

CHALLENGES IN LEARNING ENGLISH LANGUAGE AT INTERMEDIATE LEVEL

Niaz Hussain

BS English (Linguistics), Shah Abdul Latif University Khairpur Mirs, Sindh, Pakistan

Corresponding Author: sharniazhussain@gmail.com

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ABSTRACT

This study investigates the challenges faced by intermediate-level students in learning English at intermediate level. The research identifies obstacles such as bilingual instructions, less-trained faculty, and a lack of systematic grammar teaching. Utilizing a quantitative approach, the study explores preferences, reluctance, and challenges through a questionnaire. Findings indicate a strong preference for reading, reluctance in listening, and challenges rooted in anxiety about making mistakes. The study underscores the need for targeted interventions to enhance English language education and improve learning outcomes at the intermediate level.

Keywords: Challenges, Learning, English, Language, Intermediate

INTRODUCTION

The English language is lingua franca (bridge language) which is spoken throughout all over the world. For communication outside the country, we need language to communicate with anyone and anywhere in the world. English language is getting more and more prestige day by day throughout the world. Even English has become the matter of our success and survival today. In native countries of English language like USA, UK etc learning English language is not a problem even for non native speakers of English language. In non native countries of English language like Pakistan, India etc learning English language (LEL) is big problem for adults as well as for students of school and college. So this study tries to focus on hurdles faced by students of intermediate. Broadly the college students in public sector in Sindh, Pakistan are facing too much problems in LEL like bilingual instructions used by teachers in class, less trained teaching faculty, limited learning environment, grammar is not taught to students systematically class by class.

Researchers have selected a college of Khairpur Mir's, Sindh to investigate the barriers faced by students at intermediate level. In that college the majority of students have Sindhi language as their

mother tongue. This study aims to explore the challenges that create problems for students of college in LEL. The problems of those students are manifold that we have described above and need to be resolved. This study inquires into the matter of interferences and implications of mother tongue of students. The students learn English language as their second or foreign language, in their college along with their local and regional languages in their surroundings. This study aims to explore all these trends with a view of looking at the obstacles in LEL for the students of intermediate in public sector colleges. English language being an international and communities language is enjoying powerful status medium of instruction in Pakistan, since after partition. English language helps us developing our trade and relations throughout the world. In this global village many inhabit and they use different languages but English is a language that enables them Crossing and breaking all barriers and hindrances of geographical and linguistics. Students have been facing obstacles and hurdles in learning it. It has been facing many challenges in its implication in our society. These challenges are not found in its learning but in also teaching methods that's why our

learner faces obstacles in learning it. The study aims at exploring these difficulties and obstacles, but also presents recommendations. There is also need for teachers who are not only language experts but also who are well trained in the use of technology and who can facilitate FLL in a better way with the help of modern technologies. The study focuses on preferences of students at intermediate level towards English language skill (reading, writing & speaking, listening) and reluctance of students at intermediate level towards English language skills, challenges in learning English language. Those challenges should be social, environmental, strict assessment of teacher etc, the challenges are examined from multi-dimensions.

Objectives of Study

The study covers following objectives
To find out difficulties in learning English language at intermediate level.
To find out highly perceived difficulties in learning English language at intermediate level.

Research Questions

The study claims following answering the questions.
What are the general difficulties in learning English language at intermediate level?
What are highly perceived difficulties in learning English language?

Delimitations

This study involves four classes 11th and 12th PM and PE. We have not done our research on all we have selected some students to study all students. The study involves also the teachers of English, they teach English as a compulsory subject. The study does not involve the classes of commerce and arts because the college we have selected to study is science college. The study does not involves the teachers of other subjects like physics, chemistry etc due to shortage of time and resources. The study explores social and psychological challenges in English language learning of students are facing at intermediate level.

LITERATURE REVIEW

The challenges or problems in English language learning maybe concerned with subjective or objective supposition Kreshan (1981) has quoted that

