

## DIFFICULTIES FACED IN LEARNING ENGLISH LANGUAGE SKILLS BY UNIVERSITY OF SARGODHA'S STUDENTS

Kanwal Shahzadi, Zahabia, Najma Manzoor, Hafiza Shabana, Madecha Rehman & Rusham Zahra

Department of English  
University of Sargodha, Sargodha, Pakistan  
Corresponding Author Email: [zahabiahassan2@gmail.com](mailto:zahabiahassan2@gmail.com)

### ABSTRACT

Present research was conducted to explore the Sargodha University student's difficulties in learning English language skills. In order to highlight, a questionnaire was determined through statistical analysis on a sample of 30 students. After ensuring the reliability and validity of research instrument it was administered to 300 randomly selected students of department of English and many others departments. Results showed that overall university students require extra help in improving their English reading, writing, listening and speaking skills. We draw a conclusion on the base of Noam Chomsky (is an American linguist) theory about Language Acquisition which was published in 1957, a scathing review of B.F. Skinner's behaviorist model of language in which he argued that human language is best understood as a system that exists separately from experience. We also draw conclusion, it is human psyche that human beings learn through repetition.

**Keywords:** Students' difficulties, English listening skills, English, Reading skills, English writing skills, Learning Difficulties.

### INTRODUCTION AND LITERATURE REVIEW

When we study the history of English language we come to know that English plays a vital role in developing the status of a country. Besides its importance as an International language it is also called the major window on the world, which means that English gives us the view of the various progresses taking place in the world. It also provides us distilled essence of advance and up-to-date knowledge in all fields of human developments and activities (Yule, 1995). In our educational institutions in Pakistan, at the elementary level teachers give some instruction in writing and reading skills but at the secondary level these skills are not taught in the same way. In many rural areas of Pakistan the primary education is provided through the native languages such as Urdu, Punjabi, Pashto, Sindhi, etc., with not much emphasis on learning and using English.

There are several factors which affect students' performance in speaking English fluently. They are scared about committing mistakes while they speak. They cannot also express themselves well or adequately because they lack adequate and appropriate vocabulary. Another factor that makes students to hesitate to speak in English is that they are shy and nervous. They feel fearful to speak English in front of other people because they lack confidence about their own competence in English. So, it is important to help the learners overcome their anxiety, nervousness and fear with encouraging words. Good Atmosphere and suitable environment can

also help students to speak actively, correctly and fluently (Mueen, 1992).

Language is a mode of Communication. English is an international language. Urdu speaker faces difficulty in speaking English language. Language has great impact on man's life. We find out levels of difficulties of Sargodha University. Students facing problem of Hesitation, problem in learning English language etc. our data is quantitative in nature. Our research shows that the problem of students facing in learning English language and Explore the factors which came as a barrier in speaking English language .our research shows that due to(ESL) English as a 2<sup>nd</sup> language( mother tongue)student facing problem of learning English language. Our research shows that students need teacher guidance for improving their learning skill. The present study tries to uncover all perceived difficulties assumed in the Learning English language skills among the university students.

### **Statement of the Problem**

To identify difficulties students face in learning English language skills' the following were the objectives:

1. To study the causes of student's hesitation in learning English.
2. The explore problems related to listening, reading and writing skills of the Learners.
3. To find out the level of difficulties faced by university of Sargodha's student in learning English.

### **METHODOLOGY**

This study is quantitative in nature and statistical methods have been applied to analysis the data. Questionnaire has been used as an instrument to collect the data from the selected population. Collected data is based upon the questionnaire responses of students (both male and female) from university of Sargodha's students from various departments. All the students responded voluntarily. In order to check the reliability and validity of research 12 items questionnaire it was administered to 30 students from the population to check the reliability and validity of research questionnaire. Participants were guided orally by the researcher how to fill the questionnaire. The questionnaire is designed simply to be understood easily. It mainly consists of close end questions and MCQs. Results after data analysis have been presented in percentage and graph.

