

## Difficulties In Learning English Language As A Second Language, At Secondary Level In Dir Upper



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**Abstract:** *This study explores into the challenges encountered by English learners at the secondary level in Dir Upper, Wari. It elucidates that English teachers in this region often lack adequate training in language instruction. Moreover, the study highlights the prevalent use of the Grammar Translation Method (GTM) by teachers, which poses difficulties for students as it encourages seeking parallels between English and their native language, an approach that is not conducive to effective language acquisition. Furthermore, the research underscores the insufficient emphasis on reading skills in English language instruction in Dir Upper, Wari. Reading comprehension is a fundamental aspect of language learning, yet it receives limited attention in classrooms. Additionally, the study reveals that the use of the native language alongside English instruction creates numerous obstacles for learners. This bilingual approach can lead to confusion, particularly due to the divergent grammatical structures of Pashto and English, resulting in students attempting direct translations based on Pashto grammar rules. To sum it up, this research sheds light on the deficiencies in English language education in Dir Upper, Wari, emphasizing the need for improved teacher training, a shift away from the GTM, and a greater focus on reading skills development, along with minimizing the use of the native language in English instruction to enhance the learning experience for students.*

**Keywords:** English Language, Second Language, Dir Upper, United States, United Kingdom

### Introduction

Language is the appropriate and systematic method of communication between persons. It is the tool, with which humans conduct their business in the society. This is the vehicle, by which diverse subject matters are transmitted. A speaker of a language must know something of the structure of his language, its place in the world and its relation to other languages. Language lives in a social order so long as people speak it and use it as their aboriginal language. Language is significant because the people, who speak it, are politically, socially, commercially, economically and culturally imperative.

Significance of English language is doubtlessly immense. According to a survey English language is spoken by more than Three-hundred-million people as a native language in the United Kingdom and the United States. The more is the

focus on language the more are people civilized. Each language has a completely different backdrop of people, culture, ethnicity or region.

Likewise, English language has progressed and achieved an esteemed position to such an extent that it is the most extensively understood language in the world with French as the runner up. English has attained the position of global language or *langue Franca*. English is widely used as an international language all the way through the world. It is used as an official language, even in most of the countries of the third world. English is also a medium of international communication. English is the extremely urbanized language and has the ability to express ideas and it is the means of revelation of modern civilization as well as knowledge.

Nowadays, English is diffused in every educational system all over the world.

English enjoys a status as Lingua Franca.

Due to globalization the demand of English language is exceeded and is a learning trend in many non-native students all over the world. English speaking nations compelled the non-native nations to learn English language. As Dr Tariq Elyas and Wassel Hanaitem Al Grigri says “the associations of English with modern technology, which economic progress and with internationalization, has encouraged people all over the world to learn English and to have their children learn it as early as possible English a language of powerful and elite European Nation and that is why English is a language of power”. At the dawn of 1920s, Japan as well as Chinese businessmen begins to value English language. Even chairman Mao was in favor of teaching and learning English language.

Due to certain reasons English emerged as a global language some of them are as follows

- English language dominates education all over the world.
- English dominates international trade and business.
- English is a language of international politics.
- English is a language for international communication.
- English is a language of international media and press

To sum up English language is diffused in all domains of native as well as non-native nations all over the world.

Due to the above mentioned reasons and many other reasons English language spread over the world and become the main pillar of educational systems over the globe. A work, in spreading English language is done by the English teaching organizations like TESOL, TOFEL, British Council, ACTFL, CAL, NCTE etc.

Pakistan is a farrago of many languages and about seventy languages are spoken in Pakistan. English language is used as a medium of instructions in secondary schools of Pakistan.

English is a Langue Franca and its learning desire is also diffused in non-native nations. English enjoys a special and esteemed position among Pakistani students. But like other non-native students, Pakistani students are also facing a number challenges in learning English language.

### **1.1 Background to the study**

English language spread with the colonization by English people. English invaded many lands and subcontinent is one of these English colonies, English were the elite and governing people of subcontinent and their language attained a high position. In 1838 English language substituted Persian language as an official language. Since that time English language started to use as an official language.

The people of subcontinent needed to learn English language as they saw their future in learning of English language. After the independence of Pakistan, Urdu became the national language of Pakistan, and polices were made to substitute English language and to enforce Urdu in educational institutions.

