research paper summarizes four

major common oral stressors among international people in English-speaking countries and these people's frequent coping strategies.

III. Recommendation

3.1 Introducing English Learning Techniques

The introduction of English learning in ASEAN for non-native speakers plays a crucial role in developing their capacity within society. Both students and other social workers within the institutions develop an immense ability to cope with the diverse cultural altercations that are effective towards the epical dynamics. The English language positively influences and is relevant to non-native speakers in ASEAN. The sample population involved in the study revealed a wide range of results that might be effective in the long run for society and the country at large. The data obtained indicate that the introduction of English within the stipulated nation tends to be more effective on the non-native speaker workers and students compared to the native individuals within the region. It might be because there are diverse elements and other altercations for the non-natives compared to the natives. The other possible reason might be that the natives most often exhibit the question of identity confusion which retards their ability to adapt the English language to the total capacity. It is the essential component that is direct and abundant to the existing phenomena within the nation. The dynamics exhibited within the region tend to be cost-effective and efficient for the government. The performance of education among the sample population, whether postgraduate or undergraduate, relies on the aspect of the English language.

The data presented depict that the non-native speakers within the region tend to show higher performance in education than the natives. The education level is higher, and most people tend to be higher when people exhibit the English language. Most of the lessons taught in English tend to be easier than those trained in the institutions. The non-native students tend to set

aside all the underlying issues when perusing the English language within the society. The non-natives tend to put their whole energy and focus on the language being taught in the designated country. It is reflected through the data that has been presented. The non-natives tend to exhibit higher performance than the native individuals within ASEAN. The ASEAN region tends to receive a wide range of immigrants and foreigners from all corners.

The spatial ability exhibited by the people within the designated region is displayed on a higher part by the non-native social institutions' workers in ASEAN. The main reason for the exposition of the existing data within the area is the aspect of functionality within the society. The non-native workers within the society exhibit pressure from the community to deliver high results within the institutions they work. The nature of social dynamics has exposed them to a wide range of adversity, forcing them to be extravagant and precise in what they do within the institutions. It has made it easy for the stipulated population to possess a higher spatial ability and other dynamics. The higher precision of their work makes it easy for them to dominate the scales on the aspect of spatial knowledge in society.

Socialization is an important aspect and element within the society of the people within ASEAN. The culture of ASEAN is a consecutive culture that is restricted within certain limits in the community. The students tend to exhibit higher socialization skills, as presented through the data presented in the graph. The students possess a good atmosphere that enables them to interact freely within the environment. It is the most crucial element that has helped them perform well in the institutions and the society they thrive. The socialization skills possessed by the students are dynamic and essential for the lifestyle they desire within the institution (Recupero et al., 2018). It is crucial and key for the institutions in North Asia to enhance a diverse English curriculum that will be effective for all the students, including the native ones, to increase their social ability in various environments across the globe and not only in the native region. The natives tend to lag in

socialization with foreign individuals since they lack the necessary skills to enable them to do so within the society.

Cultural integration is the other element that has been facilitated by the practice of learning the English language by non-native speakers. English is an essential language that has its roots in diverse countries across the globe. It has enabled cultural integration among non-native speakers within the region of ASEAN. Cultural integration is a fatal and hard practice that requires an efficient understanding of the practices to denote the essential components within the nation. The non-native speakers have been accorded with the native culture through the English language. The non-native students are the ones that possess the urge to blend in with the new cultures across the globe. The existing cultures play a crucial role in the dynamics of the world. The students in ASEAN exhibit higher cultural integration since they thrive in an environment that displays diverse cultures. The essential culture and criteria are a particular and crucial societal element. The cultural integration among the non-native students is comprehensive and practical for social existence within the region.

The non-natives learning English within the republic of ASEAN exhibit a wide range of positive impacts that are dynamic and effective towards the aspect of other societal elements. The positive effects of non-native individuals learning English in ASEAN are diverse and commence from the component of spatial ability to the dynamics of the expression and cultural integration. The impact on the students may vary at some point, but the general performance in class depends widely on the aspect of culture that has been established within the region. There are also diverse system elements that threaten the operations of the existing nature of learning English. The underlying problems hinder the natural adoption and learning of English within the society for the non-native speaker in the region. The government and other sources need to embrace the aspect of diverse elements essential for the stability of non-native speakers.