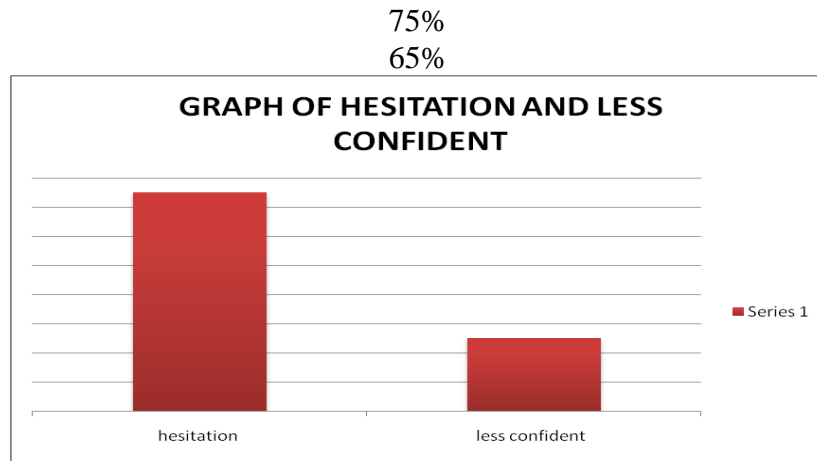
### **Procedure**

The respondents were contacted in their respective classrooms and information about the purpose of study was provided to them. After obtaining their consent, the research questionnaire was given to them with request to complete it in one sitting by selecting appropriate response category which they considered more appropriate regarding their learning difficulties in English language.

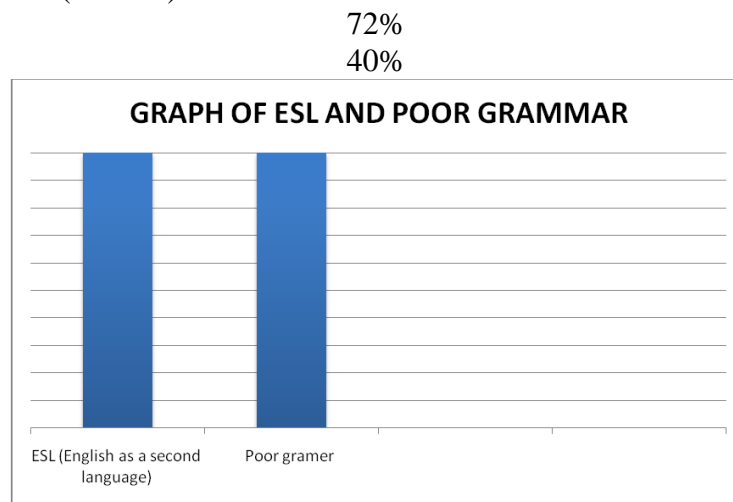
## RESULTS

The collected data was analyzed and interpreted with the help of percentages (%) with the help of SPSS.16. The data along with its analysis presented in the form of simple bar diagram, multiple bar diagrams and pie charts. Every item of the questionnaire was presented separately and simple percentage was used to analyze it. Percentages of students' responses to the research questionnaire (n=300), each factor has been discussed accordingly at their respective category as under:-

Mostly Students speak Urdu & Punjabi at university and home. They speak English 33% university in classroom than how they get fluency in English language. If students use English in their conversation, their hesitation would be removed and they can confidently speak English language. (Table 1)



