

PROBLEM OF LEARNING CONTENTS THROUGH ENGLISH AT BS LEVEL: A CASE STUDY OF CHOLISTAN UNIVERSITY OF VETERINARY & ANIMAL SCIENCES BAHAWALPUR

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ABSTRACT

The ability to communicate orally is commonly used as a benchmark for evaluating linguistic competence. A person is considered to be a proficient learner of a language if they can speak it fluently. Even though English is required coursework in all levels of higher education in Pakistan, students enrolled in all levels of education still struggle to master the language. This study examines how BS-level students in our province get benefit from ELT in English. This demonstrates how students' expressive skills are influenced by what's covered in the classroom's syllabi. This helps to clarify how educators manage to impart the necessary information to their students. For this investigation, we used a survey format. The study's participants were undergraduates from Cholistan University of Veterinary and Animal Sciences in Bahawalpur. The information was compiled by use of a questionnaire. The survey identified the most significant challenges students encounter while speaking: anxiety, lack of confidence, lack of practice, fear of making mistakes, a lack of a favourable setting, a lack of a rich vocabulary, and an inability to use grammatical patterns.

Keywords: ELT, Syllabus, Ability, Knowledge

INTRODUCTION

In today's globalized society, communication in English is essential. It's the international language of communication. In many parts of the world, English is not only spoken by native speakers, but also by those for whom it is a foreign or second language. It is spoken as a native tongue in many of the world's most influential countries, including the United States, New Zealand, Australia, the United Kingdom, South Africa, Ireland, and many others. As the language of instruction in K-12 and higher education institutions across the Commonwealth, including India, Pakistan, and Bangladesh, English is widely spoken and used. The importance of studying English to ensure a prosperous future has become widely recognized. The media, the academy, and the job market all use it, thus fluency in it is highly desirable. Literature written in English is equally significant because of the new perspectives it can offer. As a result of the internet, its influence has spread all across the planet. Crystal (1995) claims that "approximately 80% of all the information stored in electronic retrieval systems is in English."

At the BS level in Punjab, ELT does not yield the desired outcome. Books do not cater to the needs of the student's level of linguistic competence. The recommended reading list for English at the BS level has not changed since the introduction of BS programmes at universities. The course is strictly theoretical and places a heavy emphasis on grammar, but the authorities are confident that the

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student will be able to communicate effectively in English by the end of the programme. Teachers at the intermediate level often lack formal education or familiarity with current pedagogical practices. At the Bachelor of Science level in higher education, students are instructed by certified professors with appropriate training.

Unlike at the intermediate level, where teachers frequently intervene in students' learning, at the BS level students are generally given more freedom and independence. Students are at their own whims, following guidelines that rarely meet their academic requirements. As a result, individuals begin cramming with the help of various readily available materials that do not impart genuine information.

The primary goal of language instruction is to facilitate communication, which necessitates proficiency in four areas: listening, reading, speaking, and writing. At this level, students learn a language mostly through listening to and repeating lectures, which eliminates the most fundamental kind of interaction for successful language acquisition: conversation. The student never gets to practice his or her own speaking skills because all he ever does is listening and as a result, his or her capacity for communication never grows.

There are three distinguishable factors in ELT. There are educational institutions that place an emphasis on the English language, some that educate exclusively in the Urdu language, and those that use regional languages as a medium of instruction. In these institutions, students aiming for the intermediate certificate are actively discouraged from focusing on or even speaking English. You can find Bachelor of Science degree candidates at these three types of schools. Their varying BS level issues can be attributed to their varied cultural origins and instructional mediums.

ELT-related issues vary at the BS level. The first and foremost factor is the syllabus, which outlines the material to be covered in class; the second is the role of the teacher, who acts as a guide; the third is the school or other learning environment; the fourth is information about the student; and the fifth and final factor is the examination, which provides insight into the student's proficiency. To generate good or successful language learners beyond the BS level, a harmonious combination or balance of all four characteristics is required.

