

ESL LEARNERS PERCEPTIONS ABOUT ENGLISH LANGUAGE ASSESSMENT AT BS LEVEL

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Abstract

The present research explores English language assessment at BS level and suggests possible solutions to different academic problems. In modern electronic era, with the rapid economic and social development of Pakistan, there has been a large influx of Pakistani students into English-speaking countries such as the United States, the United Kingdom etc. The present study includes population of 300 students of BS (4 years) program of Islamia University Bahawalpur. Two instruments have been used to collect data from ESL Learners of IUB. These instruments are English Language Proficiency Test (ELTP) and Attitude Motivation Scale (AMS). To collect data from ESL Learners, an English Language Proficiency Test (ELTP) has been developed for BS Level Students to measure English language proficiency and assessment of IUB students. In this study, a five-point Likert type scale has been used. Findings claimed that overall students exposed their keen interest in English language learning by recording responses through English Language Proficiency Test (ELTP) and questionnaire. Similarly, the students belonging to urban areas performed better than the students belonging to rural areas. The attitudes and motivation towards English language of IUB students were more positive and goal oriented. In the same way, the attitudes and motivation towards learning English language of urban students were more positive as compared to rural students. This research study may be beneficial to curriculum development reviewers, textbook, writers/ reviewers, working and perspective teachers to promote standard based education.

Keywords: ESL Learners, Perception, English Language Assessment, Provocation, Aptitude Test

1. Introduction

Pakistan has Urdu as a National language but the students are eager to learn English as an international language. They better know that Urdu is limited to only specific area but English has global standard. Furthermore, Pakistani students have been stereotyped as passive listeners in most of the previous studies. They are thought to be dependent on instructors as they don't practice in class and become used to of cramming etc. the students mostly belong to different backgrounds and thus only find chance of learning in academic contexts. In Pakistani public institutions, teachers mostly are bilingual as they do code-mixing thus learners become unable to learn properly. In this way, their competence always reveals touch of their mother tongues and therefore, they remain passive in listening and learning (Atkinson, 1997; Gu&Maley, 2008). This research intends to contribute to the general Understanding of Pakistani ESL learners' perceptions about English language assessment at BS Level in district Bahawalpur.

1.1 Background of Study

According to Ojanperä-Miina (2014), English is an international language. It is the language of science, aviation, computers, diplomacy and tourism. Not least among these is the language used in media, the internet, and foreign contact. Understanding the value of English helps a person to achieve his/her objectives, whether they are for personal or business purposes. Learning the English language also makes it possible to converse successfully with people from all over the world, which makes traveling much simpler and aids in gaining a better understanding of other cultures. Nearly every part of our existence demonstrates the value of the

English language. The purpose of the present research is to determine the value of English in the educational system. According to Kachru (1988), English is taught in different parts of world in different ways. Somewhere it is a native language such as people living in USA and Britain etc use it as their first language. It is a language of their daily life and also acts as a lingua franca. There are other countries where English language is used as a second or official language such as in Pakistan and India etc. people have Urdu and Hindi as their national language but also speak English as their second language. Here, it is used in the main institutions such as Educational departments, judiciary and medical fields etc. English is used as foreign language in different countries such as China, Japan etc. These are the countries which speak their national languages but also develop competence of English too in order to maintain their stable relationships with the whole world. They learn English because they remain aware of what is happening in the whole world. Thus, the competence of English language has now become the fashion around the world. English for Specific Purposes, or ESP, is a discipline that occurs somewhere, and it is also used as a foreign language in other fields, like EFL, etc. The present research study perceives the importance of English language in educational sector such as universities. It has been shown that the necessity of English language skills in academic contexts has increased with the passage of time and more and more people want to become competent English language learners. English has been cited as an influential element in academic situations, classroom exercises, employment interviews, and business settings. Competency is the fundamental aim of every ESL or EFL learner because poor speaking skills can hinder efforts to do well in school or land a decent job.

The current research study emphasizes the role of ESL Learners' Perceptions about English language assessment in district Bahawalpur. The study considers selected students of BS Level of Islamia University Bahawalpur and focuses on their language learning problems and suggests possible solutions to resolve them.

1.2 Research Objectives

The main objectives of the present research study are as follows:

- To find out how ESL learners feel about English language evaluation.
- To examine and recommend potential solutions for problems in learning English.

