Investigating Speaking Challenges Encountered By Pakistani University Students: Causes And Recommendations

Dr. Zafar Iqbal Bhatti[1], Dr. Sumaira Qanwal[2], Anila Khan[3]

1. Associate Professor, School of English, Minhaj University, Lahore, Pakistan
2. The Islamia University of Bahawalpur
3. Lecturer, University of Management and Technology, Lahore

Abstract

Speaking English is a regular aspect of the academic life for EFL students at Pakistan's top undergraduate English programmes. For first-year undergraduate students at public and private universities, this approach can occasionally cause a lot of issues (Leitner, Hashim, & Wolf, 2016; Pandian, 2018). By keeping in view, the international significance of English language, the issue of language communication is the critical point at university level. (Ali et al.2020). This study aims to investigate all of these trends in order to identify the barriers to learning English for students at various private universities in Lahore. Radick (2016) is of the view that English language is highly valued all over the world. Students' academic success is based on speaking ability. Despite its significance, there was a lack of information regarding the difficulties with English speaking that Pakistani university students encounter. selected 20 participants for data authentication and collection. The sample of participants consisted of 20 students of BS English, from Superior University Lahore and University of Lahore. Sample of 20 BS English students of Private Universities took part in the current study. In this study, mixed techniques were used to look into the speaking issues that undergraduate students experience. The findings indicate that English majors at public and private universities have many difficulties communicating in English. However, this study indicated that students at public universities have slightly better English proficiency and experience fewer obstacles.

Keywords: speaking skill, English language, public and private universities, EFL learners

Introduction

A language is a tool that allows a person to express his or her feelings to another person. Therefore, English is a language that all people around the world share and is therefore required for communication. Early in the middle Ages, AngloSaxon England was the first place where English, a West Germanic language, was spoken. English is the third most spoken language in the world with around 375 million native speakers, demonstrating the significance of the English language. The crucial and significant function in disseminating scientific knowledge is played by English. In actuality, no field of research has not been discussed in English. English-language media such as movies, TV series, books, and music are widely available nowadays. One needs not to rely on translations and subtitles if you understand English. You will also improve your English listening and reading skills by using these media. This study is an attempt to investigate and identify the difficulties in learning Spoken English to students of the English departments of

various private universities in Lahore. This study solves and mentions the problems of the students while they are learning spoken English. This study aims to investigate all of these trends in order to

identify the barriers to learning English for students at various private universities in Lahore.

Language is the only means of communication for humans. It distinguishes them from animals that only have a communication system Hockett, (1955). Radick (2016). Language has a broad domain and scope. Language is a rich phenomenon that satisfies the expressions of every human being on the planet. The importance of learning languages has grown as the modern world has progressed. People are becoming more interested in learning languages. Because of their international significance, some languages, such as English, have grown in importance Ali et al., (2020). The English language is highly valued all over the world. Every language learner desires to be able to speak in public. Even in English language learning, success is measured based on speaking ability. Textbooks and instructors both use approaches that are focused on specific components of communication either in group or on individual bases.

Background of the Study

English is an Indo-European language that belongs to the West Germanic language family. Modern English is widely regarded as the world's lingua franca, serving as the standard language in fields as diverse as computer programming, international business, and higher education. Nobody can deny the importance of English in today's world because English is used as a global language. It is clear that English is more dominant around the world. The English language's influence has spread throughout the world via American pop culture, music, movies, advertising, and television shows. Old English, Middle English, and Modern English are the three main historical periods of the English language. From 449, Germanic peoples such as Jutes, Saxons, and Angles were brought to the British Isles With the establishment of centers of learning in Winchester, the writing of histories, and the translation of important Latin texts into West Saxon dialects in the 800s, the dialect spoken there officially became 'Old English' Finkenstaedt, & Thomas, & Dieter, W. (1973).

One of the best and most widely used languages in the world, English has a long history. Two billion people are thought to utilize English on a regular basis worldwide, making it a recognized language in many nations. Because there are so many reasons to study the English language, including the fact that it is the current global language of the media, it has almost become a must for people to be able to communicate in English. Global economics, tourism, technical advancements, scientific publications, and the Internet all require a thorough command of English. more specifically of spoken English. The official language of many Arab nations, including Jordan, Iraq, Palestine, the Arab Gulf, and others, is English.
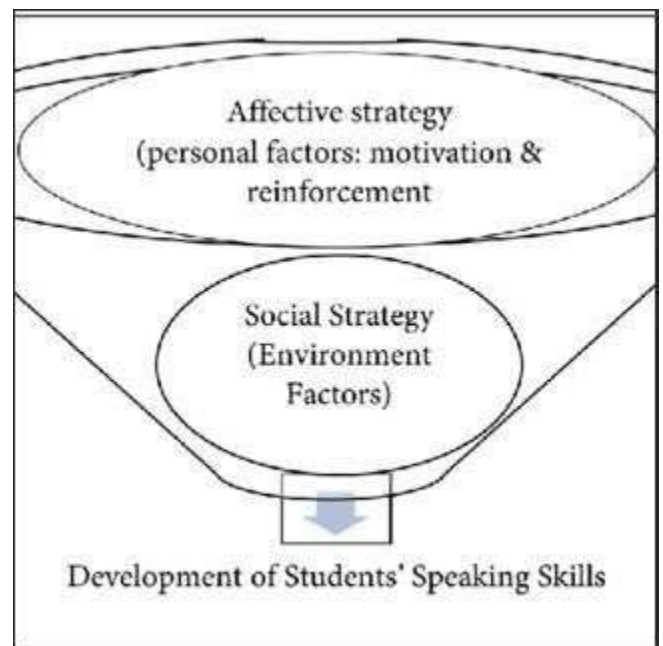

Fig 1 Logical Development of Students' Speaking Skills

Last but not least, one of the four language abilities that must be cultivated in Jordanian universities, particularly at Ajloun National University, is the capacity to speak English effectively in environments where both first and second languages are being learned. Speaking effectively has a lot of benefits for both speakers and business organisations. For instance, speaking well leads to accomplishments at

some point in ceremonial speaking activities, job training, activities, job interviews, and many business reasons, according to Osborn et al (2008). In this competitive age, it is safe to conclude that anyone lacking oral communication skills will be at a disadvantage and may find it difficult to further their career. Speaking is an interactive process that involves both producing and receiving meaning.

The Concept of ESL (English as a Second language)

Teaching English as a second language provides crucial language skills that prepare non-native speakers for future success in school, industry, and our society as a whole. It is an integral part of the transition and development of American society. Learning a second language like English can help you think more clearly and generally has several cognitive advantages like greater memory, increased creativity, and better problem-solving abilities James, J. (1996). Learning English, in reality, must be the wish of non-native speakers to communicate with the rest of the world. The official language which is currently used throughout the entire planet is English. English has several potential avenues for bridging society and the outside world. Because English is not our country's official language, one must study it in order to interact with everyone else for fulfilling the needs of modern world. Understanding English has become crucial in the modern era. Since every one of us has a unique mother tongue, learning English in order to use it as a second language in this context may present and face some challenges. Sometimes, when English is spoken in everyday situations, the responses are still anxious or stammer or may not be relevant to English dialogues. O'Grady, W., Kwak, H-Y., & Lee, M. (2005).

Learning English language

As kids transfer to school, it is crucial to learn as much as you can about university students who are language learners. Domestic language proficiency, past education, and migrant background can all have an impact on how

pupils change and develop in the classroom. The descriptions below provide a concise yet traditional picture of the possessions students carry and the difficulties they may encounter (2002). Menken, Kleyn, & (2009). Jaramillo and Olsen (1999). The official language of 67 countries and 27 non-governmental organizations is established for learning English. Furthermore, English is widely spoken in many countries where it is not the official language. Some English-speaking countries, in fact, may have more than one official language. Albert, & Baugh (1951).

Different Stages of learning spoken English in Pakistan

There are three main stages of learning spoken English in Pakistani context.

1. Beginner Learner
Schooling period of students is included in this stage there are many schools in Pakistan which are just focus on the spoken English.

Some institutes' names are given below,

Lahore
Australian Cultural Centre

Berlitz.com.pk
Al Andalus Institute of

Languages www.alandalusinstitute.com

Australianculturalcentre.blogspot.com Lahore

American School www.las.edu.pk
Berlitz Pakistan Institute of Career

Development www.icd.org.pk International

School of Cordoba www.cordobaschools.com/

2. Bahawalpur

Berlitz.com.pk   Lord   Modern   Languages

Institute www.lord88.20m.com **3. Islamabad**

International School of Islamabad

www.isoi.edu.pk My IELTS Band

www.myieltsband.com 5 Star Institute Islamabad

www.5starinstitute.com.pk

4. Karachi

Berlitz.com.pk Pakistan American Cultural

Center www.pacc.edu.pk Innovative English

Learning Center www.innovativeenglish.com.pk

KAS Karachi American School www.kas.edu.pk

Berlitz Pakistan Domino English

Learning Centre

www.dominoenglish.com

Lingo School of Languages

Lingosol.com/

 (https://www.eslbase.com/schools/pakistan).

