

## ANALYZING ENGLISH LANGUAGE LEARNING GOALS FOR STUDENTS IN BS ENGLISH

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### ABSTRACT

The study is specifically related to the language learning goals of students who pursue their bachelor of science in English language. The purpose of this study is to explore personal opinions and views of students about their degree program and to analyze effectiveness of courses in overall English language learning journey of students. The data is collected from 14 students of BS English program from random semesters. Qualitative approach of research is used in the study which throws light on the goals of students at initial stage of degree. The paper also delves into the expectations of students about their program and what they get at the end. Students also identify the areas in the program which need improvements. Those areas are unaddressed that can be researched.

**Key terms:** English language, language learning, goals.

### 1. INTRODUCTION

Goals are set to maintain focus while doing a task. They are helpful to achieve good results. As learning is a slow process which needs attention and focus of students. When a student is self-motivated and wants to learn something, then the journey ultimately goes smooth. Whatever we do in our daily life become easier when we pre-plan or when we have a goal and a motivation of doing that task. Language learning is considered a laborious task which needs a lot of efforts of students and teachers as well. B. Simon and J. Taylor (2009) explain that explicit learning goals give a valuable aid to guide students in learning process. They identified the dominant value in their study that students were very specific as to the ways that learning goals helped them: “focus,” “guided them,” “kept them on track,” “summarized,” and “outlined the course.” Similarly if students themselves set goals when pursuing a degree in language, these goals will surely criteria for them to check at the end of the degree; where they stand?

Language is a distinctive feature of humans which distinguish this creature from others. It helps us to express our feelings and emotions. According to Baugh, A., & Cable, T. (1993) among 4000 languages of the world English, French, German, and Spanish are important languages because of their historical background and their number of speakers

in today’s world. English language is a widely spoken language which is considered an international language. Ilyosovna, N. A. (2020) says learning English is crucial and people around the globe study it as a second language. Many of the countries include it in their school syllabus and children start learning it at a very young age. As English language is the language of science and aviation, it is very important for students to learn English for getting good job opportunities in future.

Some English language learning goals are set by the students to achieve their targets of their future life. An adult, who takes admission in language course, also has goals in mind. These goals vary among individuals. According to López-González, L. (2019) an effective learning goal sets clearly what students should be able to do after going through a course. When one see from one’s own perspective and makes goals for self-learning it really helps.

#### 1. Research questions:

The paper primarily focuses on analyzing the language learning goals of students who have decided to take admission in BS English. It will be dealing with the questions:

- What language learning goals do students typically have in mind when choosing to pursue BS English during the admission process?
- How well do the courses in the BS English program meet the specific expectations and needs of students seeking to enhance their language learning skills?
- What aspects of the program contribute most effectively to their language learning goals, and are there any areas that need improvement or adjustment?

## **2. Research objectives:**

The objectives of the paper are following:

- Explore the varied language learning goals that students typically consider when deciding to pursue a Bachelor of Science in English (BS English) during the admission process.
- Examine the extent to which the courses within the BS English program align with and fulfill the expectations of language learner students, focusing on skill development and proficiency enhancement.
- Evaluate the effectiveness of the BS English program in meeting the specific needs and expectations of students seeking to enhance their language learning skills.
- Identify key factors contributing to the success of language learning within the BS English program, while also pinpointing potential areas that may require improvement or adjustment from the student perspective.

## **3. Literature Review:**

According to Simon, B., & Taylor, J. (2009) learning goals help students to know what they need to know. Goals help students to focus on their targeted level of learning. They are also with the view that clear goals provide a valuable aid in their learning. Rehman, et.al (2014) motivation is an integral part in the achievement of any goal especially in learning a second language it plays a vital role. Baugh, A., & Cable, T. (1993) say that English language is constantly changing, that's why it is considered as an international language. They compared English with classical Latin which is a dead language because it has not changed for nearly 2,000 years. Ilyosovna, N. A. (2020) says that English language is the official language of 53 countries and it is the most common second language in the world. He also claims that

knowing English increases chances of getting a good job. Al – Hazemi H. (2000) argued that the strong desire for L2 learning contributes a lot to gain high degree of competence to be successful in the accomplishment of learners' language learning goals.

In line with the importance of motivation, Cheng and Dörnyei (2007) assert that learners' attitudes and motivations significantly influence their language learning outcomes. They emphasize the role of intrinsic motivation, which arises from personal interest and enjoyment in the learning process, as well as extrinsic motivation, which stems from external factors such as rewards or social approval. Moreover, Gardner's socio-educational model (1985) posits that learners' motivation is intricately linked to their perceptions of the language community and their desire to integrate into it. This perspective underscores the multifaceted nature of motivation in language learning, highlighting its interplay with both internal and external factors. Therefore, understanding and fostering motivation is crucial for educators seeking to enhance students' language learning experiences and outcomes.

