
THE STUDY TO EXAMINE THE DIFFICULTIES’ OF STUDENTS IN LEARNING ENGLISH AS A SECOND LANGUAGE IN GOVERNMENT HIGH SCHOOLS DISTRICT JAFFARABAD, SOHBATPUR AND NASEERABAD

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ABSTRACT

Urdu is national language of Pakistan but English enjoys the status of second language. English is mandatory subject which is being taught from primary to university level in Pakistan. In Pakistani education system, after clearing secondary education, the whole subjects are being taught in English language at higher secondary, bachelor, graduation, master’s and doctorate level in all public and private educational institutions. The medium of instructions and medium of communication at higher education is in English language. The study focused on students in government high schools district Jaffarabad, Sohbatpur and Naseerabad Baluchistan faced by more difficulties in English language because school is existing in a rural area of Baluchistan. This research was examined the difficulties in learning English language in Baluchistan and researcher made proper suggestions that help students to make their learning easy in view point of Pakistani context of learning. Quantitative data was collected from survey questionnaire and qualitative data conducted through semi-structure interview. Data was analyzed through SPSS, excel and thematic analysis.

The sample of investigation were collected from 240 students in government high schools. The students are facing different difficulties in different learning areas which need highly consideration to solved.

KEYWORDS

English language, Difficulty, Writing Modes, Medium and Urdu

INTRODUCTION

All species can communicate with each other by their ways but humans are special creature of God who have mastered cognitive communication skills (Jaya, Haryoko, & Suhaeb, 2018). Humans have the characteristics to use the sense of language which truly transmit that what human is trying to say with the help of different words. In the purpose of the study researcher examine the difficulties in learning English language in Baluchistan and researcher made proper suggestions that help students to make their learning easy in view point of Pakistani context of learning. There were different aspects regarding to the language, like as someone has deep knowledge, the individual has magical voice and proficiency to organize thoughts in his mind but he has not command over the language and cannot speak or write the correct sentence. The listener could not understand his language or he is not able to convey his knowledge to the listener in listener's language so his knowledge and thoughts are not useful and he is not able to convey his thoughts, feeling, and emotions to the other people. Language comes naturally after birth much as human have access with language. People learn language and they can talk better as they grow and experienced older. Humans find ways to express their emotions in the form of words and sentences. In the beginning, the conversation should not be clear but slowly and practicing helps speed up its pace. The first source of communication is language. Language is origin of creation. Human being express their thoughts, feeling knowledge through language. Language make it possible to understand the opinion and arguments of audience. Persons are not affected by it, but it helps to express his behavior (Crowley & Hawhee, 1999).

In the context of Pakistan, English enjoys the status of second language but Pakistan is a country with the multilingual people who can speak English, Urdu and their regional language frequently. In Baluchistan these regional languages are Sandhi, Saraiki, Balochi, Brahui, Pashto and Tajiki, The native Balochi speaking people are 6.3 million in Pakistan (Mürer, 2020). However, for the students who belong to Baluchistan region, it may be considered that Urdu is second language for them and English as a third language (Interference of L1 (Urdu) in L2 (English) in Pakistan: Teaching English as a Second Language). Today the native speaker of English language are 7.8 billion but out of 7.8 billion native speaker there are 1.35 billion people who can speak English (Masood, Shafi, Rahim, Darwesh, & Literature, 2020).

In the modern age of the world which is developing day by day and the treasure of knowledge is spreading in developed countries because these countries have strong educational system and their educational policies are making their education stronger to strongest but there are some countries whom are still facing initial problems in education sectors.

People of Pakistan are celebrating 75th anniversary of Islamic republic of Pakistan ostensive it looks that despite with large investment in education sector, formulating and implement policies, trying their best to make strong the quality of education but these countries are still in sufferings and hardships. In Pakistani educational institutions there are a lot of problems which are facing by the student but one basic problem that cannot be avoided is learning English as a second language (Farooq, Uzair-Ul-Hassan, & Wahid, 2020).

According to Pakistani educators and they concerned that language in Pakistan county is taught under less fairly quality which is not satisfactory for teaching, learning and student's future. Urdu is host regional language and people anywhere from Pakistan can read, write, understand and speak it without any hesitation. Urdu has status of national language in Pakistan and Urdu is easy medium for conversation, study but Pakistan's educational policy maker presumed that English is a global language and international medium for advance science and technology. After learning in a foreign language, the Pakistani students will be the noble personality and they will be able to understand the modern science and literature. They could explore the secrets of western counties development. Pakistani students will gain skills to represent Pakistan better in front of international community but before large expectations from the students; Pakistani authority should provide all possible measure to learn English in better condition for all students who belong from anywhere in Pakistan.