2. Intermediate Learner

This step is included in College's life of the students in Pakistan.

Some college names are given below which are just focus on learning spoken English,

1. Peace College of Technology Rawalpindi
2. Brains College Lahore
3. ALM College Lahore
4. Career Institute, Faisalabad

3. Advanced Leaner

Advanced learning of English Language in Pakistan is included in the university level and different institutes which help out in learning spoken English.

1. National University of modern languages, Islamabad
2. Unique Group of Institutes, Lahore
3. International Islamic University, Islamabad (https://www.eduvision.edu.pk/institutio ns-offering-spoken-english-withfieldlanguage).

Research Questions

1.   What challenges university students are facing in English speaking

2.   What are the perceptions of students towards solving challenges they face in English speaking learning

Research objectives

1.   To the challenges of university students are facing in English speaking.

2.   To the perceptions of students towards solving challenges they face in English speaking learning

Significance of Study

Since the partition, English, as a global and local area language, has stood firm on a strong footing as a vehicle of guidance in Pakistan. It is likewise an obligatory subject on numerous schedules in the country's instructive establishments. Numerous endeavors have been made to give it an exceptionally satisfactory and due place in Pakistani society considering the world's new present-day challenges. The language permits us to extend our exchange and associations with the remainder of the world. It is likewise conceded and recognized that the local individuals of this language have managed the whole world with its assistance, and this impact should be visible over the entire course of time of country. It is the language where the English have managed over the subcontinent. The motivation behind this exploration is to examine the challenges and obstructions that block learning and advancement. This endeavor distinguishes these boundaries, yet in addition makes suggestions. With the changing

socioeconomics of understudies, there is a more prominent need to draw in students in assuming total ownership for their language learning. There is likewise a requirement for educators who are language specialists as well as prepared in the utilization of innovation and can further develop unknown dialect learning using current advances.

Methodology

A brief description of research design is presented, followed by data collection tools which included sample, instruments and participants, that were used to conduct this study.

Then, description of instrument, followed by detailed procedure is presented. The next section describes the activity, research ethics and data analysis procedure.

Research Design

The term "research design" refers to the framework of research methods and techniques that a researcher chooses to carry out a study. The structure gives researchers the ability to analyze research techniques that are pertinent to the field and set up their investigations for success. The research design is the fundamental approach you select to combine the distinctive elements of the study in a logical and cogent way, assuring that you will adequately address the research problem. It also acts as the guide for gathering, measuring, and analyzing data. Social Research Design (D. A. De Vaus, SAGE, London (2001). William M.K. and Trochim's Knowledge Base on Research Methods (2006).

Fig 2The goal of a research design is to ensure that the data collected allows you to effectively solve the research problem in a clear and unambiguous manner. Pearson (2013). (2013). Dianna C. Gardner, Lynne M. Haeffele, and W. Paul Vogt, When to Use What Research Design.
Guilford, New York (2012). Successful research projects provide accurate, unbiased findings. Two of the four essential qualities are:

1. Reliability

When conducting routine research, the researcher anticipates similar results each time.
Only a solid sketch will allow you to achieve the desired effects. Your strategy should outline how to shape research questions to ensure widespread results.

2. Validity

There are several measuring tools available. However, the only correct measuring tools are those that help some researcher gauge outcomes in accordance with the research goal. This graph will then be used to create a valid questionnaire.

Mix Method

Both qualitative and quantitative research have been used to conduct this study. With the help of quantitative calculations, qualitative research establishes links between collected data and observations. Statistics can support or refute beliefs pertaining to a naturally occurring event. Quantitative research is used in situations when the need for statistical findings to gather useful information is critical. A better perspective is provided by numbers while making critical business decisions. Strategies for quantitative research are crucial for the development of any company. (https://www.questionpro.com/blog/researchdesign /amp/).

Data collection

Data collection is the technique of gathering and measuring information on variables of interest, in an mounted systematic fashion that enables one to reply referred to lookup questions, check hypotheses, F.B., Davis, C.E., Fairweather, W.R., Honohan, T., Mowery, R, O'Neill, R. (1998). Guidelines for quality assurance in multicenter trials: a position paper. (Controlled Clinical Trials, 19:477-493).

Data collection is a systematic approach to measure the facts from various sources to get the complete picture of region of interest. Data collection permits an individual to answer the lookup questions, to make predictions about chances and to evaluate consequences McLaughin (2001). The researcher selected some tools for data collection.

Data Collection Tools

Tools or instruments for research are questionnaire, focus group interview and surveys Ashirwadam (2000). This research is conducted through questionnaire and focus group interview.

Questionnaire

A survey is a kind of exploration instrument that comprises of a progression of inquiries or various sorts of prompts intended to evoke data from a respondent. An exploration survey is normally comprised of both shut finished and genuine inquiries. Unconditional, longstructure questions permit the respondent to expand on their viewpoints. The Measurable Society of London concocted research polls in 1838.

The data gathered from an information assortment survey can be both subjective and quantitative in nature. A poll might be conveyed as a review, yet an overview typically incorporates a survey. (https://www.google.com/amp/s/www.questionp ro.com/blog/what-is-a-questionnaire/).

Interview- a way to collect information

An interview is a qualitative research approach that depends on asking questions in order to acquire data. Interviews contain two or more people, one of whom the interviewer is asking the questions Tegan, G. (2012).

Question and answer session in the verbal form is called interview. Interviews in Research works are different from general interviews related to jobs. Interview in Research is controlled by researcher to avoid distortion and biasness. In interview of Research, interviewee is asked some questions related to research objectives and Respondent's answer of the questionnaire. Interview can also be flexible, such as Structured or unstructured focus group or individual etcetera. Focus group interview is basically a setting for the homogenous group to reflect on the questions inquired by the interviewer Dilshad, & Latif, Focus Group Interview is a Tool for Qualitative Research:
An Analysis, (2013).

These are some tools in the research world to collect the data that are interviews, focus group discussion, observation, surveys and questionnaire. In this study the researcher collected the data using two tools, Questionnaire and Focus Group Interview.

Sampling Technique

Sampling is a technique for selecting particular people or a subset of the population in order to make statistical inferences from them and determine the characteristics of the full population. In order to acquire relevant information without studying the entire society, researchers commonly use a variety of sampling approaches in market research. The probability sampling approaches are often employed in exploratory and qualitative research. This kind of research aims to get an early understanding of a small or understudied community rather than testing a theory about a big population.

There are different kinds of sampling methods

1. Purposive sampling

This kind of sampling, also known as judgement sampling, entails the researcher choosing a sample that will be most beneficial to the research's objectives. It is frequently employed in qualitative research when the researcher prefers to learn in-depth information on a particular occurrence versus drawing general conclusions from statistics or when the population is relatively tiny and focused. A successful purposive sample must have precise inclusion requirements and justifications. (https://www.scribbr.com/methodology/samplingmethods/).

The purposive sample technique has been used in this study because this type can only fulfill the requirement of this research.

Participants and Sample

The researcher selected 20 participants for data authentication and collection. The sample of participants consisted of 20 students of BS English, from Superior University Lahore and University of Lahore. Sample of 20 BS English students of Private Universities was selected because those students have better understanding related to

subject or anything which create the problems in learning English Language.

Data Analysis

Data analysis is the most essential part of any research. Data analysis summarizes gathered data. It consists of the interpretation of records gathered through way of the use of the use of the utilization of potential of the use of analytical and logical reasoning to guardian out patterns, relationships or trends (https://library.up.ac.za/c.php Data analysis).

Data Analysis Tools

Data was analyzed on the basis of percentage of participants' responses in questionnaires.

Analyzed data was represented in the form of graphs, showing the number of responses for different asked questions in the questionnaires.

Procedure

This research is based on qualitative and quantitative study. This study focuses on the problems and solution of the students of Private universities of Lahore while they are in the phase of learning to English language. For understanding the problems
and solution researcher gave questionnaire to 20 students, 10 from Superior University Lahore and 10 students from University of Lahore and collected the responses of participants about the difficulties and solutions about English language communication. For qualitative study research conducted focus group interviews, consisted on 5 participants. Researcher noted all the responses and analyzed data on the basis of responses.

To conclude, this chapter provides the whole procedure of conducting the research by giving

Graph 4.1
the description of each component of research methodology. It provides the framework of how

research is conducted, what was the procedure and who were the participants.

Results

A very careful attempt has been made to investigate the difficulties and solutions of learning spoken English Language in the different universities of Pakistan. The mixed method approach is used to answer the research questions. The quantitative part of research is about the performance of students by questionnaire and the qualitative part is about the focus group interview. The sample of 20 students is used to collect the data and data has analyzed. This people are of the view that they make common grammar mistakes while speaking English language. This shows a hindrance in learning correct grammar in our society, that people know

chapter will discuss the results of problems and solutions of the students while they are trying to learn English Language.