1.3 Significance of the Study

The current study is significant because it sheds insight on how English language learners in the Bahawalpur area of IUB students perceive themselves. The current study is noteworthy because it focuses on the challenges faced by 21st century learners when learning a language and adds to the history of their learning results. The current study essentially analyzes students' perceptions of English language assessment through various measures. Prior to that, students were taught in class and certain rules and regulations were applied, but there was no focus on their perceptions, i.e., how they face the English language and what they feel during the learning process. The current study is noteworthy because it highlights how important it is for students to have positive motivation in order to meet their short- and long-term objectives for learning the English language. The other underlying factors have to do with the significance of using language in a meaningful way, the necessity of monitoring how students' backgrounds in vocabulary and grammatical fields are developing, and the function and significance of students' metacognitive awareness in English for Specific Purposes (ESP) contexts. Policy makers will find the present research's findings helpful in crafting important legislation aimed at improving

the nation's English language proficiency. They also serve as valuable resources, including updated objectives, standards, and student learning outcomes that take into account the current condition of students' English language competence as well as the educational environment. The results of this study can help textbook authors and editors select and provide content that is beneficial for language learners based on their needs and the information provided by language evaluations in academic contexts. The study is important for ESL instructors to assess, evaluate, and interpret students' performances, to pinpoint the areas of strength and weakness in students' language competency, and to improve their teaching strategies to support students in acquiring the required language abilities.

2. Literature Review

Smith (2002) concludes that perception involves stimulation that is provoked by stimuli in the human organs through the specific use of five senses. These senses are of vision, hearing, smell, touch, and taste. According to him, perception is a direct relation of stimulus with learning. As human beings perceive different stimulus from their surrounding environments through different sense organs and thus in response, reveal different kinds of reactions.

According to Kim and Garcia, (2014), English language learners experience persistent academic under-achievements in spite of several years of schooling etc. Yet, the research on this topic is scant and trustworthy results are still pending. To increase understanding of these students' educational experiences, the researchers did an experimental study and explored perceptions of fifteen English Language Learners about their schooling in the context of their school history. They included many program replacements, special educational practices, and many academic outcomes. Data found from semi-structured interviews and documents was critically analyzed using a grounded theory approach and its rules and regulations. The results revealed the fact that participants viewed themselves as English-proficient distinct learners, motivated learners etc. They described their school experiences in positive directions but still challenging as some factors remained unsatisfactory. The findings revealed a gap between their post-secondary aspirations and the reality of their academic performance, which in return raised questions about the adequacy of special educational programs and identification of ELLs (English Language Learners) with certain disabilities etc. Social media helps in learning English (Ramzan et al., 2023). Learning attitudes make it enjoyable (Ramzan et al., 2023; Ikramullah et al., 2023). Leader's persuasion and collaborative strategies foster learning process (Ramzan et al., 2023). Emotions sharpen language skills (Javaid et al., 2023). Expressive writing help students manage stress and improve peer relation (Javaid & Mahmood, 2023). Mindful teachers have positive impact (Javaid et al., 2023). Social adjustment facilitates academic performance (Maqbool et al., 2021). Sherry (2004) has explored difficulties faced by international students for adapting to a new country and studying circumstances, it is important for educational organizations to be aware of students' needs and standards, and take steps to identify, evaluate, meet and surpass those requirements which are under their control. Adjusting to a new educational environment with practices and beliefs that are frequently different from those they were introduced to during their formative years presents a significant challenge for international students. Early research showed how teaching methods for English as a second language impacted students' and teachers' perceptions of academic results.

Fitzgerald (1995) asserts that An comprehensive examination of United States studies on English-as-a-second-language (ESL) learners' cognitive procedures proposed that, on the

entirety, ESL learners acknowledged associated the vocabulary fairly well, observed their awareness and used many meta-cognitive techniques, used structures and beforehand knowledge to affect knowledge and memory, and were affected differently by different types of text structures. The majority of the variations between American ESL pupils and native English speakers looked to be in the speed and depressed engagement of particular processes. Significantly, the studies' results usually indicated that native-language learners' characteristics and preexisting reading theories and viewpoints work together reasonably well.

Williams, et al. (2004) noted that there has been a lot of interest in recent years in the study of learners' views of their triumphs and mistakes in learning a foreign language. In this study, various approaches have been thoroughly examined to determine why some pupils are more successful than others.