When two people want to talk to each other, they use one of two methods: written language or spoken language. The ability for humans to communicate with one another is made possible by a language's system of phonological signs. Although animals like monkeys, dolphins, and a few others are able to communicate through language, they are not able to utilize language as creatively as humans, as claimed by Chomsky (1988). Their method of communication is limited to a small set of predetermined signals. It seems that the ability to communicate verbally is both universal to and distinctive of this species. Nonetheless, "language learning can only take place when a message which is being communicated, is understood, i.e. when the focus is on the form of the message," as stated by Krashen and Tervell (1988). It is made clear that the greatest method to learn a language is through actual conversation and interaction, rather than just memorizing rules. When a person reaches maturity, they often take the time to study a second language. It takes more work to become fluent in a foreign language or second language. Learning a second language, as Lado (1964) puts it, "involves imitating, practicing, memorization, listening, interpreting, reading, writing, and speaking, etc."

REVIEW OF LITERATURE

In the 21st century, most countries where English is used as a second or foreign language have made teaching and learning English an integral element of their national curricula (Akbari, 2015). Learning English can open doors to new careers, countries, educational possibilities, and living standards (Crystal, 1997). Teaching English as a foreign language is a difficult job, especially in poor nations where students are forced to learn the language from kindergarten all the way through college. Science, technology, education, medicine, the arts, and every other facet of human existence are all intertwined with the English language (Harmer, 2001). The most cutting-edge scientific and technological literature is typically written in English. The internet and other forms of fast expanding information technology have similarly compelled everyone to become fluent in English (Richards & Renandya, 2002). Many students wish to improve themselves by studying English because they feel that learning the language would lead to improved employment opportunities (Harmer, 2001). Since the English language is so influential, many individuals throughout the world hope to one day call a country where it is spoken their permanent home. This includes not just students, but people of all

ages and walks of life (Crystal, 1997). Students of English as a second or foreign language face a number of challenges in addition to these benefits.

English Language Learning Difficulties

Being an English teacher in a country where English is not the native tongue is a difficult task. Many schools and institutions in nations where English is spoken as a second or foreign language have embraced English as the language of instruction, yet many students still find it challenging to master the language (Akbari, 2015; Phyak, 2016). Most students struggle with English in high school and college because of its complex grammatical patterns and because they perceive it to be a challenging subject (Ahmed, 2015). Difficult grammatical patterns, challenging lexicon, variation in L1 and L2, motivation, classroom practices and pedagogies, learners' attitudes, and so on are just a few of the elements that can hinder language learning. According to Thu'aimah (1989), there are a variety of causes of language acquisition challenges. These include issues with hearing, memory, speaking, mental health, introversion, as well as individual, social, and cultural differences among students (cited in Sokip, 2020). Based on his research, he has established that students' socio-cultural backgrounds and the methods of instruction they employ contribute to their inability to grasp new material.

Individual differences in a learner's disposition toward the target language are important, but the learner's social and cultural backgrounds can also play a role. Students' ability and motivation to learn a second language are affected by a wide range of variables, including their own levels of motivation and interest in the subject matter, the quality of their teachers' instruction, the quality of their classrooms, and the quality of the learning infrastructure available to them (Dimayati & Mudjiono, 2010: as cited in Sokip, 2020). Moreover, Sokip (2020) emphasizes that the role of the instructor, the function of teaching materials and curriculum, the teaching technique employed by the teacher, teaching media, and the infrastructure of the institution are all intertwined with language learning skills. Having a teacher who acts as a facilitator in the classroom can help students learn more effectively, but if the instructor is authoritarian in the classroom, students will be relegated to the role of passive learners and will miss out on valuable opportunities to practice the language (Sokip, 2020). Therefore, the teacher's presence and the method of instruction in the classroom are extremely important factors in successful language acquisition. Therefore, we can conclude that issues with language acquisition are not solely attributable to the learner.

In her study article, Akbari (2016) highlighted various difficulties associated with studying English. She studied Iranian MA English students and found that they had trouble with vocabulary, grammar, pronunciation, spelling, and finding effective ways to learn English. The adoption of a certain type of learning strategy may increase a learner's comprehension, as stated by Akbari (2016), who claims that learning strategies are unique instruments for boosting the learning capacity of learners. She went on to say that one reason people have trouble learning a new language is because they aren't sufficiently motivated to do it, which highlights the importance of intrinsic drive in language learning. Students may be more motivated to study English if they are made aware of the practical applications of the language. When students are interested in what they are learning, they exhibit focus, and they get through their coursework more quickly.