when learner use the mother language the committed errors in their performances, influence for long time in their mind. This study will go for finding out those factors that affect on language learning process. In most of the fields English has illustrious value, such as , commercial, information technology, Science fields, communication and another education fields as well. As government has made several plans for making English language essential and compulsory subject in every grades as quoted Bhurgri and Gopang and Bhurgri and Zehri (2020). For all students learning English language is crucial. lack of parent's skills in English may become obstacle for thier children's learning. As they are busy in their life and cannot supply any direction to their children. It is assumed that parents having low income and poor background cannot provide better facilities to their offspring at home. That's why their environment at their home is not supportable for their learning. Those students do not have any support from their mates. Ramzan, Raza, Amir, Gul, Raza , Irshad, (2021) . Culture polishes the skills of students of language learning. The beneficial or favorable background of students may increases the capacity of English language learning, on the other hand the unfavorable culture plays its role in reverse. That type of student's lifestyle maybe the hurdle in learning foreign language. (Teevno , 2011) . The students of intermediate level are facing difficulties in learning English as second language and compulsory subject. They want to be competent in language and they are working hard for that reason but still they cannot remove those obstacles in the way of their progress. Although they have tried best, still the result is not satisfied. The failure in English subject like the failure in all subjects at intermediate level. Even they have significant and huge efforts for the teaching of English, the results are regrettable according to Khan, khan (2016). " Failure in English means the failure in all examinations". Second language learning in classroom is produced by various variables, such as attitude, motivation, age, aptitude, personality, classroom anxiety and so on. For 50 years many studies had been made in the field of anxiety, attitude, and motivation and on other factors for English language learning. Mostly the researchers had worked out on one those factors. i.e attitude or motivation or anxiety, but all these factors are essential at some extent to study in the research

of second language learning, because these are related to each other (Noreen, Ahmed, Email, (2015). Urdu along with other provincial languages (i.e Sindhi , Pashto, Siraeki, Punjabi) considered as first language in Pakistan. On the demand of educational institutions, English is learnt as second language. Almost every student in Pakistan learns English as second language right from the beginning of schooling. Due to negative conversion of first language structure into second language, while speaking English, the students face interference of their native language. That is the reason, it is difficult for Pakistani students to learn English as second language and they create various interferences in their performance as quoted by Masood, shafi , Rahim, Darvish (2020). In our study, the learners are intermediate level students .It shows that they have already learnt their mother language. But the difficulties arises in learning English language at their colleges. The problems faced by children and adults are same, but the logical problem is that adult at their level face different as Gass and Schachter quoted in their study. At intermediate level English is being as a compulsory subject in syllabi. Challenges means problems are difficulties in a way of learning English language at intermediate level. Like examination process student's weak performance in English as a subject, too much attendance, passive learning, uninteresting in literature based syllabi at this intermediate level. Mallik (1996) in his study that the performance of English teachers and old methodologies are considered to be major problems in learning English language not only those problems but also obstacles that learner faces difficulties during reading and writing for qualifying public examinations in English subject in our context of study. The learners use mother tongue for communication in society so learners face critical situations to the development of written language models, syllabi of reading and writing in English as second language and also compulsory subject. Fortsch (1998), the learners are at the level disadvantage for success because they face many difficulties. The relevance of qualification of English language teachers and their less polished skills are also another problem for learning. If the teachers do not take an interest in this additional subject which teachers do not teach in compliance with instruction of administration . Bashiruddin and

Qayyum (2014) if English language teacher lacks the skills and knowledge about subject also the students would lack same. Different researchers define in the area of educational psychology and language learning feels of fear, nervousness, confusion and anxiety. Most of researchers define that the anxiety has three different types, traits, state and situations. Amiri (2015) and Wang (2010) indicate that anxiety is one the factors in learning English language because it is showed that it is up most crucial and affective factor. Memon, Pathan, Taheem (2019) observed that the learning of foreign or second language varies among all learners because some find it easy to learn and some struggle hard to learn for achievement. In this level question arises that what make differences and what make successful than others that the answer could be many but researchers find that this differences is because of interest and attention towards language learning. Some of the reasons also arises that why motivation and attitude and attention effects the learner's interest behaviour. Motivation (intrinsic and extrinsic) and attitude means way of thinking have strongly affected on the success in language learning.

METHODOLOGY

The Quantitative method involves data collection procedures that result primarily in numerical data which is then analyzed primarily by statistical methods, for example survey research using a questionnaire, analyzed by statistical software such as SPSS, as quoted Zoltan Dorney in his book "Research methods in applied Linguistics". So this study involves the quantitative in nature, in which data collected through questionnaire survey and analyzed by computer software. Convenience sampling was used for research, in which researchers selected students according to the convenience of researchers, due to lack of resources and time. The study involves options, and arguments concerning the language learning approaches that are applied minimize the challenges of students at intermediate level.

The study highlighted the background of English language learning complexities of intermediate level learners.

The work presents practical approaches, practical conclusions about the challenges in learning English language. The study suggests recommendations with

a view of improving the techniques for learning second language.