The English language first came to the Indian subcontinent with the merchants of the East India Company who were given a charter by Queen Elizebeth I, on 31, December 1600 to trade with India. It was diffused in three phases: the missionary phase (1614 – 1765); the phase of local demand (1765 – 1835); and governmental policy following T.B. Macaulay’s ‘Minute’ of 1835 (Kachru 1969: 19-22; Rahman 2002; for the ‘Minute’ see Rahman 2004: 73-90).

English came to be used by the elitist administrative services of India (ICS: the Indian Civil Service), the officers of the armed forces, and in higher education. It is used in these domains as well as in the courts of justice and the Indian parliament even now after 66 years of independence.

The constitution of India stated in 1950 that Hindi would replace English by 1965. However, it was amended in 1963 and again in 1967 so that ‘the change-over from English to Hindi has been postponed indefinitely’ (Apte 1976: 150). Pakistan was carved out of British India in 1947

and the pattern of the use of English is basically similar in both countries.

However, the areas which now comprise Pakistan, Sindh, Punjab, Baluchistan and the North West Frontier Province—came under British rule much later than parts of India. Partly for this reason the tradition of literary writing in English is stronger and more established in India lyengar, Jussawalla et al...( 1973) p ( 219- 239).

The constitutions of 1965, 62 and 73 have all articulated the desire to replace English by Urdu in all domains but, as in India's case, this has not happened so far. Thus, the central government of Pakistan, most provincial governments, and institutions of higher education do use English and there are several elitist schools— Aitchison College (Lahore), Burn Hall (Abbottabad), Grammar School (Karachi), some private schools and all convents and public schools—which teach all subjects in English and expect their pupils to use.

English in informal in everyday conversation Rahman, (2002) PP. (288-309). The products of these institutions speak and write what I have called a *crolectal 10* Pakistani English (PE: Variety B) Pakistani writers with international reputations— Bapsi Sidhwa, Zulfikar Ghose, Ahmed Ali of the older and Mohsin Hamid, Kamila Shamsie etc of the younger—use British Standard English (BSE) with some indigenous lexical items and idiomatic turns of speech for artistic reasons.

Pakistani writers do not manifest as much concern with the creation of a genuinely, indigenous English despite of Taufiq Rafat's call for a 'Pakistani idiom' Rafat, (1969) p(60-73)— as Indian writers have done Jussawalla, (1985) p(67-99). I have used the term Pakistani English for the varieties of English that are being used in Pakistan which Taufiq Rafat had used. However, while he was talking of the literary idiom while I am focusing on English spoken and written in Pakistan for different purposes. The term Pakistani English is already being used by many researcher on this subject Robert Baumgartner says "I was disturbed by the fact that this term was inadequate—even incorrect—because I was

actually dealing with Punjabi English, Pashtun English, Sindhi English, Baloch English and Urduized English.

In short, since the non-native variety of English was to be understood with reference to the language of interference, the language system of the speaker which is used to process English, it was misleading to confer the nationalistic label (Pakistani) thus denying that Punjabi English was similar in many ways in the Pakistani and Indian Punjabs and that Urduized English was similar to Hindized English in India. However, English is very much in demand by Pakistani students and their parents and employers. This has been confirmed by several surveys of attitudes towards English by Mansoor S, (1993; 2005); Rahman, (2002) Mahboob A, (2002).

The British Council reports on English also confirm this preference but argue that the mother-tongue should be used for basic schooling and English at higher levels (Coleman 2010).

However, the PEELI report suggests that the knowledge of English among teachers, both from the private and the public sector is very poor (PEELI 2013). Even so the parents of students welcome the use of English as a medium of instruction at all levels even if research suggests that basic education should be in the mother-tongue of the students. It does not satisfy that English is the marker of elitist social status and the most desired skill for lucrative employment in the country Rahman, (1996 & 2007). The pedagogical norm remains BSE though English literature is no longer the main focus of English studies in most of the universities as it was in 1989.

The shift to English Language Teaching (TEFL) has taken place. However, despite this major shift there is still little realization that PE is an institutionalized non-native variety deserving description and codification.