Among the many causes of academic challenges, Raja and Selvi (2011) identified the classroom setting, the teachers' mindsets, and their own level of expertise as particularly significant. They also mentioned that pupils would struggle to grasp the material if we failed to tailor our teaching to their own needs and abilities. Teachers or students both need to have a favourable impression of the English language in order to study it effectively. Similarly, they emphasized that a teacher's ability is the most important aspect in students' struggles to learn; if the instructor cannot present the material properly or in light of the students' prior knowledge, then the students will experience difficulty in doing so. Since this was the case, they concluded that issues with acquiring the language stemmed mostly from the methods and attitudes of classroom instructors.

The following difficulties in learning English as a second language were outlined by Nor et al. (2019) in a study published in the journal "International Journal of Humanities, Philosophy, and Language." Many factors contribute to English's reputation as a challenging subject, including: students' reliance on their English teachers; classrooms that aren't optimal for language practice; students' inadequate or inappropriate exposure to the target language; students' limited vocabularies; a lack of motivation; and instructors' ineffective pedagogical approaches. English language challenges

of Korean students at a Philippine multidisciplinary university: findings from a study by Guzman et al (2006). This research intended to better understand the barriers that undergraduate Korean students in the Philippines confront when attempting to improve their English language skills. Different pronunciation, not understanding what professors say, restricted vocabulary, problems in creating correct phrases, difficulty expressing oneself, and a lack of practice in real-world settings are some of the key difficulties pupils faced during their study. According to their findings, the most significant barrier to learning English was listening to and mimicking the teacher's accent. They also report that the presence of teachers and the classroom's approach to instruction are the most challenging aspects of acquiring English language skills. Speech, listening, reading, and writing are only some of the linguistic abilities that might be hampered by a child's struggle to learn. English as a foreign language (EFL) and English as a second language (ESL) students experience a wide range of difficulties with their spoken communication.

Speaking Difficulties and Their Cause

Fluency in spoken English, whether in an informal or formal setting, is an essential skill for every language learner. According to Nunan (1991), being able to hold a conversation in English is seen as the most crucial indicator of proficiency in the language. Speakers require awareness of, or familiarity with, a number of factors, or skillsets, in order to communicate effectively. These include linguistic mechanics (pronunciation, grammar, vocabulary), linguistic functions (requesting, greeting, obtaining permission, etc.), and linguistic and cultural norms (turn-taking, rate of speech, length and pause, etc) (Burnkart, 1998: cited in Heriansyah, 2012). As a result, fluency in spoken language is generally considered the most challenging aspect of learning a second language. While learning to communicate effectively, students often encounter a wide range of challenges. A few of the challenges that students experience when trying to improve their public speaking abilities include those that have already been discussed by Ur (1991): shyness, a lack of ideas, inconsistent involvement, and the reliance on one's native language. Many students have difficulty speaking out in class because they are afraid of being judged harshly for their blunders when learning a new language, as stated by Ur (1991). In a similar vein, students have nothing to say even though they are not shy because they lack motivation. Low or unequal class involvement is the third most common issue among students. Even if they are able to keep from taking over the conversation, students who are particularly outspoken or exceptionally bright may find that they just do not have enough time to share their thoughts during class. Ur's final point was that speaking one's native language can be a challenge. Students feel more comfortable speaking up in class when they are able to do it in their mother tongue, as this reduces the likelihood of misunderstanding and peer judgment. As a result, individuals have a difficult time learning English because they prefer to speak their native languages in class.