Difficulties

that they make common grammar mistakes but cannot find any easy way of learning grammar.

Graph 4.2

Graph 4.1 represents the responses of participants on the statement 1 that is "Making common grammar mistakes while communicating in English language". 20 participants responded

according to their opinion about the statement. The graph indicates that 7 participants out of 20, responded agree and 13 participants responded strongly agree on the statement, which shows that
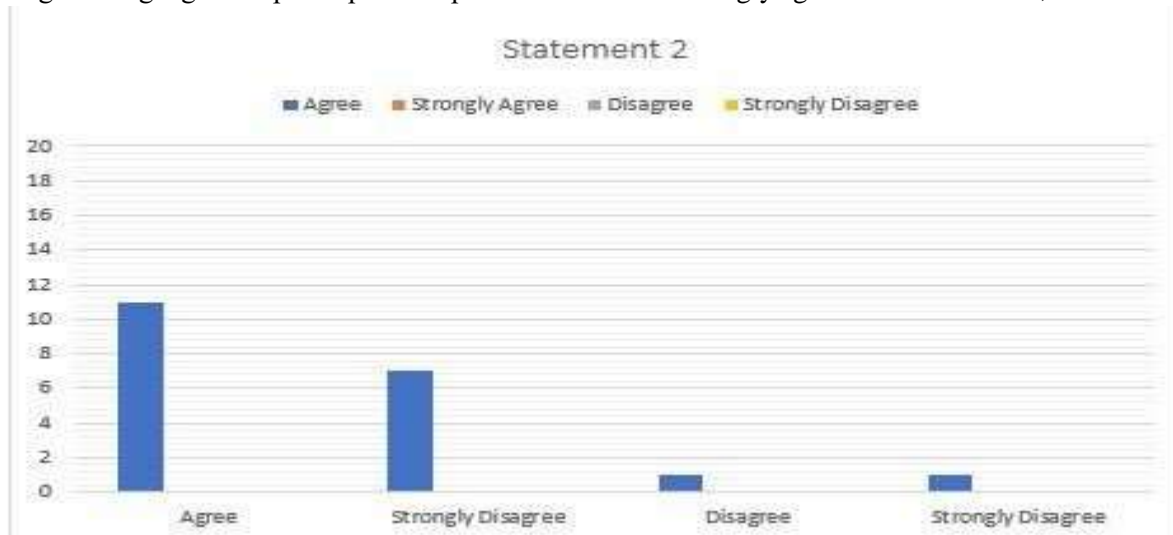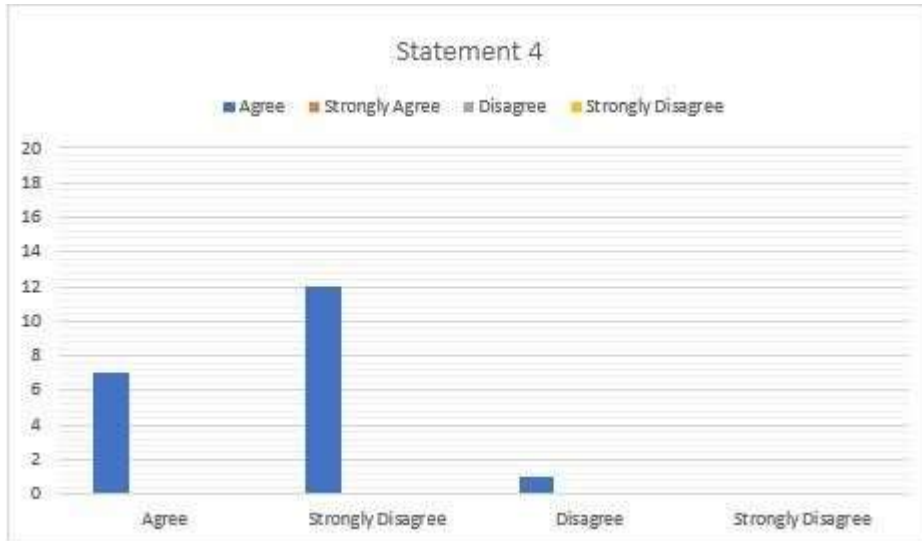
Graph 4.2 shows the answers of students on the statement 2 that is "Shyness while they are trying to speak in English language". 20 students answered according to their opinion about the statement. The graph indicates that 11 participants out of 20, responded agree and 7 participants responded strongly agree and 1 participant responded disagree and 1 participant responded strongly disagree on the statement, which reflects that students are of the view that they feel usually shyness while they are try to speaking in English language. This response reflects a hindrance in learning English Language due to real shyness in our society that students know that they feel shyness but cannot find any easy way of solution of this problem.

Graph 4.3

Graph 4.3 shows the answers of students on the statement 3 that is "Lack of confidence while they are trying to speak in English language". 20 students answered according to their opinion about the statement. The graph indicates that 7 participants out of 20, responded agree and 11 participants responded strongly agree and 1 participant responded disagree and 1 participant responded strongly disagree on the statement, which reflects that students are of the view that they usually face the problem of lack of confidence while they try to speaking in English language. This reflects a hindrance in learning English in our

society that students know that they have lack of confidence but cannot find any proper way of rid out from lack of confidence.
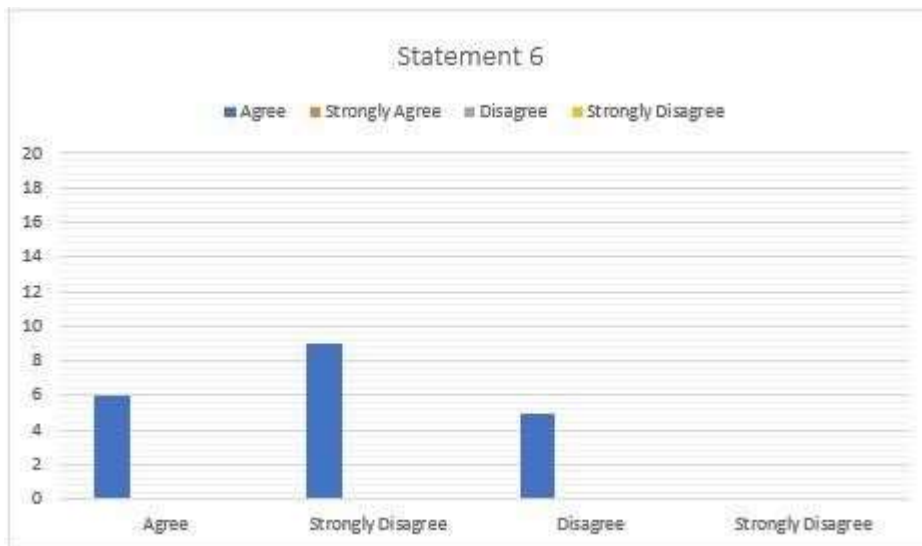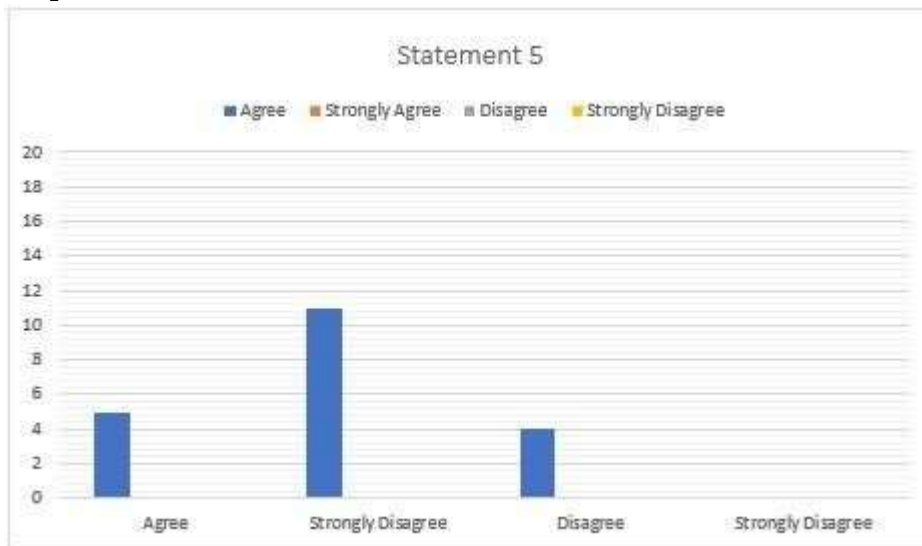
Graph 4.4
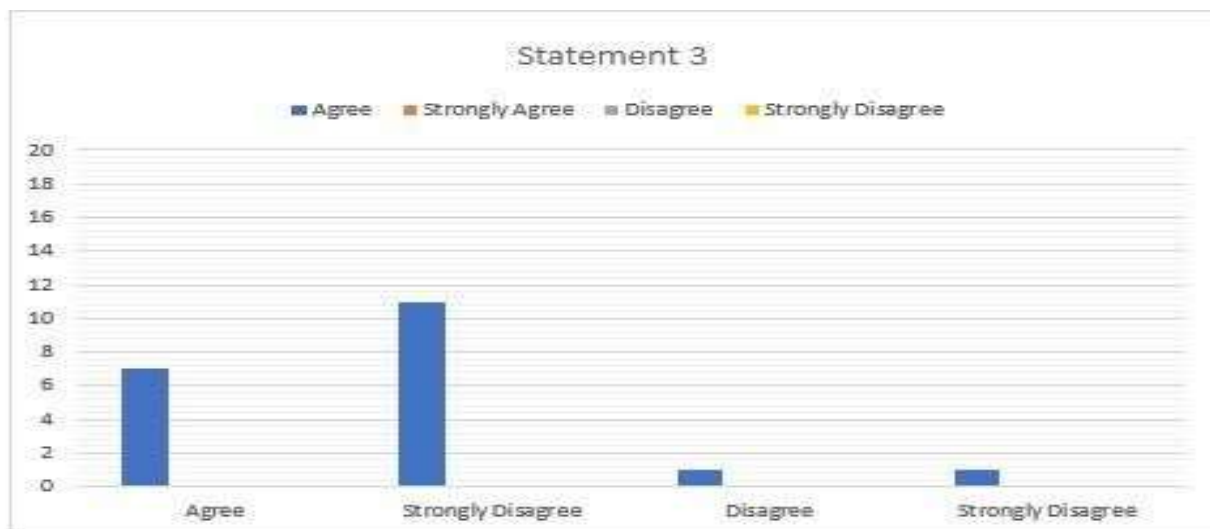
Graph 4.4 shows the answers of students on the statement 4 that is "Problems in pronounce the English word while they are trying to speak in English language". 20 students answered according to their opinion about the statement. The graph indicates that 7 participants out of 20, responded agree and 13 participants responded strongly agree and 1 participant responded disagree on the statement, which reflects that students are of the view that they face the problem in pronounce the difficult words of English while try to speaking in English language. This reflects a hindrance in learning English in our society nowadays that students know that they face problem but cannot find any easy way of learning without facing this problem.