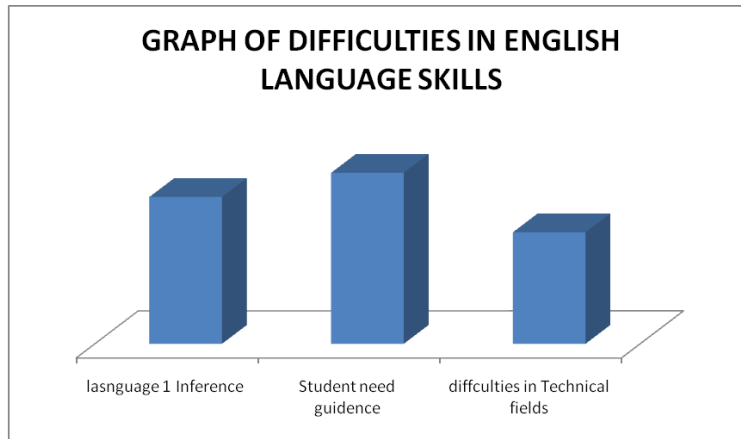
Students faced difficulties in learning ESL(English as a second language) due to poor command on L2 and L1 inference.(Table 2)



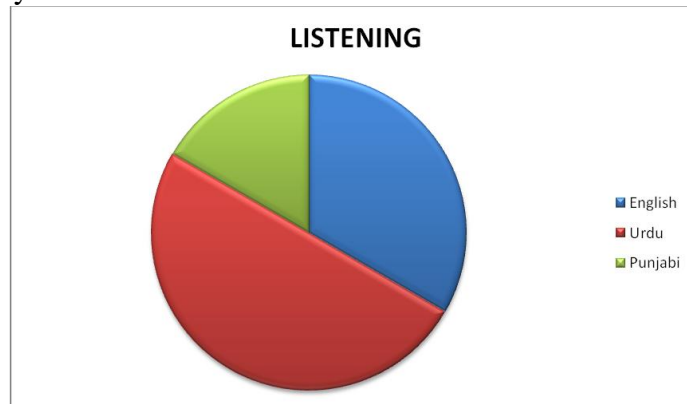
Students faced difficulties e.g technical field or using inter-net due to their poor grammar. Students need the guidance of well trained teachers to improve their Language skills. Students

understand things better when teacher use white board and draw graphs, flow sheet. (Table 3) .

79%  
92%  
60%

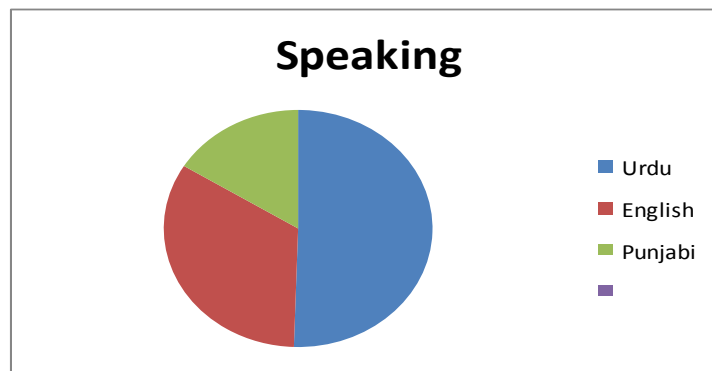


(Table 4) Language skills  
In which language do you listen much.



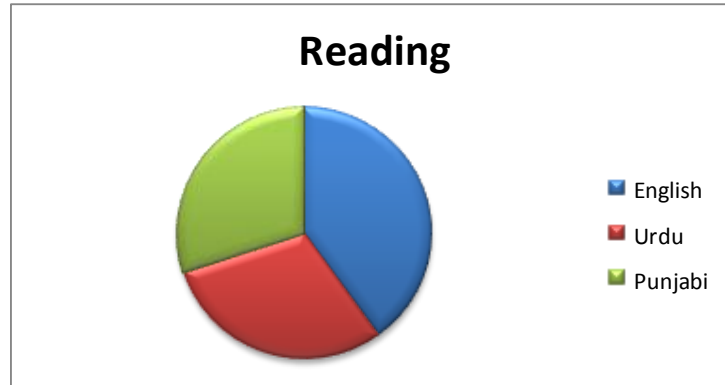
In which language do you speak much.