The Urdu committees kept emphasizing Urdu despite the opposition to it in East Bengal. In Dacca, one year after the first phase of the Bengali language movement in 1948, the Advisory Board of Education set up an Urdu committee under the chairmanship of Abdul Haq,

the father of Urdu (Baba-e-Urdu). Among its terms of references was the replacement of English by Urdu as a medium of instruction at the university level.

The committee decided in 1950 that Urdu shall be a medium of instruction in schools in Punjab, N.W.F.P, centrally administered areas of Karachi and Baluchistan to begin with (ABE 1954: 72). From 1952 it also became the optional medium of instruction at the intermediate level (12 years of education) at the colleges affiliated with the Punjab, Peshawar and Karachi universities (ABE 1954: 65).

Indeed, so soon was Karachi converted into an Urdu-using city that a report of 11, May 1949 tells us that the Municipal Corporation of Karachi adopted a resolution recommending the immediate adoption of Urdu in all of its proceedings? All the roads, for instance, would then be named in Urdu and other languages would cease to be used. This, however, was 'felt to be too participate' and the Decision-makers contented themselves by making Urdu the official language of the corporation (Review 1949). Part of the drive for creating a Pakistani-Muslim identity was the marginalization of the indigenous languages of Pakistan.

Despite of policies English remained the official as well as educational language. Pakistani students like other non-native students are facing numerous challenges in learning.

This study is an effort to explore and identify the challenges in learning English among the male as well as the female secondary students of government schools of KPK district Dir Upper, Pakistan.

The study finds out the challenges of learning English in classroom social aspects of educational policies in the Pakistan. District Dir Upper is one of the remotest and backward areas of Pakistan, where the students from various social and different language backgrounds, study in government educational institutions and they come across different challenges in English as a compulsory subject.

They learn English, as a compulsory subject, in their educational institutions along with the using

of their local and regional languages in their classrooms. This study aims to explore all these trends with a view of looking at the challenges and obstacles in learning of English for the students of government secondary schools in KPK Dir Upper.

## **1.2 Significance of the Study**

English is considered as a global language due to its expanded presence on the stage of the world. Many Pakistani students especially from remote areas when they listen something spoken in English by someone the listener feels discomfort. Ten or twelve years of schooling do not make our student proficient in speaking and writing English. Many of Pakistani student are bilingual or trilingual. English is one of Pakistan's official languages, along with Urdu. Although virtually nobody in Pakistan speaks English as a first language, around 49% of the populations do speak it as a second language.

English enjoying a place of compulsory subject among many other subjects of the syllabi in the educational institutions of the country as well as enjoys a powerful status of medium of instruction in Pakistan since after the partition. Many efforts have been made to give it highly acceptable and due place in the society of Pakistan according to the new modern challenges of the world.

This research study has much significance, for both teachers and learning students. Teachers may avail these techniques, which are addressed here, they learn form this research while teaching English at secondary level classrooms. It is also useful for upcoming researchers while investigating challenges in English learning at secondary level. This is why, because this modern world, breaking all barriers, has diminished in its size of a global village. In today's world, English is not only a compulsory subject but it also used in other subjects as well. English is key to knowledge, world and to success in educational ground. English dominated all domains of Pakistani people. This study will find out the challenges

English classrooms at secondary level and will enhance the learning of students. It will provide a good view of the challenges and will also help the

teachers to teach English in easy and best way. It will improve the performance of students at secondary level.

### 1.3 Research Objectives

1. To unveil the difficulties in learning English language as a second language
2. To provide students with different ways to improve English learning at secondary level
3. To address the problems in the methodology of teachers at secondary level.
4. To provide students with different techniques in order to avoid the mistakes they are committing while learning English as a second language.

### 1.4 Research Questions

1. What are the difficulties to students while learning English language as second language?
2. How students can improve English language learning at secondary level?
3. How the difficulties in learning language process can be removed?

## LITERATURE REVIEW

Literature review involves reviewing the literature including magazine, articles, reviews, books, journals and so on, these things must be related to the topic that is going to be researched. After reviewing the literature, it provides a gap for new area of knowledge to be explored. Reviewing the related literature specifies a research gap. It also gives a vivid foundation to the researcher which angle of an area of knowledge has not been explored. The researcher must acknowledge a person from whose research the data is taken, further the researcher paraphrases in his/her own words with an acknowledgement. After reviewing the related literature, the researcher has come and found this gap, which has not been explored. It gave the researcher a clear direction to fulfill the remaining empty gap. While conducting this research, the researcher has studied the following literature. Although, there were many books and articles written but they were not supporting this topic of this research, therefore, the researcher studied the following related literature, which has given a tremendous help to the researcher.