Graph 4.5

Graph 4.6 shows the answers of students on the language". 20 students answered according to statement 6 that is "Lack of motivation from their opinion about the statement. The graph teachers while they are trying to learn English indicates that 6 participants out of 20, responded

Graph 4.5 shows the answers of students on the statement 5 that is "Difficult meanings of English's words which create the problems for understanding English language". 20 students answered according to their opinion about the statement. The graph indicates that 5 participants out of 20, responded agree and 11 participants responded strongly agree and 4 participant responded disagree on the statement, which reflects that students are of the view that they don't have fully understanding of English language while they are try to communicating in

English language. This reflects a hindrance in learning English language in the students of different universities of Lahore, Punjab Pakistan that students know that they feel shyness but cannot find any easy way of learning.

Graph 4.6

agree and 9 participants responded strongly agree and 5 participants responded disagree on the statement, which reflects that students are of the

view that they have lack of motivation from teachers while try to speaking in English language. This reflects a hindrance in learning Graph 4.7 represents the responses of participants

on the statement 7 that is "Lack of English vocabulary while they are trying to communicate in English language". 20 participants responded according to their opinion about the statement. The graph indicates that 12 participants out of 20, responded agree and 8 participants responded strongly agree on the statement, which shows that people are of the view that they have lack of English vocabulary. This shows a hindrance in language that students know that they face
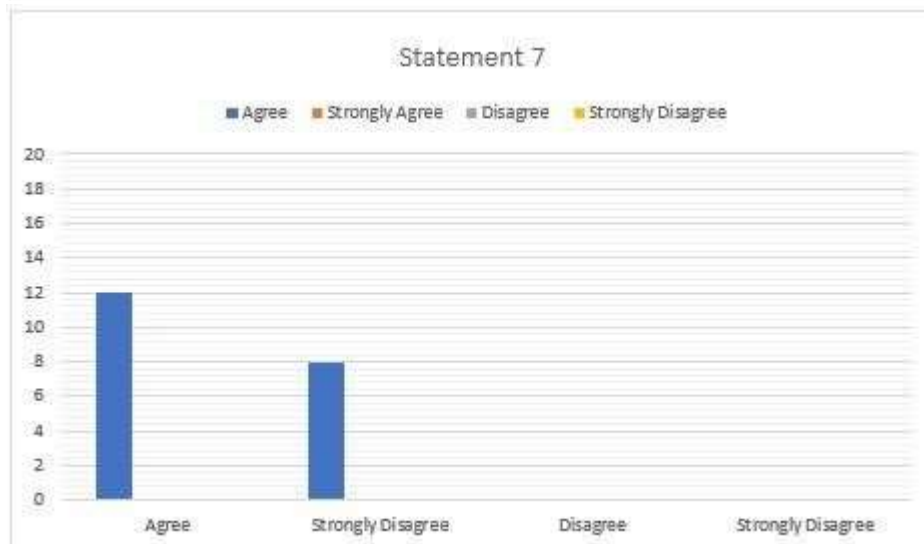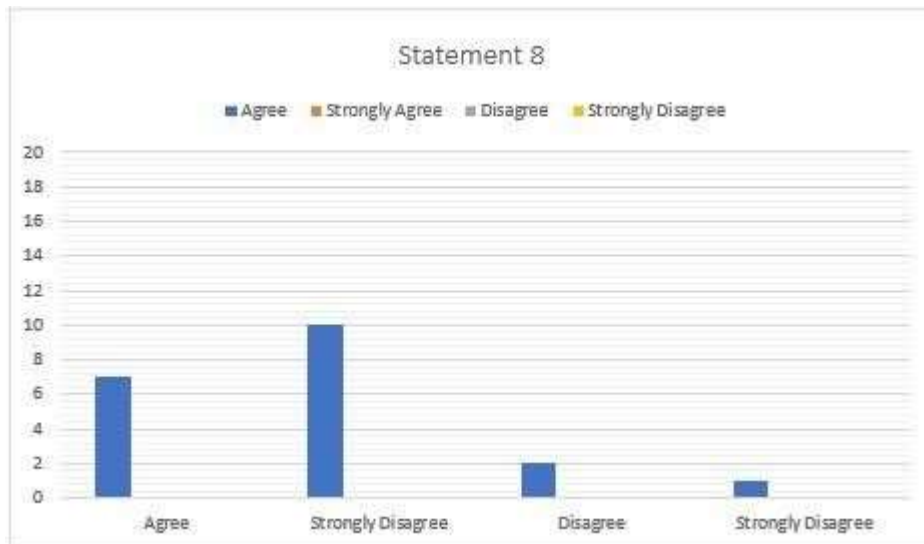
problem due to lack of motivation but cannot find any easy way of rid out from this problem.

Graph 4.7   learning proper English in our universities that students know that they have this problem but cannot find any easy way of overlap this problem.
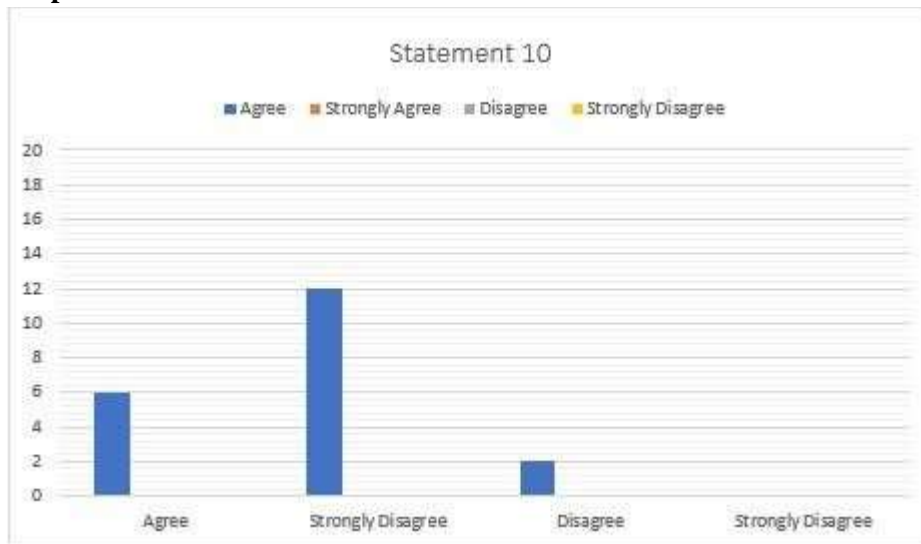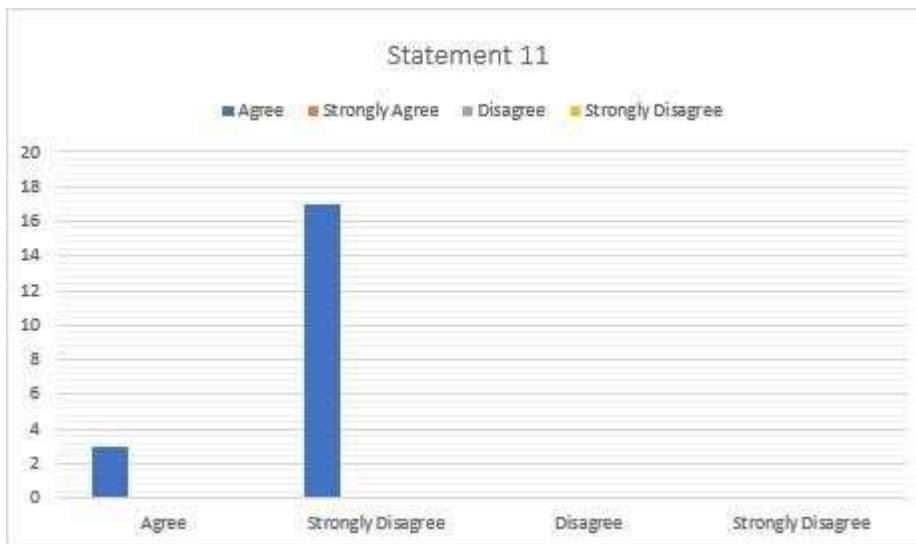
Graph 4.8