3.2 Effects of Learning English on Non-native English speakers in ASEAN

The non-native students within the republic of ASEAN have been subjected to a wide range of adverse environmental effects. The non-native speaking students exhibit a steady decline in performance when subjected to English lessons. The students tend to decline in performance when a new language like English has been introduced. The study conducted on a specific school within the capital of ASEAN depicted that the non-native students who tend to learn English as a new language have difficulty improving their performance. The speech comes with new cultures and trends that every student is expected to grasp. The literature found that the aspect of social dynamics within the schools tends to derail students' morale towards learning and performance. The non-native students find it challenging to grasp the new and native language they are supposed to communicate with (Jang & Wood 2019). The research identifies that the non-native students are already learning the native language, which can help them to blend in the society.

The dynamics of the native language and its culture play a crucial role in the declining performance of the students within the designated school. The study identified that the students subjected to a new curriculum of English were perusing and learning the native language. The introduction of English brings about confusion regarding identity and other cultural factors. Students are fragile and tend to emulate the element of social dynamics that can enable them to blend in with society perfectly. Introducing English learning tends to shift their focus from one aspect to another, which is a tricky and dangerous element towards the student's desired performance. The institution depicted that the new system must introduce the component of perfectionism within the society for the non-native students within ASEAN. It is imperative for the performance of the non-native students to embrace the aspect of high and improved performance when the language being introduced is entirely new.

The other impact exhibited on the students within ASEAN is the aspect of transformation

in terms of behavior. The designated students tend to adopt the global behavioral elements that the Europeans are practicing. The integration of the white's behavior within an environment that does not support its culture is fatal to the performance of the designated students. The students tend to emulate the behavioral practices exhibited by the whites. Incorporating the specified behavior in the ASEAN environment tends to affect the students' performance towards the downside trajectory (Lee et al., 2019). The essential aspect of the students is the autodynamics integration of different cultures, which affects the overall performance of the specific students. Learning English from non-native speakers is fatal to the student's performance, as depicted in the study conducted in a particular institution within the capital of ASEAN.

3.3 Effect on Nativeness and Pronunciation

The practice of learning English within the republic of ASEAN has created an atmosphere that is crucial and essential for improved pronunciation for non-native speakers. Immigrants within the designated nation tend to adopt an effective and efficient form that enables people to understand the native language better. The Nativeness of people within ASEAN is enhanced through the English language since it is easy for people from diverse regions to understand the language and interpret it to the normal operations within society. The projection of events that occur through learning English in ASEAN depicts a higher node in embracing the new culture within the stipulated nation (Andini et al., 2020). It is easier for the non-native individuals in ASEAN to embrace and practice the unique culture of the native people through the English language. There is a partial difference in the rate of understanding between English and Asian.

The fact that English is an official language within the nation makes it easy for other non-native people to communicate effectively with other people within the society, thus enhancing the aspect of mutual understanding and acceptable cultural practices. The English language enables the people to manipulate the

native culture and blend in within the ASEAN culture and society. The partial difference in the rate of understanding English among the non-native speakers results in better understanding and pronunciation of the native language through practical learning and ability. The accuracy of articulation of the local language among the on-native speakers is facilitated by the culture of learning the English language within ASEAN.

The studies reveal that learning English in ASEAN places an individual at an advantage that can enable them to instigate the native culture (Chang 2018). The English language has facilitated the local culture of ASEAN. Immigrants and non-native speakers who understand English have expressed better native characteristics and traits regarding socialization and other factors within the environment. Learning English for non-native speakers also increases the skills of precision in terms of communication within the republic of ASEAN. The aspect of accuracy and precision makes it easy for the immigrants and other non-native people to adopt their best ability towards society's contribution.

3.3.1 It Increases the Communication Skills of Non-native Speakers

Learning English in ASEAN has been attributed to improved and higher skills facilitating mature conversations among people. The studies conducted within ASEAN's region depict an aspect of improved communication among non-native speakers. The individuals that represent the element of English within the stipulated country tend to embrace the element of intellectual conversations within social institutions and other organizations around the society. The study conducted in ASEAN depicts that non-native speakers who attempt to learn English tend to exhibit and engage in conversations maturely compared to those of native origin without any foreign language experience. Communication is an essential element in life, and it requires precision and persistence among people for it to be effective. The effectiveness of communication in ASEAN for non-native speakers depends on the

acquaintance of a new language that is clear and stable by other native individuals.