Khan T, (2008) has highlighted the same issue in his research study under the shed of qualitative research methodology. The researcher settled almost five questions along with scales the bottom line of his research is that students of English as well as their teachers have several hurdles in learning process. The main challenges in learning English are large crowded classrooms, less motivation, untrained ELT teachers, and shortage of English teachers' lack of interest in students.

According to his research "the majority of the teachers were teaching a class size of less than 60 students. It further shows that a big majority of teachers are not satisfied with the class size they are teaching. It also had been interestingly noted that no teacher has reported to be very satisfied with his large class size."

The field of second language teaching has undergone many fluctuations and shifts over the years" Kuhn, (1970)

Mansoor S, (2009) states that an overwhelming majority of students male and female from all provinces (both public and private sectors), teachers, and parents show highly positive attitudes to English in their preference for English as a medium of instruction in higher education (88%-97%) that is much higher than preference for Urdu (40%-71%), regional languages (6%-17%), or Arabic (0%-8%).

However, more students from public institutions prefer Urdu as compared to private students, while more students from private institutions prefer English as compared to public students. More parents whose children were studying in public institutions preferred Urdu as medium of instruction when compared with parents whose children were studying in private institutions. The majority of students, teachers, and parents show a preference for English medium education at all levels. At graduate levels, for both Arts and Science, the preference by all respondents ranges from 72%-94% in both public and private sectors. However, the preference for regional language, though low for all levels, is slightly high.

Gass, S.M. & Schachter J, (1989) stated 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 be asked to do creative writing, may be ask 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 be provided 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.

Jahan T, & Khan S, (2016) investigate that there are obstacles in learning English at intermediate male students of the public sector colleges in our country. Due to interaction with their mother tongues, Urdu and Saraiki, most of the students hesitate in expressing themselves in English. Then, this study has observed that our country and its people have a part of sub-continent and the land has been ruled by the invaders without the consent and will of its inhabitant; therefore the forefathers of the students do not like English being considered it to be a language of their past British imperials and masters. After, even, partition, the governments have not succeeded in making clear cut decision about the medium of instruction for the educational institutions.

Mohammed M, (2018) states that learning English language as a second or foreign language is a complex process which many factors and areas are at play. The researcher has reached the conclusion that all English language learners face

a different challenge in learning language. However, the ability of the learners has an effective role; it depends on the smartness of the learners and the amount of their attempt in taking steps to overcome the difficulties. In concluding the information based on the literature, it shows that learning English as a foreign language depends on methods, teacher's role, students' performance and environment. It plays an influential role since it obliges the teacher to provide a clear and comfortable environment in the classroom. Furthermore, English learners must have a good plan and use the best techniques to overcome the difficulties of learning English such as practicing, making contacts with English native speakers, have a good attitude, reading a lot and etc. As a result, the findings of the current paper show that there are different challenges and all EFL learners face difficulties while at the same time, findings propose some crucial and important material and way in order to overcome those difficulties.

Dabbagh S, & Ghazvinia et al... (2011) also highlighted the attitude and motive in learning English and his research is concluded as under, the results of the study reveal that the girls are more inclined to bilingualism than boys. They think that they add something new to their experience by studying English. In addition, they feel it is important to speak two languages.

However it wasn't observed significant difference among girls and boys in negative attitude, these results are contrary with the hypothesis suggested by Ladegard, (2000). which says that male subjects would be closer to second language and to its culture than female subjects would. This kind of inclination to bilingualism is similar to that of second language learners who have the characteristic 'additive bilingualism' (Lambert, 1990), and that is favored by the subjects involved in the study conducted by Commins, Lopes and King in 1987. This inclination to bilingualism may also explain their integration in learning English. Svanes (1987).

As regards gender, different student's results show significant differences between the subjects' responses to each of the instrumental and integrative types of motivation and to both

together. Male students are more motivated to study or learn English, however female students are more integrative motivated, while this was not found significant difference between male and female students in learning foreign language in general. Although the girl subjects are integrative motivated to learn English. Results demonstrate that there are major instrumental factors that make them do so: respect in the society. (Svanes, 1987 & Dornyei, 1990).