Graph 4.8 shows the answers of students on the statement 8 that is "Feel nervousness while they are trying to speak in English language". 20 students answered according to their opinion about the statement. The graph indicates that 7 participants out of 20, responded agree and 10 participants responded strongly agree and 2 participants responded disagree and 1 participant responded strongly disagree on the statement, which reflects that students are of the view that they feel nervousness while try to speaking in English language. This reflects a hindrance in learning English that students know that they face nervousness but cannot find any easy way of rid out from this problem.

Graph 4.9
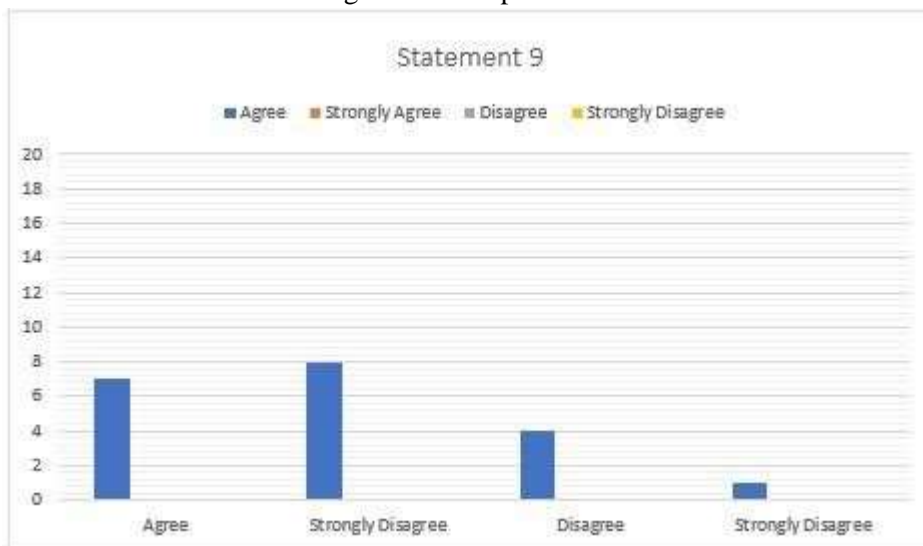
Graph 4.9 shows the answers of students on the statement 9 that is "Fear of insult from fellows while they are trying to communicate in English language with their fellows or friends". 20 students answered according to their opinion about the statement. The graph indicates that 7 participants out of 20, responded agree and 8 participants responded strongly agree and 4 participant responded disagree and 1 participant responded strongly disagree on the statement, which reflects that students are of the view that they usually have fear of insult while try to speaking in English language. This reflects a hindrance in learning English that students know that they have fear of insult but cannot find any easy way of solution this problem.

Graph 4.10

4.11

Graph 4.10 shows the answers of students on the statement 4.10 that is "Basic education system is not supporting while they are trying to learn English language".20 students answered according to their opinion about the statement. The graph indicates that 6 participants out of 20, responded agree and 12 participants responded strongly agree and 2 participant responded disagree on the statement, which reflects that students are of the view that they have not strong schooling and college study while they try to speaking in English language. This reflects a hindrance in learning English that students know that they have this problem but cannot find any easy way of solve it.

Solutions

Graph 4.11 represents the responses of participants on the statement 11 that is "Watching English movies and listening English songs with English subtitles are very useful in learning English language". 20 participants responded according to their opinion about the statement. The graph indicates that 3 participants out of 20, responded agree and 17 participants responded Graph 4.12 shows the answers of students on the statement 4.12 that is "Reading English novels on daily bases are supporting while they are trying to learn English language".20 students responded according to their opinion about the statement. The graph indicates that 3 participants out of 20, responded agree and 15 participants responded

strongly agree and 2 participants responded disagree on the statement, which reflects that students are of the view that this way is very supporting while students try to learning English language. This reflects a way to learn English language in short time.

Graph 4.12

strongly agree on the statement, which shows that people are of the view that this method is best for improving English vocabulary. This shows a solution of learning fluently English in our universities that students know that they have these kind of easy way to overlap that kind of problems.

Graph 4.13
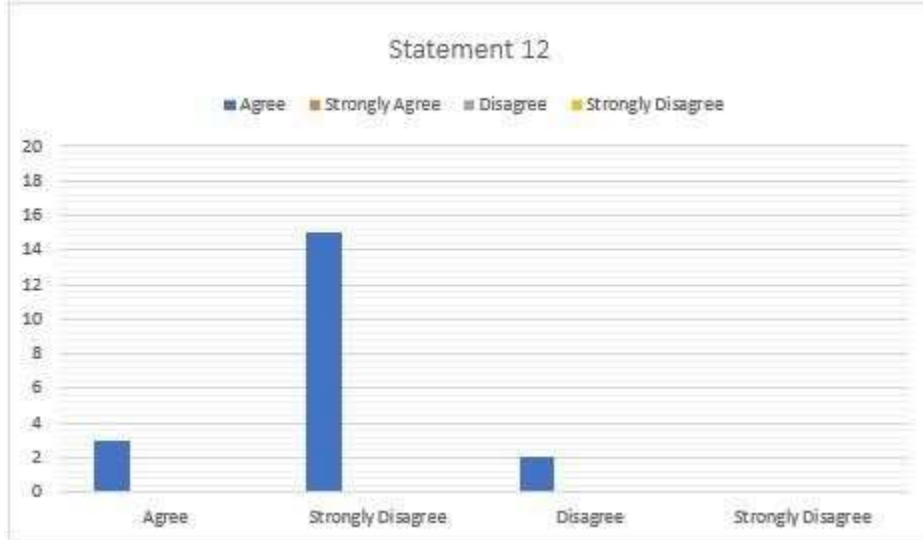
Statement 13
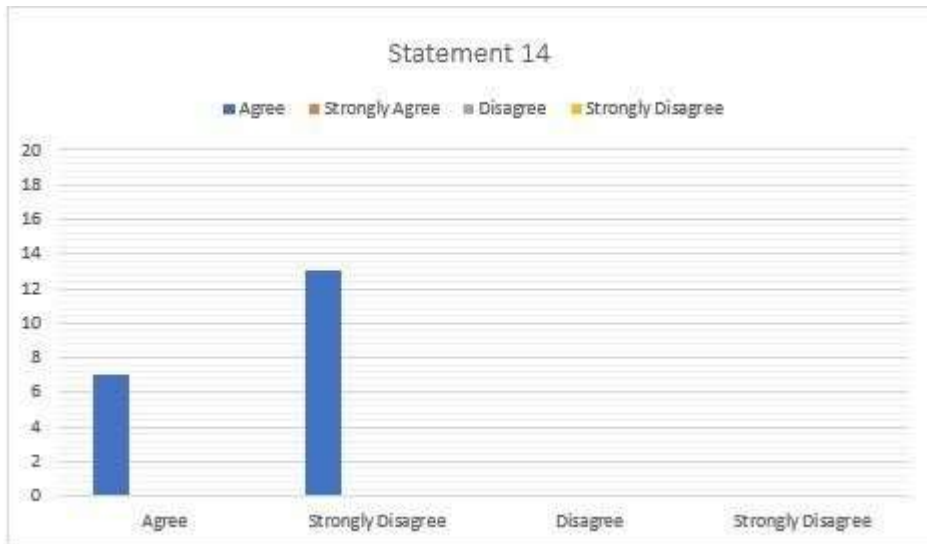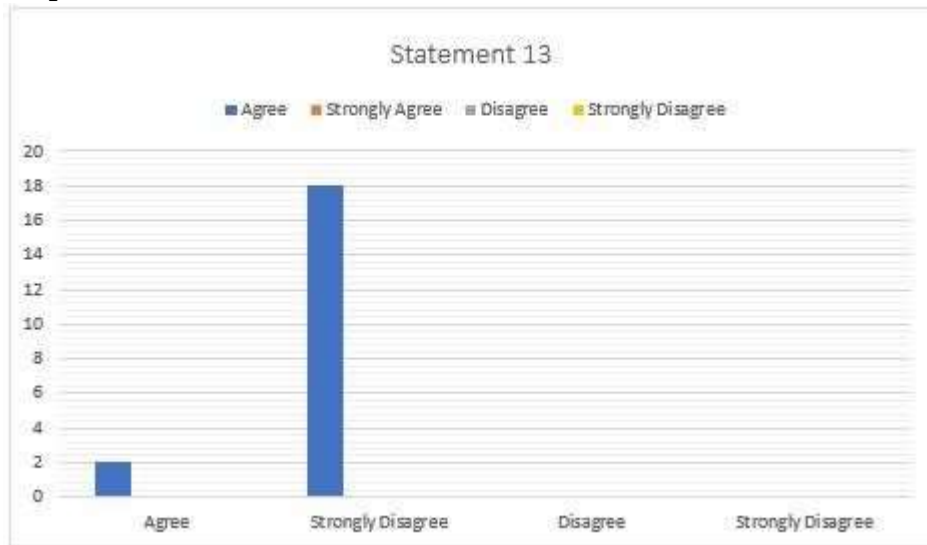
Statement 14

