

CHALLENGES ASSOCIATED WITH LEARNING ENGLISH AS A SECOND LANGUAGE IN SECONDARY EDUCATION

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ABSTRACT

The difficulties faced by secondary English learners in Dir Upper, Wari, are investigated in this study. It clarifies that a lot of the English teachers in this area are not properly trained in language teaching. The report also emphasizes how frequently teachers employ the Grammar Translation Method (GTM), which presents challenges for students because it forces them to draw comparisons between English and their home tongue—a method that is counterproductive to successful language learning. Additionally, the study highlights how reading comprehension is not given enough weight in Dir Upper, Wari English language training. Although it is a vital component of language development, reading comprehension is not given enough emphasis in the classroom. Furthermore, the research indicates that integrating native language training with English language instruction presents a number of challenges. Because Pashto and English have different grammatical structures, this bilingual method may cause confusion. As a result, pupils may try to translate directly using Pashto grammar rules. In summary, this study highlights the shortcomings in the English language education system in Dir Upper, Wari. It highlights the need for better teacher preparation, a move away from the GTM, and more attention to the development of reading skills. It also recommends reducing the amount of time spent in the student's native tongue during English instruction in order to improve the overall learning experience.

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

Introduction

The proper and organized means of interpersonal communication is through language. It is the instrument that people use to go about their daily lives in society. This is the means of transmitting a variety of subject subjects. A language speaker has to have some understanding of the structure, history, and relationships of the language they speak. As long as individuals speak and use their native tongue, language exists in a social hierarchy. The importance of language lies in its speakers' political, social, commercial, economic, and cultural significance. The English language is unquestionably extremely significant. In the United Kingdom, almost 300 million people speak English as their first language. People become more civilized the more emphasis is placed on language. Every language has French is the second most widely known language in the world, after English, which has advanced and attained an appreciated position to such an extent. English has become the universal language, or langue française. Worldwide, English is one of the most extensively used languages for international communication. It is an official language in the majority of third-world nations as well. Another language used for worldwide communication is English. English is a highly urbanized language that is used to convey ideas and is the conduit for information and the revelation of contemporary civilization.

English is now widely utilized in all educational systems worldwide. English is recognized as a Lingua Franca. Globalization has increased the need for English language proficiency, which is a trend among non-native students worldwide. Non-native nations were forced to learn English by English-speaking nations. English is a language of power because it is spoken by powerful and elite European nations, as stated by Dr. Tariq Elyas and Wassel Hanaitem Al Grigri. "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." Beginning in the early 1920s, businesspeople from China and Japan started to appreciate the English language. Chairman Mao supported English language instruction and learning as well. English became a universal language for a variety of reasons, some of which are listed here.

- International trade and business, international politics, international communication, international media, and international press are all dominated by the English language. it also dominates education worldwide.

In conclusion, English is widely spoken around the world in both native and non-native contexts. The English language proliferated over the world and became the primary tenet of education for the reasons listed above as well as several additional ones.. English teaching organizations including TESOL, TOFEL, British Council, ACTFL, CAL, NCTE, and others seek to promote the English language. There are around 70 different languages spoken in Pakistan, making it a multilingual country. In Pakistan's secondary schools, instruction is conducted in English. Since English is a lingua franca, studying it is also popular among non-native people. English holds a unique and highly respected place in the hearts of Pakistani pupils. However, Pakistani students have many of the same difficulties as other non-native English language learners. This study aims to investigate and pinpoint the difficulties secondary male and female students in KPK district Dir Upper's government schools have when studying English. One of Pakistan's most isolated and underdeveloped districts is District Dir Upper, where kids from a variety of socioeconomic and linguistic backgrounds attend government schools and face a variety of difficulties when studying English, a required subject. In addition to speaking their native tongues in the classroom, they are required to acquire English at their educational institutions. 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.