33%  
50%  
16%



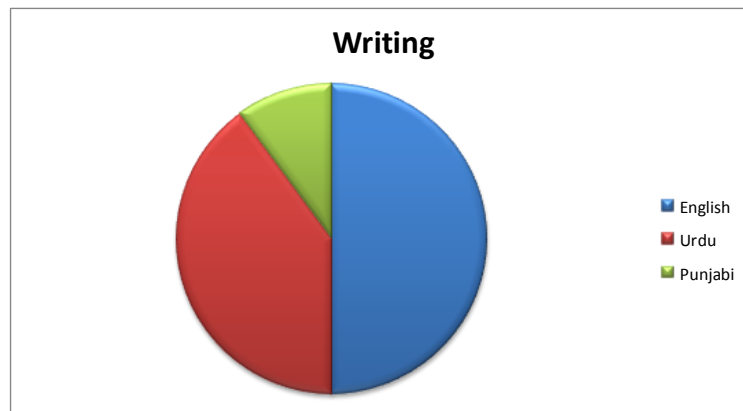
In which language do you read much?

30%  
40%  
30%



In which language do you write much.

50%  
10%  
40%



The outcome shows that students listen & speak English minimum only in class room their main preference towards Urdu and Punjabi. For them English is secondary importance. The solution is that according to B.F. Skinner Behaviorist theory man learns through repetition. They should practice to speak English language.

## CONCLUSION

On the basis of the research findings, it is concluded that students are hesitant in Speaking English and using reading skill. It is recommended that the exercise part should be improved and exercises should be added in order to improve the reading, writing and speaking skills of the students. Findings show that many students still prefer to write in their native languages (Urdu, Punjabi) so in order to develop literary writing skills students can asked to for creative writing, may be ask to write poems or essays daily just to overcome hesitation of writing. Finally it was concluded that students are not fully satisfied with existing teaching methodologies so

methodology of teaching English should be revised and A.V aids should provide in all English teaching classroom.

English is considered a language of elite class and officers (Rahman 2006; Shamim 2008). Moreover English helps them in reading the modern books related to engineering, medical, agriculture, zoology and literature. English language also helps to understand the latest technology. English language provides the way to progress. Now world becomes a global village and the language of communication with international community is English.

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## **APPENDIX**

### **Topic: DIFFICULTIES FACED BY UNIVERSITY OF SARGODHA'S STUDENTS IN LEARNING ENGLISH LANGUAGE SKILLS.**

Age..... Class..... Roll no.....

Gender: (a) Male (b) Female

#### **Questionnaire**

1. Students feel hesitation in speaking English language.  
a) Strongly agree b) Agree c) Undecided d) Disagree e) Strongly disagree
2. Students feel less confident while reading in class.  
a) Strongly agree b) Agree c) Undecided d) Disagree e) Strongly disagree
3. Due to poor grammar students are not able to learn ESL ((English as a second language).  
a) Strongly agree b) Agree c) Undecided d) Disagree e) Strongly disagree
4. Due to L1 (mother tongue) interference students commit error in learning Grammar.  
a) Strongly agree b) Agree c) Undecided d) Disagree e) Strongly disagree
5. Students face difficulties' in their technical field or in using inter-net because of weak English.  
a) Strongly agree b) Agree c) Undecided d) Disagree e) Strongly disagree

6. In which language do you read much? (a)English (b) Urdu (c) Punjabi
7. In which language do you write much? (a)English (b) Urdu (c) Punjabi
8. In which language do you listen much? (a)English (b) Urdu (c) Punjabi
9. In which language do you speak much? (a)English (b) Urdu (c) Punjabi
10. The major hurdle in learning English language is ESL (English as a second language).  
a) Strongly agree b) Agree c) Undecided d) Disagree e) strongly disagree
11. I understand thing better when teacher write on board.  
a) Strongly agree b) Agree c) Undecided d) Disagree e) Strongly disagree
12. Students need the guidance of well-trained teachers to improve LAD.  
a) Strongly agree b) Agree c) Undecided d) Disagree e) Strongly disagree