Graph 4.13 represents the responses of participants on the statement 13 that is "Reading English newspapers on daily bases are very useful in learning English language". 20 participants responded according to their opinion about the statement. The graph indicates that 2 participants out of 20, responded agree and 18 participants responded strongly agree on the statement, which shows that people are of the view that this method is best for improving English vocabulary and learning English in short time. This shows a solution of learning fluently English in our universities that students know that they have this kind of easy way to overlap that kind of problems.

Graph 4.14
Graph 4.14 represents the responses of participants on the statement
14 that is "Using different kind of dictionaries are very helpful in learning English language".
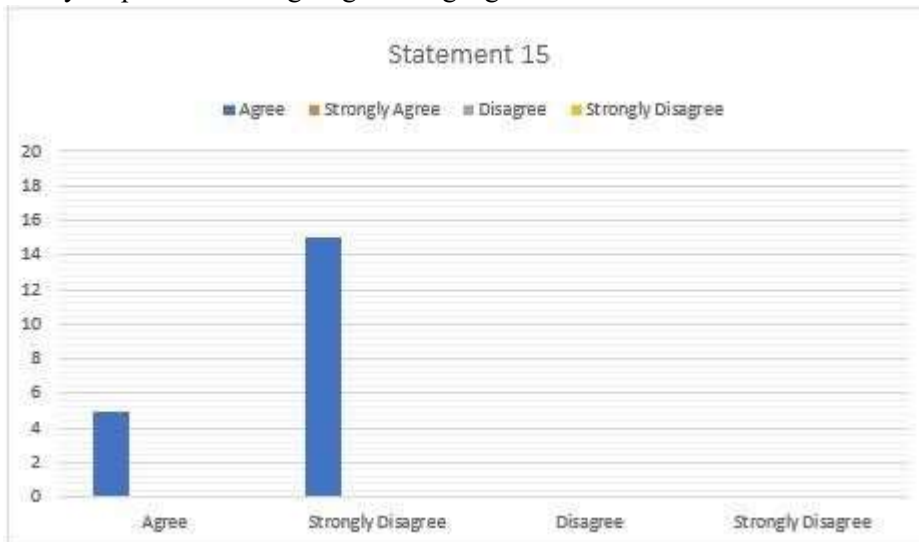
20 participants responded according to their opinion about the statement. The graph indicates that 7 participants out of 20, responded agree and

13 participants responded strongly agree on the Graph 4.15 represents the responses of participants on the statement

15 that is "Participating in group discussion or in group study are very helpful in learning English language". 20 participants responded according to their opinion about the statement. The graph
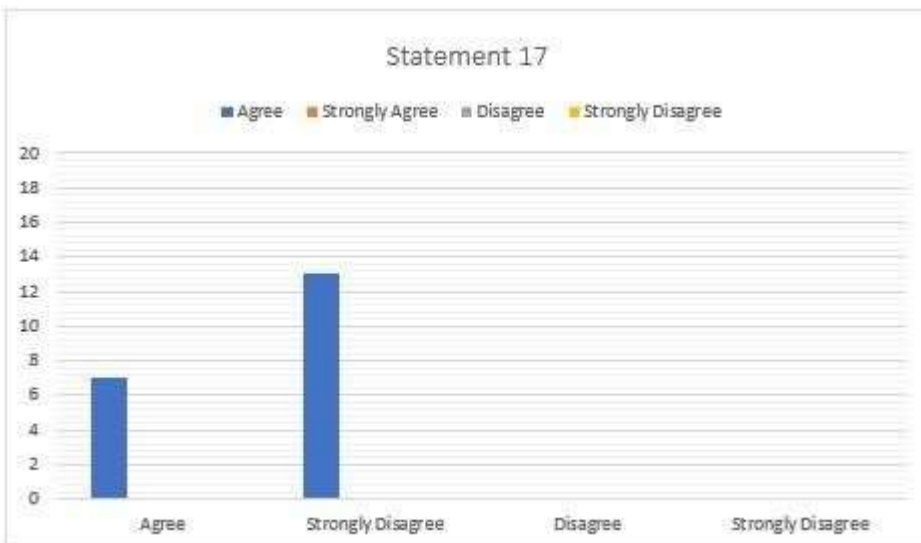
Graph 4.15

statement, which shows that people are of the view that this method is best for improving English vocabulary and learning English in short time. This shows a solution of learning fluently English in our universities that students know that they have this kind of easy way to overlap that kind of problems.

indicates that 5 participants out of 20, responded agree and 15 participants responded strongly agree

on the statement, which shows that people are of the view that this method is best for improving English vocabulary and learning English in short time. This shows a solution of learning fluently English in our universities that students know that they have this kind of easy way to overlap that kind of problems.
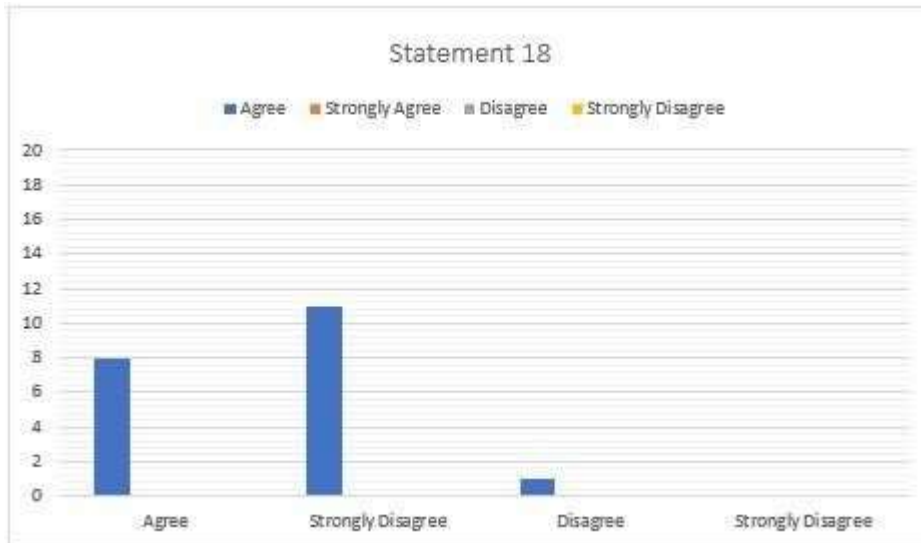
Graph 4.16

Graph 4.16 shows the answers of students on the statement 16 that is "Chat with friends on social media apps in English language is very useful way to learn English language". 20 students answered according to their opinion about the statement. The graph indicates that 9 participants out of 20, responded agree and 8 participants responded strongly agree and 2 participant responded disagree and 1 participant responded strongly disagree on the statement, which reflects that students are of the view that this a good way to improve English language. This reflects a solution in learning English that students know that this is easy way of solve these kind of problems.