Learning English among non-native speakers improves the participation of individuals in community work and other activities that require diversity. When the immigrants and other non-native speakers are conversant with English, it is easier to communicate with other individuals of their native origin. The designated group can structure and initiate mature and beneficial conversations with society. Thus, the English language needs to be embraced within the stipulated region to improve the mode of communication and expression that people exhibit within the community (Song 2018). The studies reveal that communication has been effectively enhanced through English in ASEAN through the social institutions within the region. The non-native speakers always seek service from the social institutions within the designated area and create an environment that improves the country's security system.

The native Asian language is hard to utilize in expressing to other people, especially when it is not well understood. Learning English acts as a bridge with the other people who understand the language as it is also an official language within the country. The dynamics of the English language within the region play a crucial role in expressing people and students within the area. This makes it easy for non-native speakers to structure meaningful conversations with other people within the society. It improves their self-esteem and socialization skills within the community. Once the individual masters the art of expressing themselves in English to the native population, it becomes easy for the stipulated people to develop personally within society. Non-native speakers tend to build better communication skills once they learn English within the republic of ASEAN. Most of the immigrants within the designated country have adopted a wide range of dynamics that can be used to moderate their behaviors and other activities within the nation. The selected language has enabled them to understand and play a crucial role in society.

3.3.2 It has Enhanced Problem Solving Skills among the Non-native Speakers

Studies reveal that learning English by non-native individuals within any country across the globe increases the nature of problem-solving criteria that have been adopted within the world. People tend to adopt and embrace a new trajectory that can enhance efficiency in solving the problems that the designated group might face within the society. Immigrants tend to meet a lot of issues within the nation. The leading cause of these problems is usually a result of the language barrier, which can be easily breached by introducing the English language within the region of ASEAN (Yi & Jang 2020). Proficiency in the language creates an atmosphere that is conducive for the aspect of solving the existing problems within the environment. The nature of problem-solving is sophisticated and crucial for the operations exhibited within ASEAN. The dynamics for problem-solving skills are enhanced through the English language that the non-native speakers attempt to embrace.

3.3.3 It Leads to Improved Verbal and Spatial Abilities

The practice of learning English within the republic of ASEAN for non-native speakers results in an increase and improvement in verbal and spatial abilities. The oral pronunciation of the native dialect for non-native speakers increases significantly. The practice and conduct of learning English affect the non-native speakers in a wide range of dynamics that is crucial for the expression of the designated individuals. Presentation of ideas and other abilities is practical and dynamic for every individual. It is hard for foreigners and immigrants to learn the local dialect and master it effectively within the society. The English language acts as a bridge between the designated nations. It provides an adequate forum in which the people express themselves within the republic of ASEAN. It makes it easy for the non-native speakers to establish an understanding with the native speakers within the designated region. The language barrier is a familiar dynamic within the current society, and learning a neutral language like English can be the best element that can foster the best

communication and understanding among people (Schenck 2018). Society plays a crucial role in ensuring that every individual is subjected to a shared experience. Spatial ability is the conduct of exhibiting a compelling and complex understanding, thinking, and remembrance of the information relayed to them. The non-native speakers utilize English to display all the elements above within the society. It creates an average and effective way that is easy for foreigners to understand within the community.

3.3.4 It Results in an Improved Attitude toward the English language and Native Culture

Learning English can be an essential component for non-native speakers within the republic of ASEAN. The studies conducted within a specific community in the Southside of Asia revealed that non-native speakers tend to understand and practice the native culture when expressed in the language they know. The understanding element makes it easy for non-native speakers to delve into diverse cultural practices within the Republic of ASEAN. English plays a significant role in the cultural dynamics and association among people within the society. It is one of the neutral languages that has been adopted within the republic of ASEAN. The attitude of the non-native speakers toward the English language is dynamic and results in improved concentration towards specific elements. The result is an improved nature of the society through the cultural integration that has been adopted within the nation for diverse individuals. Cultural integration occurs at specific times and elements that are crucial and essential for the operations that aim to transform every individual's life. It is a vital element of society that can change an individual's life. The non-native speakers are subjected to the English language to enable them to blend into society through a wide range of activities and dynamics.

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