Data was collected from male and female students of intermediate level of Superior Science College. Students were selected on their willingness to express their attitude towards learning English language. The format for questionnaire was selected Likert scale, the format is close ended and the participants were given instructions by researchers that attempt questions according to the response of participants. The aspects of topic were discussed in questionnaire was, the role of teacher in learning second (English) language, importance of grammatical knowledge in fluency of second language, how lectures help them to be fluent in second language, is reading was helpful to understand the structures of second language. The researchers used close ended questionnaire for collecting the data from respondents. The questionnaire highlighted three main aspects of challenges in learning English language at intermediate level, likes, dislikes and problems they face in learning English language. The questionnaire started from the introduction of students like name, class and gender. The questionnaire firstly asked according to skill which they like most, i.e listening, speaking, reading and writing. Then the questionnaire asked questions according to their reluctance of using skill of English language. Then at last the questionnaire asked questions about problems, students face at intermediate level.

Data Analysis and Interpretation

In data analysis the researchers used two tests reliability analysis and descriptive statistics. Descriptive statistics help us to summarize findings by describing general tendencies in the data and overall spread of scores as Zoltan Dorney described in his book “research methods in applied linguistics”. Reliability analysis shows that the properties of measurement scales and the items that compose the scales. In reliability analysis Cornbach’s Alpha (α) shows that the measurement of internal consistency is closely related a set of items are as a group. In general the value of Corbach’s Alpha above or equal to .7 is considered as reliable. At following table it shows that our data is reliable its values are above .7. The table 1 shows overall reliability of items in which number of items were thirty , in which three

variables were discussed challenges, likes and dislikes, factors that contribute in learning English language more effectively.

RELIABILITY ANALYSIS

Table 1

Overall reliability: Reliability Statistics

Cronbach's Alpha	N of Items
.759	30

Table 2

Construct wise reliability: Reliability Statistics

Cronbach's Alpha	N of Items
.710	4

Table 3

Construct wise reliability: Reliability Statistics

Cronbach's Alpha	N of Items
.721	4

Table 4

Construct wise reliability: Reliability Statistics

Cronbach's Alpha	N of Items
.731	22

Table 1 shows that the findings on overall reliability analysis shows that Cornbach’s Alpha revealed in which Challenges, likes and dislikes of learners, factors that contributed in learning English language more effectively scale with 30 items ($\alpha = .759$) which is reliable and in the good range of Cornbach’s Alpha.

The table 2 shows that items from 1-4 are reliable. Those items were on which of language skill they like most and have Cornbach’s Alpha of .710 which is reliable.

The table 3 shows that items from 5-8 are reliable. Those items were on which of language skill they dislike most either speaking, listening, reading or writing of English language at intermediate level and have Cornbach’s Alpha of .721 which is reliable at all.

The table 4 shows that items from 9-30 are reliable. Those items were on the problems in learning English language at intermediate level. In which different types of problems were discussed like

social background, strict assessment of teacher etc and have Cornbach's Alpha of .731 which is reliable.

Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std.
	Statistic	Statistic	Statistic	Statistic	Deviation
Preferences	50	3.63	5.00	4.3837	.40760
Reluctance	50	1.00	4.75	2.7950	1.03595
Issues	50	2.57	4.61	3.7437	.46387
Valid	N 49				
(listwise)					

In above table (N) shows the number of participants. Whereas minimum shows the smallest value in data set and maximum shows the largest value in data set. Mean is a type of average which is computed by adding values and dividing by the number of values. Standard deviation (std. deviation) is the number that tells us to what extent a set of numbers lie apart.

For the variable preferences we have information from 50 respondents, students of intermediate approximately age between 16-18, with a mean 4.39 and standard deviation .408. For the reluctance variable we have information from same respondents with mean 2.7950 and standard deviation 1.04. For the variable issues we have mean 3.7 and standard deviation .463.

FINDINGS

The study tries to explore three dimensions of English language learners at intermediate level, preference of students towards English language skill, reluctance of students towards English language skill and the challenges faced by students at intermediate level. Though the data collected results showed that at intermediate level majority of students given preferences to reading of English language, at reluctance majority of students were reluctant from listening to English language, at challenges due to anxiety of mistakes they are not able to learn English language effectively.

CONCLUSION

The study highlighted the challenges in learning English language at intermediate level. The study concentrated on different dimensions of challenges like social background can be hurdle in English language and influence of mother language can be hurdle for the children etc. Mainly three main dimensions were discussed preference to a skill of

English language, reluctance to a skill of English language, issues in English language learning at intermediate level. At preference dimension to any skill of language majority of respondents given importance to reading with highest mean 4.48 . At the reluctance dimension to any skill of language majority of respondents were reluctant from listening to English language with mean 3.14. At issues level majority of respondents have hurdle from their anxiety of mistakes in English language they were facing challenges in learning English language with mean 3.489. The study would help to find out hurdles in learning English language at intermediate level. The students at intermediate level would perform in learning English language effectively if those hurdles should be removed.

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