Graph 4.17

Statement 16
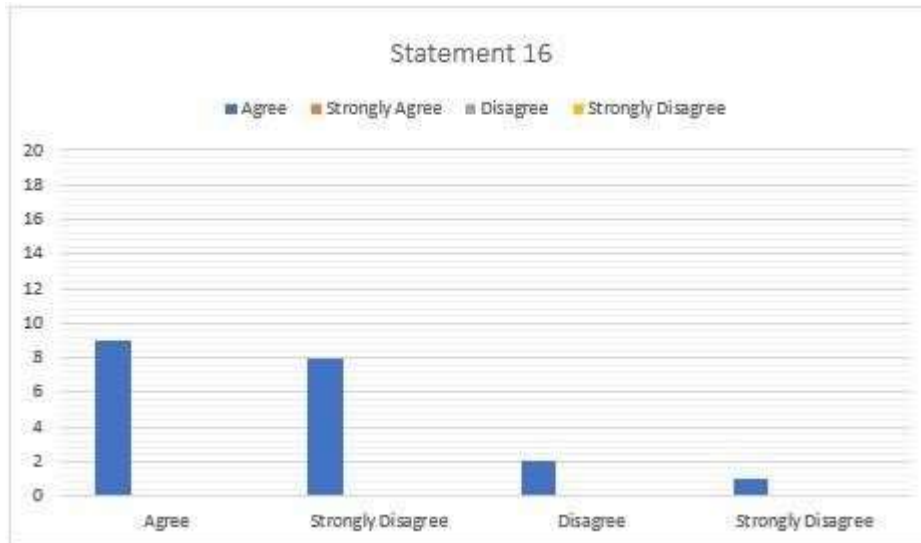
Statement 17

Graph 4.17 represents the responses of participants on the statement 17 that is "Practice of speaking in English on daily bases are very helpful in learning English language in short time".
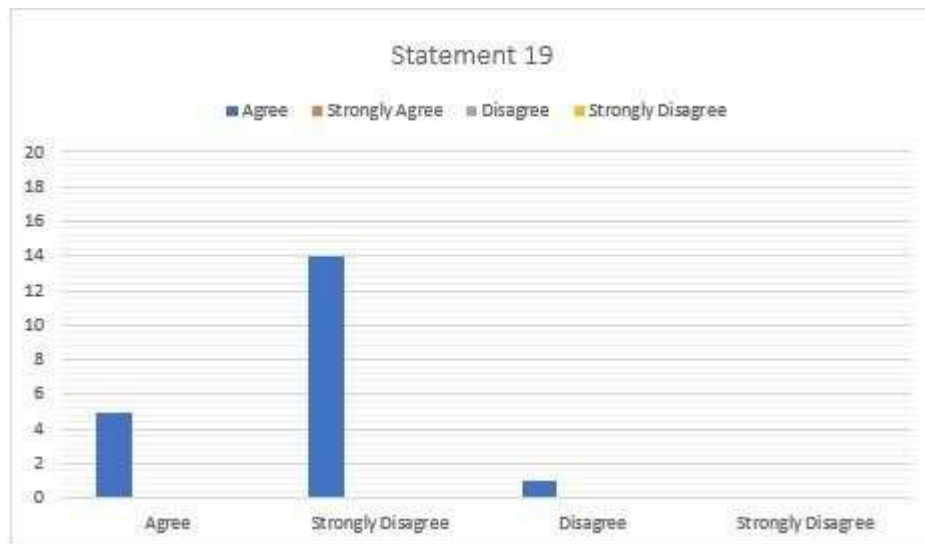20 participants responded according to their opinion about the statement. The graph

Graph 4.18

Graph 4.18 shows the answers of students on the statement 4.18 that is "Uses the different website for collecting English words are very supporting while they are trying to learn
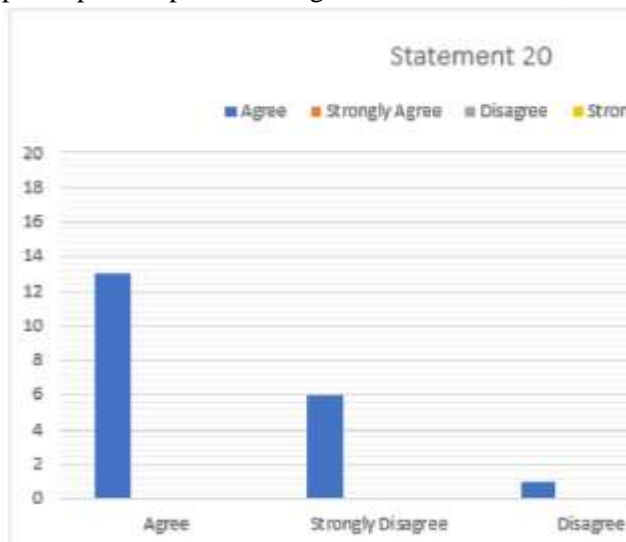
Graph 4.19

English language".20 students responded according to their opinion about the statement. The graph indicates that 8 participants out of 20, responded agree and 11 participants responded strongly agree and 1 participant responded disagree on the statement, which reflects that students are of the view that this way is very supporting while students try to learning English language. This reflects a easy way to learn English language in short time.

indicates that 7 participants out of 20, responded agree and 13 participants responded strongly agree on the statement, which shows that people are of the view that this method is best for improving English vocabulary and learning English in short time. This shows a solution of learning fluently English in our universities that students know that they have these kind of easy way to overlap that kind of problems.

Graph 4.19 shows the answers of students on the statement 4.19 that is "Translate dialogue of native language in English with the help of different mobile apps are very supporting while they are trying to learn English language".20 students responded according to their opinion about the statement. The graph indicates that 5 participants out of 20, responded agree and 14 participants responded strongly agree and 1 participant responded disagree on the statement,

Graph 4.20

which reflects that students are of the view that this way is very supporting while students try to learning English language. This reflects easy way to learn English language in short time.

Graph 4.20 shows the answers of students on the statement 20 that is "Try to improve the English listening skills are very useful while they are trying to learn English language".20 students responded according to their

opinion about the statement. The graph indicates that 13 participants out of 20, responded agree and 6 participants responded strongly agree and 1 participant responded disagree on the statement, which reflects that students are of the view that this way is very helpful while students try to learning English language. This reflects easy way to learn English language in short time.

Findings of Study

The qualitative part of this study is perceptions of students about the difficulties of learning English.

To get feedback of students, researcher conducted focus group interview. The themes from the interview were emerged. Following are the themes emerged from the focus group interview.

Basic Education System   The main theme of this focus group interview is that schools and colleges system are not suitable for learning English language so that is way "we are still facing the problem in learning English even we are the students of universities.

Usage of Urdu language during the class
Students answered on this question "Teachers are deliver the lectures in Urdu language during the class" yes, the teachers are delivering the lectures in Urdu language for better understanding because we are unable to understand the lectures in English.

Discussions and Interpretations

In this section, the discussion is presented by elaborating the result of stud ents' responses on Questionnaire and focus group Interview about problems and solution of learning speaking English. The current study's findings provided several insights into what successful language learners did to achieve a high level of English proficiency. This discussion is divided into two major parts: 1) Student's problems about English language learning, 2) Student's language learning strategies or solution.

Student's problems about English language learning

First of all we discuss some problems/questions which faced by students during learning English, and asked from the university students with the help of questionnaire and focus group interview.

The first question of this research is about making common grammar mistakes when students try to speaking in English. This question is answered based on the students' responses while attempting to speak in English. As discussed in the literature review, university students are primarily affected by this issue. The study's overall findings pointed to a problem in language learning. Language learning becomes difficult for students, especially when the language is not their first language.

From the response of mostly students clear that thing they have no proper way to generate the sentences during communication in English language.

The second question of this research is about shyness of university students while they are trying to speak in English. Mostly students agree on this statement "yes we feel shyness while we want to talk in English language because we have no great command on this language if we make some mistakes people will laugh on us".

It means that they have lack of knowledge or lack of practice about spoken English. The third question of this research is about "problems in pronounce the English words during communication", majority of the students are agree on this "yes we are unable to pronounce many words because these words are very difficult and unseen so that is why when we read some books or newspaper in English we don't pronounce many words properly or correctly.

This statement explores the lack of reading skills of students because they have no routine of reading books in English.

The other question of this research is very important and 90% students facing this problem while they answered in focus group interview, "Basic education is system is not supporting in learning English language".

It means that the Pakistan's schools and colleges system not providing the proper way or environment to learn English language, mostly villager students facing this problem.

Student's language learning strategies or solutions.

In this part we discuss about the Student's language learning strategies or solutions which answered by the students on questionnaire and focus group interview.

First solution of this research is "Watching English movies and listening English songs with English subtitles".

This solution is very useful for learning English language in short time because in the movies and songs writers used the dialogue which is commonly pronounce in daily life. So with the help of this statement students can overlap the problems which brings the hindrance in learning language.

The second solution of this research is "Reading English novels on daily bases".

The students give the positive response on this statement they totally agree on this thing if anyone can read the novels on daily bases then automatically his/her English language will be improving.