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. Even after ten or twelve years of education, our kid still struggles with speaking and writing English. A large number of students in Pakistan are bilingual or trilingual. Along with Urdu, English is an official language of Pakistan. About 49% of people in Pakistan speak English as a second language, despite the fact that almost no one speaks it as a first language. Since the country's division, English has held a prominent position as a language of instruction in Pakistan and is one of the many disciplines required of students at educational institutions. A lot of work has gone into giving it a very respectable and rightful role in Pakistani society in light of the emerging global issues.

The techniques discussed here are available to teachers who are teaching English in secondary schools. They will also be helpful to future researchers who are looking

into the difficulties associated with teaching English at the secondary level. This is because, in today's world, which has broken down all barriers, the size of the global village has shrunk and English is not only a required subject but is also used in other subjects. English is essential to knowledge, the world, and success in the classroom. English has dominated all spheres of life for Pakistanis. This study will identify the challenges associated with teaching English in secondary schools and will improve students' learning

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.

Research Questions

1. What challenges do students face when studying English as a second language?
2. How can secondary school students enhance their English language proficiency?
3. How may the challenges associated with language acquisition be overcome?

LITERATURE REVIEW

A literature review entails reading through a variety of materials, such as books, journals, magazines, articles, reviews, and so on; these materials must be pertinent to the subject of the study. The literature review leaves a gap that has to be filled in order to explore new areas of knowledge. Examining relevant literature identifies a research void. Additionally, it provides a clear basis for the researcher to identify unexplored angles inside a field of expertise. The researcher must provide credit to the individual whose study the data was derived, and they must also recognize the person whose work they paraphrased in their own words. The researcher discovered this unexplored gap after looking through the relevant literature. It provided the researcher with a precise path to complete the lingering void in space. The following literature has been examined by the researcher while doing this study: 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 imperialists 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.

- 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. 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.

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 posttest 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 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 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.

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%

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 Disagree	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%
Dis-agree	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	15.6%
Strongly Agree	93	31.33%
Dis-agree	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	80%
Dis-agree	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%
Dis-agree	01	5%
Strongly Disagree	01	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%
Dis-agree	55	18.33%
Strongly Disagree	61	20.6%
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%
Dis-agree	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:

options	Answers	Percentage
Agree	9	45%
Strongly Agree	9	45%
Dis-agree	1	5%
Strongly Disagree	1	5%
Uncertain	0	0%

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

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%
Dis-agree	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 startling observation is that the curriculum is very long and the time allotted is short. As a result, the students will employ various strategies to complete the material and receive credit; this will eliminate their opportunity to master the target language. There are instances when courses are very boisterous, which prevents the teacher from reaching every student and prevents the pupils from having clear objectives. Furthermore, the majority of teachers lack the necessary training to teach English as a second language, according to the data gathered. Finally, but just as importantly, children struggle to learn English because teachers prioritize reading assignments above other language-learning activities like group discussions, role plays, and presentations.

5.2 Recommendation:

(1) Teachers should refrain from using their native tongue when teaching English, and students should also be prohibited from using their native tongue in order to develop proficiency in the target language.

(2) The syllabus in the target language shouldn't be too extensive in order for pupils to finish it in the allotted time.

- (3) English language teachers ought to have the necessary training for teaching English (ELT).
- (4) Students should not be assigned to a class if there are more than thirty students enrolled.
- (5) Since most teachers place an excessive amount of emphasis on reading activities, they ought to provide equal weight to all activities that either directly or indirectly enhance learning.

5.3 Recommendations for the future researchers:

1) The problems faced by language learners have been the focus of current research in this field, but the study was conducted in Dir Upper, Wari. Thus, the issues faced by language learners in Dir Upper are virtually universal across the province of KPK. Given that the province has a uniform educational system across the board, it is strongly advised that future academics investigate this subject and apply their findings to the whole province.

2) Future researchers may also examine psychological issues that arise when pupils are learning English as a second language.

3) Future researchers are strongly encouraged to investigate this from the standpoint of grammar and pronunciation errors that students are making when learning English as a second language.]

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