In a similar vein, Brown (2001) has highlighted the following issues with communication: Performance variables such as clustering, redundancy, reduced form and idiomatic expression, rate of delivery, supra segmental characteristics, and interaction. Learners of the target language may struggle with phrasal form since it is necessary in connected speech rather than word-by-word. It's the same with contracted or reduced forms, which are frequently employed in fluent speech but which second and foreign language learners are not accustomed to utilizing in speech, leading to difficulty in reducing some words in English and sloppy speech. The use of colloquial language by native speakers may discourage students from interacting with them, so reducing their exposure; if students are unfamiliar with colloquial language, this may cause difficulty in communication. A lack of fluency in speech production could be the result of an excessive reliance on gap fillers, hesitation signs, corrections, and rebuttals. Due to a lack of suitable lexical and grammatical resources, speakers may need to be prompted to continue their dialogue. Since English is a stress-timed language, it is essential that students learn to control stress, rhythm, and intonation in their own speech, all of which most non-native speakers find challenging. Limitations in vocabulary, grammar, and the atmosphere of the classroom are only a few of the many obstacles to fluency in oral communication.

The following, as outlined by Richards and Renandya (2002), are some of the most common reasons for speech impairments: Limitations in age or development, the auditory medium, social and cultural context, and emotional considerations. The majority of experts agree that age is the single most important factor in determining how well someone learns a new language. Experts in the field, such as Krashen, Long, and Scarcella (in Richards & Renandya, 2002), have contended that young children may be better able to pick up a second language than adults. Many adults, according to

Oyama (in Richards & Renandya, 2002), are unable to achieve native-like competency in a second language since they began learning it later in life. Some adult students may have trouble communicating because of interruption from their native speech. The aural medium is a second component that influences speech. Study after study demonstrates the importance of listening to others as a means toward developing effective communication abilities (Ur, 1991). Also, he says that listening is a prerequisite to effective speaking. Therefore, it is via both listening and speaking that students are able to internalize the rules of the target language. Slower speech rates may result from insufficient listening practice for students. As Richards and Renandya point out, socio-cultural factors are also a major influence on speech. In order to have meaningful conversations in a new language, students need to be conversant with the linguistic norms and customs of the language's native speakers. Speakers need not just to be fluent in the linguistic system, but also in nonlinguistic systems such as eye contact, body language, facial expression, and so on. As a result, difficulties in the target language communication system may arise from a lack of knowledge of socio-cultural issues. A variety of academics have discussed the impact of emotional elements in articulation difficulties, including (Brown, 1994; Khasinah, 2014; Oxford, 1990). An individual's speech rate can be slowed down by a number of factors, including but not limited to their emotions, self-esteem, empathy, anxiety, attitude, motivation (Oxford, 1990), and the experience of nervousness, impatience, self-doubt, and trepidation (Brown, 1994).

Research Question

1. What are the problems faced by learners in English language teaching process at BS level?
2. What are the causes of four skills of English language teaching process in Pakistan at University level?

METHODOLOGY

This study is based on hard data. The population of this study consists of Bachelor of Science in veterinary (BS) students in Cholistan University of veterinary and Animal Sciences Bahawalpur; in order to collect first-hand information, a questionnaire was developed to inquire about course topics covered at the BS level, as well as the teachers' pedagogical approaches to teaching English to their students. Data from the sample population was represented numerically. Information from participants is displayed as:

Table No. 1 Causes of Listening Difficulties

Statement	A+SA	DA+SDA	Mean	SD
Strange sound system of the speaker	80	20	3.89	1.056
Difficult grammar structure	75	25	2.87	1.263
Strange stress	60	40	4.12	.809
Fast speaking speed	72	28	4.20	.747
Broken sentences	64	36	3.69	1.124
Lack of vocabulary	78	22	4.04	1.047
Use of slang language	81	19	3.76	1.072

Eighty percent of students thought that the unfamiliar sound system of the speaker exacerbated the difficulty of listening, while twenty percent disagreed. Seventy-five percent of the students agreed that varying grammatical forms made it harder for them to listen, while 25 percent disagreed. Sixty percent of students agreed that an unusual stress pattern is also a cause of listening trouble, whereas forty percent disagreed. While just 28% of the students disagreed, 72 % believed that fast speech rates hampered their ability to understand what was being said. Only 36% of the population made this connection, while 64% of people overall did. In a survey of people with listening difficulties, 8 in 10 reported that a lack of vocabulary was a major factor. The majority of students (81%), although not all (19%), blamed the widespread use of slang and colloquial speech in real-world situations for their hearing difficulties.