Female students have also more positive attitude to learning English as a foreign language than male students in general. There is no significant difference between types of motivation in high school students. Whereas, we can say with confidence high school students have very positive attitude to learning English as foreign language.

Oktay A, (2014) carried out a research on foreign language teaching: A problem in Turkish education. He states the issues that can frustrate the students, in terms of heavy grammar oriented language teaching and learning system and too much crowded classroom. In addition, some other problem like not starting foreign language learning at the very early age and not having suitable learning conditions at school are also taken as the major shortcoming of learning English as foreign language. Moreover he argues that there have no enough language practices in the schools. Besides those who take foreign language exam not being asked any question on foreign language and by this way its lessening the importance of the foreign language.

Akbari Z, (2015) investigates problems on learning and teaching English as a foreign language. She states five types of problem. They are problem on the part of the students, problem on the part of teacher, problem on the part of textbooks, problem on the part of teaching methods, problems on the part of language assessment and evaluation and political problem. Now it is the problem on the part of the students which includes not having roles to use English language outside of the classroom and not being able to use audio or visual tools for learning English. Problem on the part of teachers tells that teacher prepare the student only for examination.

They do not pay head to build language ability of the learners. Problem on the part of textbook tells about the use of unattractive, boring, outdated and incoherent texts in the book and the lack of transparency in the general purpose of the book.

## 2.2 Hypothesis:

- There is no significance differences among the students who study by the Urdu medium of instruction and those who study by English medium of instruction.
- There is no significance difficulty faced by the students in understanding English as a second language.
- There is no change of social behavior among students who study English as a second language.

## **Problems facing by students in learning English language as a second language.**

Grammar translation method: the students who are having difficulties while learning English as a second language, they are mostly taught while using GTM method for teaching. It is understood that when students have taught through the above method they will be searching for the similarities in English and their native language which is not possible. so, this thing brings hurdle in the way of learning a language.

The use of native language in the class: students and teachers are using native language in classrooms although, their goal is to learn English as a second language. It also gives spaces to many obstacles in the way of learning a language. Because they do not practice the desired language to be achieved in real environment, as a result they cannot achieve their goals.

## **Solutions:**

Firstly, there should not be more than twenty students in each class, because teacher cannot reach himself/herself to provide knowledge to every student.

The students and teachers must not have to use native language inside the class because they cannot go along with both of the language.

The teacher should not use GTM method while teaching English as a second language, because students will have clear objectives that every language has a different grammar rules, they will not mingle then both of the languages.

Most of the teachers are not properly trained for teaching English language. So, they should be properly trained for ELT.

The teachers inside the class should encourage the students that they will be able to speak English language, so that they do not discouraged.

Teacher should design activities such as group discussion, role play and many more to provide a real environment for language learning.

## **RESEARCH METHOSOLOGY**

### **3.1 Research Methodology**

The research method is purely based on quantitative approach. Quantitative research can be defined as systematic investigation of problem by collecting information and quantifiable data and performing statistical, mathematical techniques. It describes numerical data, the process of quantitative research is mostly based on deductive method, at the same way this study has limited to higher secondary schools class 9th and 10th students.

The researcher studied the problem and Challenges of English language learning in classrooms, while keeping in mind the research objective and research questions.

### **3.2 Sources**

This study is conducted through the following sources by applying these sources the researcher achieved his expected goals of the research:

### **3.3 primary sources**

The primary sources of this study- the researcher visited different schools to collect the data from the teachers, the researcher used to study the participants and while giving questionnaires. The students who were selected for pre-test and post-test were of class 9th and 10th at secondary schools.

### **3.4 Secondary sources**

Secondary sources are all the information which qualifies the basic sources.

The researcher used internet, books, article, magazines journals, research papers and other related sources for the current study. Which comes under the umbrella of secondary source. The researcher has taken the whole two classes of higher secondary schools in Dir Upper, Wari, as a population of this study. There are almost six secondary school in Wari.

