

ABSTRACT

The research is carried out to investigate ‘The Effects of Learning Environment when English is learnt as a Second Language’, and the study is based on 30 Undergraduates of the Faculty of Visual Arts, University of the Visual and Performing Arts. The Collection of data is done by administering a questionnaire. The teachers engaged in teaching ESL in four national universities were interviewed individually to collect data.

The aim of the research, hypothesis and specific objectives of the study were targeted to examine the effect of learning environment in the case of second language learning along with the theoretical underpinnings. The discussion based on the data analysis provided a sound understanding of the past and present learning environment of the undergraduates. Majority of the students mentioned the importance of the effect of the learning environment with regard to their performances in learning ESL. The students past negative experiences in English language learning and the lack of school level education in ESL had an effected in their performance at the aptitude tests. Although the students are interested in learning ESL, their attitudes, attendance to lectures and social stigmas create a negative impact on their language learning skills. As far as the present situation is concerned the limited time allocation and infrastructure inadequacies hinder their learning process. Also the domestic and social environment which occupies more than 50% of the student's life style is not conducive to learning ESL. Most importantly, the students have not understood the potential utility of English Language. Students should think out of the box and should understand the importance for English language skills which opens the door to a vast knowledge and equally massive job opportunities worldwide.

Key words: ESL, Learning environment, attitudes. Social stigmas, potential utility