3. Research Methodology

The nature of the current study is descriptive. Two instruments have been used to collect data from ESL learners' of Islamia University Bahawalpur (IUB). These instruments are English Language Proficiency Test (ELPT) and Attitude Motivation Scale (AMS). To collect data from ESL learners, An English language proficiency test (ELPT) has been developed for BS Level Students to measure English language proficiency and assessment of IUB students. The English Language proficiency test (ELPT) basically consists of series of questions about three language competencies i.e. reading, writing, and lexical aspects of English language. In this study, a five-point Likert-type scale has been used to analyze ESL learners' perceptions and their language learning difficulties. ELPT and AMS were tested on spot in IUB to a randomly selected sample of 300 students. Data were collected and analyzed by using different statistical techniques.

3.2 Population / Sampling

The population of present research comprised of 300 BS Students studying in Islamia University Bahawalpur (IUB). Out of 300 university students, a stratified sample of 100 students has been collected on the basis of learners' distinct characteristics such as age, gender and locality etc. The population of the current study has been divided into four strata that are rural-urban and male-female. The other main reason for selecting sample size of 100 students for present research is the use of Item Response Theory (IRT) for ESL Learners' proficiency assessment. In IRT based analysis, a valid sample size is appreciated. To select the sample, the information of Pakistan Education Statistics (2007) was used.

The following table 1 shows category wise number of proportionally selected IUB students:

Table 1: Stratum Wise Proportionally Selected Sample

Stratum (Students)	Population (300)	Selected Sample (100)
Rural Male	75	25
Rural Female	75	25
Urban Male	75	25

Urban Female	75	25
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Pakistan Education Statistics (2007)

3.3 Sampling Techniques

The present research study has chosen sample through Stratified random sampling technique that is known as one of the best methods of sampling. The present study includes population of 300 students of BS 4-years program of Islamia University Bahawalpur. Hundred students who were currently enrolled at IUB were selected through simple stratified random sampling. These students were between 20 to 25 years of age. Fifty of them have completed their 5 semesters and are now in 6th semester and rests of them are in their final year, 8th semester. These individual differences indicate that they may have varied educational backgrounds and English language proficiency.

3.4 Methods and tools of Data Collection

The data has been collected through questionnaires provided to ESL learners of Islamia University Bahawalpur (IUB). The questionnaires are based on two instruments that are English Language Proficiency Test (ELPT) and Attitude Motivation Scale (AMS). To collect data from ESL learners, An English language proficiency test (ELPT) has been developed for BS Level Students to measure English language proficiency and assessment of IUB students. The English Language proficiency test (ELPT) basically consists of series of questions about three language competencies i.e. reading, writing, and lexical aspects of English language. These questionnaires have been developed to gain an in-depth understanding of learners’ perceptions. The questionnaire comprises of two sections. Appendix A contains the participants’ personal and background information. Appendix B includes two parts: ESL Learners’ perceptions, and their learning difficulties. The questionnaires included questions about English language skills so that the ESL Learners’ could express their ideas about English language assessment and also reveal their learning difficulties. The research data collected through questionnaire was analyzed through different statistical measures included in Statistical Package for Social Sciences (SPSS).

3.4.1 English Language Proficiency Test (ELPT)

To conduct the present study, the researcher has developed English Language Proficiency Test (ELPT) in alignment with standards and benchmarks of National Curriculum of English (2006) for BS Students of Islamia University Bahawalpur (IUB). The test has been provided to ESL Learners’ in form of questionnaire consisting of series of questions about English language skills, grammar and vocabulary items etc.

4. Data Analysis

The researchers have focused on the analysis of selected data obtained from BS Program students of Islamia University Bahawalpur (IUB) through ELPT and AMS questionnaire. The data has been analyzed quantitatively. The primary objective of the present study is to construct a Language Proficiency Test to measure English Language Proficiency and to investigate the ESL Learners’ perceptions about English language assessment associated with BS 4-years program of Islamia University Bahawalpur (IUB). The present study also highlighted learners’ difficulties during English as a second language (ESL) learning.

To meet the aims of the study, the following tools have been used to collect data:

- ESL Learners’ Perceptions about English language assessment in Bahawalpur district.

- English Language Proficiency Test (ELPT)
- An Attitude and Motivation Scale (AMS) based on a five-point Likert scale comprising of students’ personal information (name, gender, age) as well as information about family background such as parents' education and profession.