Table No. 2 Causes of Reading Difficulty

Statement	A+SA	DA+SDA	Mean	SD
Loud reading	81	19	4.18	1.038
Slow movement of eyes on the text	75	25	3.17	1.289
Feeling hesitation in the class	66	34	4.14	.978
Habit of reading slowly	72	28	3.31	1.300
Lack of vocabulary	69	31	3.70	.673
Lengthy sentences	58	42	3.86	1.012
Lack of grammatical knowledge	70	30	3.97	1.045
Placing finger or pencil on the text	75	25	4.00	.972

Eighty-one percent of students who responded to the first question believed that reading aloud in a noisy environment exacerbates reading difficulties, whereas just nineteen percent disagreed. Seventy-five percent of students agreed that slow eye movement impairs reading skills, whereas just twenty-five percent disagreed. Sixty-six percent of the students said they were unsure about what to read next during class, while thirty-four percent were sure. Most students (72%) agree that slow reading speeds are a contributing factor in reading impairment, whereas only 28% disagree. Sixty-nine percent of students agreed that a limited vocabulary contributed to their reading difficulties, while 31 percent disagreed. Long sentences, according to 58% of students, are another cause of reading comprehension difficulties, whereas 42% disagreed. Seventy percent said a failure to adhere to grammatical norms contributed to reading difficulties, while thirty percent disagreed. Seventy-five percent said that where the reader puts their pencil or finger while reading was a factor in the difficulty they had understanding what was read, while only twenty-five percent disagreed.

Table No. 3 Causes of speaking difficulty

Statement	A+SA	DA+SDA	Mean	SD
Feeling of hesitation	68	32	4.19	.928
Feeling that other will laugh at me	60	40	4.15	.816
Lack of knowledge of grammatical rules	72	28	4.02	.987
Lack of vocabulary	60	40	3.42	1.280
Slow translation process from other tongue to English	63	37	4.21	.849
Lack of confidence	72	28	4.01	.601
Interference of mother tongue	77	23	4.26	.816

Sixty-eight percent of students who answered to the survey indicated that they sometimes have trouble speaking up, while just 32 percent of the general population reported having this problem. Sixty percent of students said that the widespread belief that they will be ridiculed if they attempt to communicate in English is a significant barrier to language acquisition, while forty percent disagreed. Seventy-two percent of respondents said that they have trouble communicating in English because they lack knowledge of grammatical norms, while only twenty-eight percent said they did not. Sixty percent of those surveyed agreed that they are unable to communicate in English due to a lack of vocabulary, whereas forty percent strongly disagreed. Of the students polled, 63% agreed with the statement that learning a new language slows down the learner's mental process to the point where they can't speak confidently or fluently, while 37% disagreed. The majority (72%) of respondents agreed that they never speak up because they lack confidence, whereas the minority (28%) disagreed. While 23% of students disagreed, 77% of students said that their native tongue gets in the way when they try to speak English.

Table No. 4 Causes of Writing Difficulty

Statement	A+SA	DA+SDA	Mean	SD
Lack of confidence	60	40	4.15	.855
Lack of grammatical rules	62	38	4.22	.839
Writing wrong sentences	58	42	3.61	1.020
Punctuation problem	55	45	2.71	1.256
Slow translation process from mother tongue	70	30	3.69	1.127
Lack of vocabulary	56	44	3.31	1.143
Speaking while writing	75	25	4.27	.941

Sixty percent of students said they can't write because they don't believe in their own abilities, whereas forty percent said they could. Sixty-two percent of respondents agreed that the absence of grammatical norms is a major factor in their writing difficulty, while 38 percent disagreed. 58% of students agreed that they cannot write because of incorrect sentence writing, while 42% disagreed. For 55% of students, the inability to write is exacerbated by a lack of punctuation expertise, while 45% are in favour of eliminating it. Seventy percent of the students believe that the lengthy translation process is to blame for their writing difficulties, while the remaining thirty percent disagree. Sixty-four percent of students said they were unable to write well because they lacked the necessary vocabulary, whereas forty-six percent said the reverse. Seventy-five percent of the students surveyed disagreed with the claim that their speaking habits during writing prevented them from writing or made writing difficult, while twenty-five percent of the students surveyed found the claim to be true.