### **3.5 Sampling:**

The researcher has selected two groups from the selected population as a sample. The researcher has taken first ten students from class 9th and 10th as a systematic population. And then started them teaching with two different methods, one was the way they have been taught by their teachers in conventional way, and the other method was different from the previous one, where native language has not been used, the strength was not that high, and these were the things, remained ignored by the teachers; as a result the researcher has experienced a tremendous change in the students who were taught differently the way their teacher have been used to teach. This sample has taken from the Government Higher secondary school, wari, Dir Upper. The first ten students of class 9th and 10th were taken as a sample.

### **1.1 Pretest:**

When the researcher collected data from the students in the form of a questionnaire, they took a pre-conversational test from sample students, where the students of both classes were unable to a produce a sentence, which would be grammatically decorated. Firstly, the researcher has observed that they have been taught in class rooms where teachers aim was to teach them how to speak English, but the use of native language dominating in learning a new language. Beside, when the researcher has given them some sentences in their own native language and instructed them to translate them into English language. The students have been trying to translate them as it is which was not possible, as



it is clear that Pashto and English has their own grammars which are different from each other.

**1.2 post-test:**

After pre-test the researcher taught students for twenty days, while not using native language during the class. The researcher divided them in groups and teach them individually, the focus was speaking while little attention were given to listening and writing. The researcher, during teaching, would instruct the students, in order to create an English environment, to close their eyes and imagine that they are in England and speaking to the foreigners at airport. Then the researcher asked them to present what they have imagined, every students would stood and present their stories. During teaching, the researcher assigned the students to use dialogue with each other, group discussion, reading activities, and role play. The students contributed in much confident way. They were not given such activities before. After all, the researcher took a final test, where the students were in a position to shape sentences, convey the message, perform a role play and dialogues, they were also given passage for reading where they learn much more vocabularies, where they also learned the use of those words.

**3.6 Data Collection Tools:**

The researcher has collected the data through questionnaire, the researcher has designed a questionnaire and collected the data from

**Table 1**

**Questionnaire for teachers.**

Question: Do you agree that English is a significant language?

options	Answers	Percentage
Agree	79	26.6%
Strongly Agree	162	54%
Dis-agree	24	8%
Strongly Disagree	13	4.6%
Uncertain	19	6.6%

different schools. Along with that the researcher has studied different books, article and has taken the data accordingly.

**3.7 Data Analysis Techniques:**

The researcher has collected the data via questionnaire from the teachers of higher secondary level at Dir Upper, Wari. The researcher has analyzed the data and has taken a pre-conversational test. The researcher has found some mistakes in way students speak. And after then the researcher taught them for twenty days and took a post-test. The data of questionnaire taken from teachers then analyzed in in the form of teachers. After that the researcher concluded the data on the basis of results.

**DATA ANALYSIS**

The researcher has collected the data in the light of the questionnaire while conducting the current study, from the students of high secondary schools at Dir Upper, Wari. The total strength of the students is three hundred. The researcher took a pretest from the students, in the form of conversation where the students unable to speak a single sentence properly, due to using Grammar Translation Method while teaching. After that, the researcher taught them for twenty days, keeping in view not to use the native language during teaching, and then took a post conversational test immediately, after then the students were somehow able to shape sentences in English language.

So in the light of above result it is clear that majority of the teachers agree that English is a significant language. This thing has dominated their minds, and as a result it exposes them to

psychological problems in language, as they want to learn this language within days, because of its significance.

**Table no: 2**

Question no2: Native language is a hurdle in learning English language as second language.

Options	Answers	Percentage
Agree	5	0.25%
Strongly Agree	10	0.5%
Dis-Agree	5	0.25%
Strongly Dis-Agree	0	0%
Uncertain	0	0%

So, the majority of teachers are agree that using native language as a hurdle in learning English language, this thing is also one of the important

factor that keep the students in constant flow of problems in language learning

**Table No: 03**

Question No: You are well trained for English Language Teaching

Options	Answers	Percentage
Agree	10	0.5%
Strongly Agree	5	0.25%
Disagree	3	0.15%
Strongly Disagree	2	0.1%
Uncertain	0	0%

Most of the teachers are not properly trained for ELT, in the light of the above result.

**Table No: 04**

Question No 4: Teachers are restricted to Grammar Translation method (GTM) Inside the classroom.