Table 1: ESL Learners’ Demographic Information

Rural Backgrounds	Urban Backgrounds	Parents’ education (low)	Parents’ education (high)	Parents’ profession (average/low)	Parents’ profession (average/low)
75	25	70	30	29	71

4.1.2 ELPT: Data Analysis

Two instruments have been designed for analyzing ESL Learners’ English language proficiency and learning problems out of which one is English Language Proficiency Test (ELPT).

ELPT test has been divided into three parts. 1st part includes reading comprehension, second part includes grammar and vocabulary and third part is about writing skill.

4.1.3 ELPT Part One: Reading

Part one of reading section of ELPT consists of ten questions. Question 1 is about reading comprehension of students’ whether they find correct answers according to contextual clues or not. The analysis of question no 1 reveals that 87% students have given true answers whereas 10% students gave false answers and 3% students did not give any answer. Overall positive mean of question no 1 and evaluate value of this statement is 50 and standard deviation is 50.58.

In question 2, 90% students gave true answers and 10% students gave false answers. The question 2 was solved by 100% and no one missed it. Overall positive mean of question no 2 and evaluate value of this statement is 33.3 and standard deviation is 49.3.

The question 3 was attempted by 88% students in which 60% students of IUB gave true answers and 28% students gave false ones. 12% students did not attempt this question. This shows that they lacked reading comprehension therefore, did not know the exact answer. Overall positive mean of question no 3 and evaluate value of this statement is 33.3 and standard deviation is 24.4. Question 4 shows high trend as 85% students solved it. Out of 85%, 58% answers were true and 27% were false and 15% were not attempted. Overall positive mean of question no 4 and evaluate value of this statement is 50 and standard deviation is 37.93. The question five is about reading comprehension based on contextual and content clues. In that question, students had to tell about informational content. The analysis of question 5 reveals the fact that 92% students attempted it in which 64% gave true answers and 28% gave false answers and 8% did not give any answer. It means that 8% students found this question difficult that’s why did not attempt it. Overall positive mean of question no 5 and evaluate value of this statement is 50 and standard deviation is 40.5.

Question no 6 of ELPT test was solved by 90% students out of which 78% gave true replies whereas 12% gave false answers. 10% students did not appear in test. Overall positive mean of question no 6 and evaluate value of this statement is 50 and standard deviation is 45.9.

The question no 7 of ELPT test revealed thematic significance and highlighted that 79% students resolved question no 7 in which 48% gave true answers and 31% gave false answers. 21% did not appear in this question as they found it very difficult. Overall positive mean of question no 7 and evaluate value of this statement is 50 and standard deviation is 35.14. The present analysis of

question 7 exposed students' difficulties in reading comprehension and their dire need to learn English as a second (ESL) language.

The statistics of question 8 shows that total 89% students resolved this question. The answers of 56% students were true and of 33% were wrong whereas 11% did not give any answer. Overall positive mean of question no 8 and evaluate value of this statement is 50 and standard deviation is 38.6.

The question 9 showed a trend of positive (20%) and negative (40%) whereas 40% students missed this question. Overall positive mean of question no 9 and evaluate value of this statement is 50 and standard deviation is 34.64.

The last question 10 of reading comprehension showed 81% true answers and 4% gave false answers where 15% students missed this question. Overall positive mean of question no 10 and evaluate value of this statement is 50 and standard deviation is 47.61. The analysis of reading section part one reveals the fact that students want to improve their reading skills as they showed a much more positive trend towards reading comprehension yet they also revealed some learning difficulties as some students gave false answers. There are some students who did give any answer neither true nor false.

4.1.2.2 ELPT Part Second: Grammar and Vocabulary

Sr. no	Questions	True answers	False answers	No answer
1	11	55	35	10
2	12	49	21	30
3	13	65	15	20
4	14	52	28	20
5	15	48	22	30
6	16	68	12	20
7	17	48	31	21
8	18	56	33	11

ELPT's part two includes basic grammatical and vocabulary structures. In order to learn English as a second language, a learner must have command on English grammar and vocabulary. The ELPT test has included 8 questions from 11 to 18 in order to analyze and determine IUB students' grammatical structures and vocabulary patterns.

ELPT Part two of reading section consists of eight questions. The analysis shows that 55% students have given true answers of question 11 whereas 35% students gave false answers and 10% students did not give any answer. Generally, the positive mean of this statement is 50 and standard deviation is 38.07.