DISCUSSION

The survey identified the following as the most significant challenges students encounter while speaking: anxiety, lack of confidence, lack of practice, fear of making mistakes, a lack of a favourable setting, a lack of a rich vocabulary, and an inability to use grammatical patterns. Because of these challenges, students are unable to better their communication abilities. Based on what I've read of Ur's (1991), I agree with these results. Speaking difficulties, according to her assessment, stem from issues like low or uneven participation, the usage of one's mother tongue, and inhibition. Most of those who took part in this study also identified excessive usage of one's mother tongue as a communication barrier. Similarly, Brown (2001) identified low self-esteem, a limited lexicon, and an inability to apply grammatical patterns appropriately as the most common obstacles to fluent speech among EFL students. A lack of classroom discussion was also cited by Brown as a challenge for EFL students. Similar types of issues are reflected in this study's results. Similarly, Richards and Renandya (2002) claimed that students were less motivated to practice their English speaking because they were afraid of making mistakes.

The majority of these students likewise reported being extremely nervous when speaking in front of their peers in this study for the same reasons. Similar to the present study, Heriansyah's (2012) research found that insufficient vocabulary, lack of self-assurance in public speaking, and unfamiliarity with classroom discussions were the most significant barriers to English communication. Similar challenges were examined by Alam and Ashrafuzzaman (2018b) with respect to students in Bangladesh. They also agree with this study that the most prevalent issues with speaking are a lack of vocabulary, fear of making mistakes, and self-confidence. Similar issues were observed in this study as were revealed in a study conducted by Sokip (2020) in Indonesia, which found that university-level students in Indonesia struggled most with a fear of making mistakes, anxiousness, and a lack of desire. But contrary to the results of these other investigations, Bashir et al. (2011) found something very different. Teachers were found to be making use of EMI and class discussion to improve their students' English skills in the study. According to the findings and discussion above, learners of English should be provided with numerous in-class and extra-curricular opportunities to use the language and hone their speaking skills (Brown, 2001; Richards & Renandya, 2002). A warm and welcoming classroom is essential for children to feel comfortable speaking English with their teacher. Research shows that encouraging kids to speak up in class and to listen actively can have a significant impact on their eventual fluency in public (Harmer, 2001; Sokip, 2020; Ur, 1991). Students' ability to communicate may benefit from their increased engagement in class

activities. A course's design should place equal emphasis on all skills, with a concentration on speaking to help students become proficient in English.

FINDINGS AND RECOMMENDATIONS

The students felt that their listening abilities were still undeveloped because of their lack of exposure to native accents. The student did not have many opportunities to utilize English because he spent much of his time at home and in his community. Teachers were the only people they heard speaking English. According to the response, the students did not develop the necessary reading skills. Because of poor punctuation, they felt awkward. Many students' lack of experience writing creatively prevented them from responding imaginatively to unfamiliar prompts. The majority of students blamed their inability to read aloud in class on the anxiety they experienced when doing so. At the BS level, the four aforementioned communicative abilities should be given equal weight when building curricula. As the translation process from English to the mother tongue or from the mother tongue to English is quite sluggish, the learners' listening comprehension is hampered by the native speakers' speaking speed. Documentaries, films, and music in English that deal with the topic, as well as greater options for direct technological communication with natives, could help. Encourage your students to read more effectively by reminding them not to touch the text with their fingers, pencils, or pens. Making classroom debate a two-way street requires employing contemporary tactics that are more student-oriented than teacher-oriented in order to encourage student engagement. All of the students' suggestions and ideas should be taken into consideration. It's important that English be used both within and outside of the classroom. Learners should be gently reminded of the importance of being polite when correcting pronunciation errors, and should be made aware that, as non-native speakers, they are likely to make pronunciation faults. Bad habits in speech and writing should be avoided for the same reasons they are avoided in life. Students avoid both oral and written participation because they are too nervous to make mistakes. More practice using the four talents in the classroom could help reduce this issue.

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