Options	Answers	Percentage
Agree	45	15.3%
Strongly Agree	93	31.33%
Disagree	87	29.33%
Strongly Disagree	66	22%
Uncertain	9	3%

It is concluded in the light of the above result that teachers are using GTM as a method for teaching language, which creates problems for students, as they will mingle both of the languages- native and

second language, and they will be looking similarities in both of the languages which is not possible.

**Table No: 5**

Question No 5: your classrooms are extrovert dominated.

Options	Answers	Percentage
Agree	60	20%
Strongly Agree	180	60%
Disagree	39	13.33%
Strongly Disagree	15	5%
Uncertain	6	2%

It has concluded while looking to the above given result that our class rooms are mostly extrovert dominated.

**Table No 6:**

Question No 6: Our syllabus is too bulky while the given time is too short.

Options	Answers	Percentage
Agree	12	60%
Strongly Agree	6	30%
Disagree	1	5%
Strongly Disagree	1	5%
Uncertain	0	0%

So, according to the above result the syllabus is too long while the given time is so short, so this thing also lead the students to face difficulties,

they will look just for cramming the rules to get more marks, they will not have time for learning.

**Table No: 7**

Question: Teachers are partial to readings and consider other aspects less important inside the class rooms.

Options	Answers	percentage
Agree	79	26.33%
Strongly Agree	75	25%
Disagree	55	18.33%
Strongly Disagree	61	20.33%
Uncertain	30	10%

So, it has concluded that teachers give extensive preference toward reading in the class rooms and they neglect other aspects of learning which are

having so much importance in learning a language. It leads the students toward difficulties.

**Table No: 8**

Question: Teachers neglect class rooms activities.

Options	Answers	Percentage
Agree	60	20%
Strongly Agree	99	33%
Disagree	60	20%
Strongly Disagree	60	20%
Uncertain	21	7%

In the light of the above result, majority of the students were agree that teachers neglects class room activities.

**Table No 9:**

Question: Over crowded class rooms are an obstacle in learning English language.

Options	Answers	Percentage
Agree	9	45%
Strongly agree	9	45%
Disagree	1	5%
Strongly Disagree	1	5%
Uncertain	0	0%

Majority of the teacher were agree that our class rooms are over crowded which create obstacles to the students in learning English language.

**Table NO: 10**

QUESTION: Poor class rooms management is also hurdle in English language learning?

Options	Answers	Percentage
Agree	7	35%
Strongly Agree	9	45%
Disagree	0	0%
Strongly Disagree	2	10%
Uncertain	2	10%

In the light of the above result most of the teachers were agree that management-less classes give places to hurdles in the way of learning a language.

## **RESULT**

In the light of the above discussion, researcher has concluded that there many possible factors which contributed English language difficult for learning as a second language.

- (1) Firstly, teachers make an over use of native language while teaching English language as a foreign language; Which let the students confused by mingling both of the languages native and foreign. This could be overcome by the teachers once they remove the idea of using the native language while teaching English language as second language, and then the students of languages will feel easy to learn it in an easiest way.
- (2) Secondly, the English language teachers are properly not trained for teaching the language, this aspect creates many impediments for learner as well as for teacher that do not have an output at the end of the day.
- (3) Thirdly, teachers of languages just focus on reading and neglect other aspects of learning a language, such as a role play, group discussion, conversation, dialogues, and so on which carry lots of important. Every language class needs to act some activities where the students feel free to speak a foreign language without any hesitation so, that the students can have a chance to learn a language in a better way.
- (4) Mostly, language teachers use Grammar Translation Method while delivering a lecture, so, it stuck the learners from learning a language, because they will be searching similarities in both of the languages which is not possible. So, in order to let the learners are provided with better way to learn a language a teacher should avoid using GTM, as it was introduced to teach and translate the Greek literature, which is inappropriate to adopt in a language classroom.
- (5) Sometime the syllabus is too much bulky and that can be hardly cover in the given time, so, looking to this development the language learners just keep the goal of covering the syllabus and getting high grades, this factor stopped the learners going ahead with mind set to learn English language other than getting high grades and finishing the syllabus.
- (6) Lastly, the language classrooms are mostly noisy, just because the language learners not having the clear-cut objectives of the course. And whenever, any language learner does not know the objectives of the course he/she will create a noisy environment. It is on the part the teacher to let the students know the objectives of the course in a simpler way, so, that they can be cooperative toward the class discipline and a respectful environment for student and teacher, which enable the language learner to have explicit casual of learning English as a second language.
- (7) The teachers, while teaching English as a second language, partial to reading and often negate other aspects of activities.
- (8) While learning a new language, it must involves different activities to be performed inside the class, but teachers always pay less attention to class room activities.
- (9) Mostly, the strength of students in class room is over crowded which leads the setting to less healthy environment for learning.
- (10) Most of the times the class rooms are management-less which make the students perplexed.