4.1.2.3 ELPT Part Third: Writing

The present study has made use of ELPT test to determine ESL Learners’ perceptions of English language assessment and to analyze their learning difficulties. The test has been devised in form of three parts: reading, grammar & vocabulary and writing. The third part of ELPT test includes two writing tasks. Both tasks are about paragraph writing. In these tasks, students were given a situation and they had to share their experiences. The analysis has been represented in the following table:

Sr. no	Writing skill	Attempted	Not Attempted
1	Task 1	65	35
2	Task 2	71	29

The 3rd part of ELPT students did writing

45% students gave correct answers while 20% students’ answers were full of spelling, grammatical and vocabulary mistakes. Generally, the positive mean of this statement is 50 and standard deviation is 34.88.

shows that total 65% task 1 out of which

4.2.1 AMS Based Analysis of ESL Learners Perceptions

The current study has made use of AMS model based questionnaire that comprises of 20 questions. The questionnaire has been given to selected sample of 100 BS Students of Islamia University Bahawalpur (IUB) and the responses have been collected on 5-point Likert scale.

The following table shows statistics:

Sr. no.	Statement:	SA	A	U	D	SD
1	I have a strong desire to know all aspects of English.	50	40	2	08	
2	I try my best to understand all the English I see and hear through AV Aids.	22	68	10		
3	I spend more time in my English class and less in other classes.	24	56	10	5	5
4	I feel up to date with English by working on it almost every day.	60	20	15	5	
5	I enjoy the activities of our English class much more than those of my other classes.		50	20		
6	When I have a problem understanding something in my English class, I always ask my teacher for help.	65	25	10		
7	I really work hard to learn English.	60	30	2	8	
8	I wish I were fluent in English.	89	6	5		
09	I find difficulty in English grammar.	70	20	8	2	
10	It is very difficult for me to do English translations.	68	12	15	5	

The above table has revealed responses collected from IUB selected students. The present study shows that students have great attraction towards English language learning and they want more competence in this language as compared to other linguistic forms. Students want English language competence in their educational as well as professional settings too. They want to have command on grammar, vocabulary, syntactic patterns, translation procedures as well as four

language skills of listening, speaking reading and writing. The analysis has been described in forms of the following headings:

5. Findings, Conclusion and Recommendations

5.1 Findings

Findings claimed that overall students exposed their keen interest in English Language learning by recording responses through English language proficiency test (ELPT) and questionnaire. Similarly, the students belonging to urban areas performed better than the students belonging to rural areas. The attitudes and motivation towards learning English language of IUB students were more positive and goal oriented. In the same way, the attitudes and motivation towards learning English language of urban students were more positive as compared to rural students. The overall magnitude of correlation between learners' perceptions of English language and their learning difficulties towards learning English language was found to be positive. Students' belonging to rural and urban areas performed better on English language proficiency test as compared to village areas meaning they are more proficient in English language. The male and female IUB students belonging to urban areas performed better in English language proficiency test as compared to the male and female students belonging to rural areas.

The demographic data obtained from section one of English Language Proficiency Test (ELPT) demonstrates background information of learners and reveal the fact that mostly the IUB students have come from rural areas and have low family backgrounds. Students are mostly from primitive areas where there is very little scope of education. Therefore, the parents' qualifications are very low and they are mostly farmers and have low wages. IUB has enrolled some students on scholarship basis and this thing shows that students though belong to village areas still they are intelligent and show positive attitudes towards learning. They know their native languages but also want to learn English as a second language. Therefore, they have taken admission in Islamia University of Bahawalpur (IUB) because they consider this a good English language learning university and by getting education in this university, they can make their future bright. There are also some students who belong to urban areas and their parents' are highly educated and mostly have high professions such as they are teachers, doctors and have good jobs. Thus, this thing also gets highlighted in their children' educational perspectives as their children show a great and positive trend towards education and English language learning.