The other solution of this work is "Uses of different type of dictionaries for understanding the meaning of difficult English words".

It means that if students install the dictionaries in their mobile phone and used these dictionaries on daily bases they can increase English vocabulary. And find out the synonyms of difficult words which can solve the problem of pronouncing the difficult words.

And other solution of this research is "Chat with friends in English language". This is also suitable way to improve the spoken

English if the students chat with each on what's app and other social apps they can easily rid out from the problems of learning English language.

Note:

If the universities students follow these some ways which are given below in appendix 4.1 they can easily rid out from the hindrance which they are facing during learning English Language.

Conclusion

The purpose of the current study was to look into successful language learners' use of English language learning tactics. Qualitatively Information gathered from focus groups were done by seven graduate students from the University of Lahore and Superior University Lahore. The participants disclosed that they often increased their exposure to English input and managed their learning using a variety of tactics. The need of paying great attention to formal elements and expressions in language input and making an effort to embody them is another topic raised by participants. They favored reading aloud as a particular method of learning in order to become more fluent, gain a sense of the language, and pick up useful expressions. Although they agreed that reading and other forms of passive exposure to English are valuable, they contended that active exposure to minimize hurdles in learning English. This study accomplished on the following parameters,

- To introduce easy ways for students to learn English vocabulary.
- To highlight the hindrance of university students in learning Language.
- To point out the solutions of the problems while student trying to learn

English Language.

Recommendations

Because the preliminary study demonstrates the practical ways of the vocabulary builder applications and solve the many other problems like shyness, lack of confidence and difficulty in pronouncing some English words for students, its feasibility for learning vocabulary, and the importance of learning English language as a second language learning, vocabulary learning should be included as a part of learning from an early level of education, such as the intermediate level. The teacher should focus not only on the grammar of the language but also on vocabulary learning. As students are increasingly engaged with technology, institutes should focus on English vocabulary learning through applications, which can be installed in computer lab computers because at the intermediate level, not all students have mobile phones, so they can learn vocabulary in the computer lab. But when they join university level, they can install the different kind of dictionaries and other English learning mobile apps.

With the help of these kind of steps students can easily learn English Language.

Future Research

This research opened new methods for other researchers to introduce new ways for English's learning language. Future research should focus on other interesting ways of improving learning through which students may not consider learning language a boring and difficult task. Future researches should also focus on the delimitations of this research and work further by setting aside those delimitations of the study, that are as below:

- The study just focused on selective students of private Universities Lahore, Pakistan.
- This study is only concerned with BS English students; further research can be done for MPHIL or PHD students.

References

1. Osborn. (2008). Improving English language speaking skills of Ajloun National https://www.researchgate.net/publication/306079718_Improving_English_Language_Speaking_Skills_of_Ajloun_National_University_Students

2. Bhatti, ZI (2020) An Analysis of Pakistani Advertising Discourse (TV Commercials) 9.

3. Elementary Education Online, Vol 19

(Issue 3): pp. 2998-3008 http://ilkogretim- 4. online.org

5. Bhatti, ZI (2020) The English Language Teaching in Religious Institutes of Pakistan jahan-e11.

6. tahqeeq, Vol.3 (1) 1-10 ISSN Online 2709-7617

7. Freeman. (2002). Types of English language learners (2).PDF - types of English language learners the newly arrived with adequate schooling freeman, Freeman, and Mercuri: Course hero. Types of English Language Learners (2).pdf - Types of English Language Learners. The Newly Arrived with Adequate Schooling Freeman, Freeman, and Mercuri | Course Hero. https://www.coursehero.com/file/70210624/Types-of-EnglishLanguageLearners-2pdf/

8. Alderson, J., & Wall, D. (1993, January 1). [PDF] does washback exist:

Semantic scholar. undefined. https://www.semanticscholar.org/paper/Does-Washback-ExistAldersonWall/6539569d3df3b740e56ee 593d322 bd7e53f506ad

9. Brown. (2007). Principles of language learning and teaching | request PDF - researchgate.

10. https://www.researchgate.net/publication/247252022_Principles_of_Language_Learning_And_Teaching

11. Pauline Gibbons. (1993). Learning to learn in a second language by Pauline Gibbons (1993, trade paperback) for sale online. eBay.
https://www.ebay.com/p/422403

12. X. (2001). https://www.scirp.org/(S(lz5mqp453edsnp55rrgjct55))/reference/referencespapers.aspx?referenceid=1681313

13. G. (2012). Building literacy with English language learners: Second edition:

Insights from linguistics.
https://www.guilford.com/lems-forms 14.
O.
(1998).https://ori.hhs.gov/education/products/n_illinois_u/datamanagement/dctopic.html (2000). English 2000 Language
Institute, S.C. https://eng2000.com/

15. H. (1955). 1955-1956 NHL hockey standings.

https://www.nhl.com/standings/1955 16. R.
(2016). (PDF) Innatist and Interactionist
Learning Approaches of Elementary.

17. ..https://www.researchgate.net/publication/330823632_Innatist_and_Interactionist_Learning_Approaches_of_Elementary_School_Students'_Language_Acquisition

a. (2020, April 05). Ali language.https://en.wikipedia.org/wiki/Ali_language

18. F. (1973).
Catalogue.https://catalogue.nla.gov.au/Record/1669376

19. Z. (2006). https://www.scirp.org/(S(351jmbntvnsjt1aadkozje))/reference/referencespapers.aspx?referenceid=2882042

20. L. (2001). Linguistically responsive teacher education: Preparing classroom ... Retrieved September 22, 2022, from

https://journals.sagepub.com/doi/abs/10. 1177/0022487108322110 21. B. (1997). https://www.scirp.org/(S(351jmbntvnsjt 1aadkposzje))/reference/referencespaper s.aspx?referenceid=2463471

22. O'grady, O., Kwak, H., Lee, O., & Lee, M. (1970, January 01). [PDF] an emergentist perspective on heritage language acquisition: Semantic scholar. Retrieved September 22, 2022, from https://www.semanticscholar.org/paper/ AN-EMERGENTISTPERSPECTIVEON-HERITAGELANGUAGE-O'grady-Kwak/2b56ad866ffc51d9c498b214c97d 2cf89551c689

23. M. (2009). Menken K Kleyn T 2009 the difficult road for long term English learners: Course hero. Retrieved September 22, 2022, from https://www.coursehero.com/file/p2q4m 85u/Menken-K-Kleyn-T-2009Thedifficult-road-for-long-term-Englishlearners/

24. O. (1999). The right fit - institute of education sciences. Retrieved September 22,2022,from https://ies.ed.gov/ncee/edlabs/regions/ n o rthwest/pdf/relnw-072518.pdf

25. Baugh, B., Baugh, A., Baugh, A., Baugh, A., -, A., C, B., . . . Baugh, A. (1951, August 01). History of the English language, a by Baugh, Albert C. Retrieved September 22, 2022, from https://www.biblio.com/history-oftheenglish-language-by-baughalbertc/work/309667

26. S. (1993).Testing times: Research directions and issues for Cambridge JSTOR. https://www.jstor.org/stable/3588265

27. Bolton, T. (n.d.). World Englishes: Critical Concepts in linguistics, volume 6. Retrieved September 22, 2006, from

https://books.google.com/books/about/ World_Englishes.html?id=qUxsFZgVrT gC

28. G. (1992). https://www.scirp.org/(S(i43dyn45teexj x455qlt3d2q))/reference/ReferencesPap ers.aspx?ReferenceID=1681312

29. M. (1996). https://www.scirp.org/(S(351jmbntvnsjt 1aadkposzje))/reference/referencespaper s.aspx?referenceid=1681294

30. S. (2001, June 19). Teaching English language learners: 43 strategies for successful K–8 classrooms. Retrieved September 22, 2022, from https://sk.sagepub.com/books/teachinge n glish-language-learners

31. T. (2006). Retrieved September 22, 2022,from https://www.scirp.org/(S(351jmbntvnsjt 1aadkposzje))/reference/ReferencesPape rs.aspx?ReferenceID=1731964

32. P. (2013). Pearson English. Retrieved September 22, 2022, from https://www.pearson.com/english

33. M. (2001). McLaughlin's Dictionary of the Danish-norwegian and English language. Retrieved September 22, 2022, from https://historyharvest.unl.edu/items/sho w/1405

34. En.wiktionary.org, G., GeiriadurCymraeg-Rwsieg-a-Rwsieg-C..., Englishtainment, Wikidata, Englishtainment-tm-9wSc1Fon, Englishtainment-tm-4GvyuNSm, . . . Englishtainment-tm-5pRN6JQt. (2012). Tegan in English. Retrieved September 22, 2022, from https://glosbe.com/cy/en/tegan

35. Peñaloza, D. (2013). Leadership, risk taking, and social gender roles among Colombian female undergraduate language learners.