### **5.1 Conclusion:**

It has concluded in the light of the collected data from the students and teachers that there are multiple difficulties in the way to students in learning English language as second language. Firstly, the teacher uses Grammar Translation Method for teaching which unable the students the to learn the target language,

because students will be looking for the similarities in native language and target language which is not possible, as the grammar of every language is different from other languages.

Another striking point is the given time is short while the syllabus is too bulky. So the students will use different tactics to cover the course and get marks, this thing removed the chance to grasp over the target language. Sometimes the classes are too noisy which make the students unable to have clear cut objectives, the teacher cannot access to everyone in the class. Along with that according to the collected data, most of the teachers are not properly trained for English Language Teaching. Last but not the least, the teachers give too much preference to reading activities and neglect other aspects of a language, such as group discussion, role play and presentation, as a results they students face difficulties in learning English as a second language.

## **5.2 Recommendation:**

- (1) In order to achieve the command over target language the teacher should not use the native language while teaching English language, beside the students should not be allowed to use native language.
- (2) The syllabus in the target language should not be too bulky in a short time because students will not be able to cover the syllabus.
- (3) The teacher who are teaching English language should be properly trained for English Language Teaching (ELT).
- (4) Along with if there is more than thirty students in one class, they should not be allocate in one class.
- (5) The teachers should give equal preference toward every activity which is supporting learning directly or indirectly, as mostly the teachers give too much preferences toward reading activities and neglect the other activities such as group discussion, role play, and presentation.

## **5.3 Recommendations for the future researchers:**

- 1) This current area of study has explored from the perspectives of difficulties that are confronted by language learners, but this study has carried out in Dir Upper, Wari. So, the problems language learners experience in Dir Upper are almost present in whole province, KPK. So, it is highly recommended for the future researchers to explore this topic and apply it on the whole province, as it has its same education system everywhere.
- 2) The future researcher can also explore from the perspectives of psychological problems in students while learning English as a second language.
- 3) It is highly recommended to future researcher that this can also be explore from the perspectives of grammatical and pronunciation mistakes that students are committing while learning English as a second language.

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Dear Respondent,

The questionnaire is designed for the collection of data in the fulfillment of B, ed (HONS) degree. This questionnaire is given to express your own views about “ The difficulties in learning English language as a second language, at secondary level at Dir Upper, Wari”. You can contribute to this study by answering the questions. You have to make ‘tick’ in the correct blank. The information will be kept confidential and it will be only for the purpose of this research study.

Thank you for your precious time!

Questionnaire designed for teachers, at secondary level.

(a) Personnel data

(1) Name

(2) Gender (a) Male (b) Female

(3) Age of the respondent

(a) 40-45. (b) 40-50

(4) Qualification

(a) Secondary (b) Master (c) any other

(5) School type (a) public (b) private

Instruction: Tick the selected answer. Following is scale for given statements.

<b>Agree</b>	<b>Strongly agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Uncertain</b>
01	02	03	04	05

<b>S.No</b>	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	English is a significant language					
2	Native language is a hurdle in learning English language					
3	Teachers are properly trained for ELT					
4	Majority of teachers are restricted to GTM in class rooms					
5	Our class rooms are extrovert dominated					
6	Our syllabus is too much bulky and time too much short					
7	Teachers are partial to reading and consider other aspects less important					



8	Our teachers neglect immediate class rooms activities					
9	Over crowd class room is hurdle in learning English language					
10	Poor class room management is also hurdle in English language learning					

## **Appendix 02**

### **LIST OF THE SCHOOLS FROM WHERE THE DATA HAS COLLECTED:**

- 1) Government Higher Secondary School Wari, Dir Upper.
- 2) Government girls Higher Secondary School Wari, Dir Upper.
- 3) GHSS Nehag
- 4) GHSS Akhagram
- 5) GHSS Pashta