ESL learners face difficulties during ESL learning especially in academic contexts. They face problems of listening, speaking reading and writing as the findings from ELPT test reading section part demonstrate that students want to improve their reading skills as they showed a much more positive trend towards reading comprehension yet they also revealed some learning difficulties as some students gave false answers. There are some students who did give any answer neither true nor false. This thing shows that students find learning difficulties and they have some linguistics deficiencies that they need to improve in academic context for effective English as a second (ESL) learning. The analysis of ELPT section two reveals significant aspects in terms of grammar and vocabulary. This section includes total 8 questions in which question from 11 to 14 are about grammatical competence whereas questions from 15 to 18 show vocabulary patterns. Grammar is the basic building block of English language learning and a student needs to be competent in this aspect for effective learning. The results reveal the fact that ESL learners of IUB has solved this test but with a difficulty as the results show that students'

grammar is weak and mostly students have given wrong answers. Most of the students' missed grammatical questions as they thought themselves failed for finding any possible or relevant answer. The remaining questions 15 to 18 exhibited learners' difficulties regarding vocabulary patterns. Students want to have competence of English language and they also want to create different language situations by themselves but they find some problems. The ELPT analysis shows that students have attempted some true answers but mostly they have given wrong answers as they found the vocabulary questions difficult to resolve. Some students did not give any answer as they found English language very difficult but some were quite good and showed good learning competence. The comparison of part one and two of ELPT test determines English language assessment of ESL learners of IUB and the results showed that students perceive reading skill easier as compared to grammar and vocabulary. They comprehend reading structures but need more practice in assessing grammatical structures and vocabulary patterns in English language. During writing, students have to write each language item carefully and they have to focus and describe writing situations according to some specific contexts. Thus, the IUB students find writing task most difficult out of the whole three parts of ELPT test. The results also exposed the differences in terms of learners' background. The study revealed the fact that students' who are from rural backgrounds found writing task more difficult as compared to students belonging to urban backgrounds. The studies also highlighted that students who have educated family backgrounds showed positive trends and more enthusiastic learning environment as compared to those who belong to illiterate or very low family backgrounds. The studies also portrayed learning differences and showed that demographic information has great impact on learners learning competence. The students whose parents have less or no education have developed in areas where they find very little or no chance of English exposure. They mostly talk in their mother tongues or very little in their regional languages therefore when they enter in university premises, then they find English language very difficult and face learning difficulties. Thus as compared to other students, they have to work hard to develop English competence. Thus they demand a dire need of good academic context and proper language trainings and centers for effective learning. Students face different grammatical and syntactical problems while learning English as a second language. Therefore, they must be removed through extensive lessons on grammatical rules and their practical application in class. Skills-based teaching is at the core of ESL instruction. One way of resolving problems is to prepare students to use English effectively in their academic studies, whether in managing heavy reading demands, writing varied academic genres, comprehending lectures, or participating in tutorials and group discussions etc. There must be emphasis on language skills to value the importance of systematic instruction focused on building students' language knowledge, including vocabulary and grammar. Such language-focused instructions should continue throughout formal ESL classes and be integrated into skills-based ESL instruction. Students must be given a platform where they can openly discuss their language issues with both fellows and teachers. They must be motivated to do mistakes during oral practices and then correcting their mistakes. In this they can overcome learning problems.

5.2 Conclusion

The current study has perceived learners' competence of English language by considering their beliefs and efforts in the provided academic environment of English language. The vast majority of linguistic problems has been identified by students in domains of pronunciation and

comprehension and is segmental, yet they adapt most commonly used strategies like self-repetition, writing/spelling, and volume adjustment as practice. In the current research, their responses have been analyzed according to their language competence and proficiency levels. In the designed questionnaire, different questions were asked from ESL learners and the results indicated that whether their accents were affected by context, and whether or not, they revealed that somehow they had control over their pronunciation and comprehension. Those who reported certain difficulties were being able to control their accents and also recounted how they did so. The results also described some important aspects in language skill competency for ESL learners in higher studies.

5.3 Recommendations

The current research study is important for future research on English language assessment. The researchers may use this study to do qualitative as well as quantitative analysis of students' perceptions that learn English language as their second language. Furthermore, the researchers can also throw light on the difficulties faced by students in terms of grammar and basic vocabulary learning patterns etc. The future researchers can also conduct a study to portray different assessment criteria to improve learners' competence of English language in educational sector. The current study suggests that teachers while teaching should be aware of learners' prior learning experiences as well as their academic needs so that ESL Learners' might perceive English language in its best forms. This research study may be beneficial to curriculum developers/reviewers, textbook writers/reviewers, working and perspective teachers to promote standard based education. Further research can also be done on ESL/ EFL forums in different academic settings etc.

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