## **4. Methodology**

In this study a quantitative method of research was adopted in the form of questionnaire. The questionnaire was comprised of 6 close ended and 4 open ended questions.

### **5.1 Participants**

In this study 14 students from BS English (7 males and 7 females) were taken from University of Kotli.

## **5. Data Analysis**

A total of 14 members pursuing the BS English degree participated in the research and voluntarily provided details about their language learning goals. Their responses are illustrated in the Figure 01 below.

6.1 Language learning goals of the students:

What influenced your decision to pursue BS English

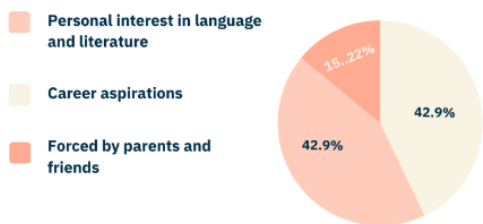


Figure 01

We figured out that BS English understudies have various points. A big part of them are centered around personal language objectives, such as further developing their language abilities for themselves, while the other half are checking out at additional expert objectives, such as involving their language abilities to search a good job in future. Some of them were forced by other factors e.g. influence of parents and friends.

6.2 Feedback on the courses (if they fulfill their needs or not)

We asked students that whether BS English program has contributed to their language learning journey or not? Their responses are shown in the following diagram:

To what extent do you feel that the BS English program has contributed to your language learning journey?

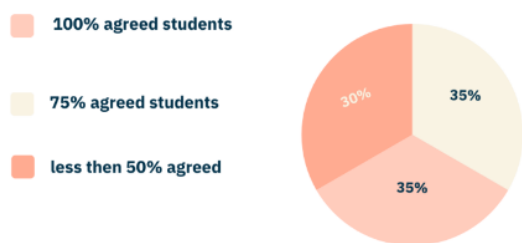


Figure 02

With regards to how their courses are set up, most students are blissful. 35% of them think their courses are fully planned and assist them with arriving at their language objectives. 35% of them have some minor issues. But 30% are those, who don't think the courses are working really hard.

6.3 What specific language learning goals they had at start:

When applying, did you have specific language learning goals in mind?

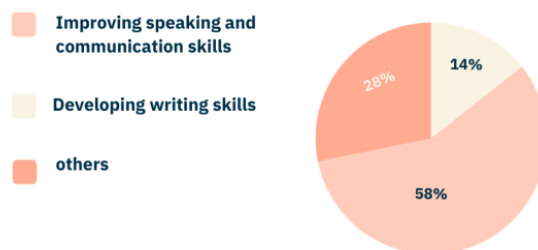


Figure 03

When we asked them, about their specific language learning goals? When they began their degree, 58% responded that their main focus was to improve speaking and communication skills. 28% of them chose the option of improving writing skills. 14% of them were conscious of all four skills. (They wrote on questionnaire)

6.4 What are specific courses or aspects that are particularly effective in language learning?

In the answer of this question, 50% of students have same views. They feel CS (Communication Skill) and EAP (English for academic purposes) are the courses which are particularly effective in learning English. Others have mixed views, related to the subjects of linguistics and literature.

6.5 Students who believe improvement is needed in studies

Status	No.	Percentage
Expressed their opinion	14 (Said Yes)	100%

Despite generally positive feelings about their courses, students believe there's room to make things better. Many feel that the courses could do more to prepare them for the real world, especially when it comes to using language skills in modern workplaces. As it was an open ended question, all students give different arguments. Some of suggestions of students are following;

- Complete lectures should be delivered in targeted language.
  - Number of courses within a semester should be increased.
  - All courses should follow a proper sequence.
- At larger population, students argued that EAP (English for academic purposes) a course which is studied in initial stages should be improved, because it helps language learning.

6.6 Do the courses are satisfactory for students:

We asked some questions about the courses which are offered in the program and the level of trust and reliability, of students about their degree program. The diagram of responses of three questions is following:

Diagram of responses on different question

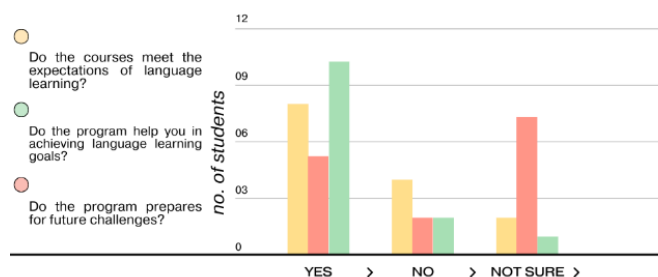


Figure 04

We have identified that a huge population is overall satisfied with the courses. But there is a ratio of students who have insecurities about the program BS English. Out of 14 students, 08 believe that courses in the program definitely meet their expectations of language learning. 5 believe that courses appropriately help them in achieving language learning goals. 11 which are 79% of population, claim that the program adequately prepare us for language related challenges that we might encounter in future.

6.7 Is there any connection between your language learning goals and your future career?

As it was an open ended question, some students say that these goals will help them in communication. While majority accept that their future career will be based on these language learning goals.

While answering the last question, students gave arguments about the areas within program which can enhance the overall journey of the language learning experience. Some believe that courses relevant to language skills can help student better while other suggest encounter of students (doing activities in group) enhance language learning journey.

6. Research findings:

7.1 Personal goals:

As we studied BS English students, we found out that learning language goes beyond just schoolwork. These students are interested in language for more than just studying. Our research revealed various reasons why they are passionate about language learning.

Within the BS English student community, there is a strong interest in the diverse world of literature and culture connected to language. These students are fascinated by the idea of exploring famous literary works like Shakespeare's sonnets or postcolonial stories. They aim to understand the deep insights about life and humanity hidden within these texts.

Moreover, our study identifies another set of students who see learning language as a way to develop personally and express themselves. These students believe that language helps them communicate their ideas and feelings effectively. They don't just see language as a way to talk to others, but also as a means to connect with people and shape who they are.

In summary, our research highlights the many different aspects of learning language among BS English students. Whether they're passionate about literature and culture or seeking personal development, these students are on a journey of exploration and learning. They're driven by curiosity and a strong dedication to understanding language and its significance in their lives.

7.2 Professional Goals:

On the flip side, our study has revealed a significant subgroup of BS English students who approach their language learning journey with a clear focus on their career aspirations. For these individuals, mastering



language skills goes beyond mere academic pursuit; it becomes a crucial tool for navigating the competitive landscape of the job market.

Among this group, students perceive language proficiency as more than just academic improvement; rather, they consider it a vital asset necessary for success in their chosen careers. Whether aspiring to become teachers, translators, editors, or language specialists, these students recognize that linguistic expertise serves as a cornerstone for unlocking opportunities and advancing their professional endeavors.

Through our interactions with these students, it's evident that they are motivated by a keen awareness of the practical implications of language proficiency in their respective fields. They are highly attuned to the demands of an increasingly globalized and interconnected world, where effective communication skills are essential for success.

In general, for this particular group of BS English students, language learning is not just an academic pursuit but a crucial investment in their future careers. Their steadfast commitment to improving their linguistic skills reflects a pragmatic approach to education, rooted in the recognition of language proficiency as a key determinant of professional advancement in the modern world.

#### **7. Data findings:**

By analyzing the data one perceives that for most of students BS English program is going well, but some of insecurities show that there are some flaws which need to be addressed. There are many aspects in human life which need attention and improvement. Improvements are necessary for better results and anything which is constant becomes boring and dull.

- First of all, we found out that there are two groups of students in the study. One of those students who are here in BS English because of their personal interest, and others find this program as a tool of job security in future. The combined view of students was to improve speaking and communication skills because of the demand of English fluent speakers. In a response most of students claim that their future career will be based on this degree and on the language learning goals. Beside they had personal interest or personal gain while choosing the subject.
- Then we moved towards courses in the program where many accepted that BS English courses align with their expectations and they have contributed in their language learning journey.

Almost 79% believe that it will help them in language related problems in future.

- In response of open ended questions, students mutually answer for some of areas within program which need improvement. They found the courses, EAP and Communication Skills as most effective areas in language learning. So they pointed out these courses should be improved. Along with courses, interaction of students with teachers and other pupils is also a source of language learning and development. According to a student from BS 7<sup>th</sup> it should also be considered.

#### **Conclusion:**

In conclusion, our study sheds light on the diverse motivations and experiences of BS English students. We've identified two main groups: those driven by personal interest in language and literature, and others aiming for future job security. Despite their differing motivations, most students prioritize improving their speaking and communication skills, recognizing the importance of English fluency in today's world. Overall, students express satisfaction with the BS English program, with the majority feeling that the courses align with their expectations and contribute positively to their language learning journey. Specifically, courses like EAP and Communication Skills are highlighted as particularly effective areas for language development. However, there are areas for improvement. Students suggest enhancing the curriculum by delivering lectures entirely in English, increasing the number of courses per semester, and ensuring a proper sequence of courses. Additionally, they emphasize the importance of interaction among students and teachers for language learning. While the majority of students believe the program adequately prepares them for future language-related challenges, there are still insecurities among some. Nonetheless, the students demonstrate a clear commitment to their language learning goals, whether for personal enrichment or future career prospects. In essence, our research underscores the multifaceted nature of language learning among BS English students. Whether driven by a passion for literature, career aspirations, or personal growth, these students navigate their language learning journey with dedication and purpose. Through addressing their suggestions for improvement, the BS English program can better equip students for success in both their academic and professional endeavors.

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