However, it is fact which is not hidden that learning English in school approximately six to eight years but the students who come from rural backgrounds like Baluchistan, are unable to communicate in English frequently, and they cannot express their thoughts clearly (Channa & Planning, 2017).

In around areas of Baluchistan, pupils use their regional language as a firstly language (L1). In those areas, Urdu makes the position of second language (L2) and for rural students English becomes the third language (L3) for them (Gujjar, 2007). The rural backgrounds students lack completely the 4 main linguistics skills - reading, writing, listening and speaking (Warsi, 2004).

Infect, getting a language like English is a talent, the education authority need to create an environment to acquire language skill not in a manner to use only rules and intensity

in class. Teachers extremely use grammar translation method to teach English in classroom (Khan, Mansoor, Manzoor, & Research, 2016). The reason that why students do not learn through grammar translation method is GTM is an old method to teaching and it does not development students unconscious knowledge regard English whereas modern teaching methods like direct method of teaching in English create more favorable environment to learn a language. Methodology of teaching English in Pakistan have not approached to required objective, communicative skill. Second language acquirement teachers used in school in an easy way and English language teachers must be taught English as a second language in the perspective of applied linguistics need mandatory steps to make better condition where English is being taught in rural area (Haynes, 2007).

LITERATURE REVIEW

History of English language

The book regard history of English language is consist in five edition which convey deeply understanding of all topics related to English language history (Baugh & Cable, 1993). This is a book that has been officially translated into the British language. The primary goal of the current book is to present the development of English historically while maintaining a proper balance between what might be called external history and internal history , intellectual, social, political forces that have shaped that development at various times. The author is persuaded that understanding the journey is the best foundation for understanding modern English and for having an enlightened approach toward issues impacting the language now. The consideration has been given to both its earlier and later stages for this reason for all other topics; English is the Language of Teaching (LOI). The national language of the nation, Urdu, is taught alongside English as a required subject.

The linkages between a language's dominance, a nation's economy, its cultural influence, and technical advancement give a language its status as a global or international language. Because of its robust global economy, English has attained a high status and dominance over other languages. Because it played a unique function that is seen as having worldwide significance, it has truly attained a global status. There are some opinions regarding the rise of English. People are inspired to learn English when it is spoken as a second or foreign language because they understand how important it will be to their ability to communicate with others. People should put forth effort to become proficient in the target language (Crystal, 2003).

Mention two factors that make English a universal language. First, language can be made into the following things: the nation's official language, a means of communication, a skill to be mastered as soon as feasible, a second language, and a supplement to L1. Three circles have been established for the use of the English

language, with emphasis on its historical use, regional uses, and current status. Additionally, he identifies the Inner circle, which is made up of the essential English speaking states; the Outside group, which comprises former gatherings alike Pakistan and India; and the other expanding group, which is made up of nations like to China, Japan, and Turkey (Yamanaka, 2006).

Pakistan in the 1990s. It is unquestionably employed in first is civil administration and bureaucracy, second is the permitted framework of the federal and provincial governments, third is the armed forces (the Army, Air Force, and Navy), fourth is design and electronic media, and fifth is the bilingual or trilingual educational sector. One may say that the students in Pakistani schools are multilingual. Multilingual people use more than two languages in their communication whether they are fluent in them or not (Cenoz & Education, 2017).

Code-switching and use of different languages in school

A confusing and lax school language policy results in students who appear to prefer speaking their native language to English at school, which presents issues for teachers in any educational institution. The difficulty of the issues faced by ESL teachers is increased by the mixing and usage of several languages, code-switching, and increasing used of jargon through approximately pupils (Christie, Miller, Cooke, & White, 2015). A perplexing exist in school language policy results is students' performance in language learning. The students who appear to prefer speaking their native language to English at school and school policy, teachers push them to speak rather they have not any no care about children's social, cultural and lingual background (Johnson, 2013).

Teachers challenges

Teaching English as a second language in different cultural background is also challengeable for teachers. A lack of instructors in primary schools. There is little to no literacy improvement for students from teachers' homes, and teachers do not feel adequately equipped for teaching English at all levels by their college training courses (Michieka & Mecha).

In a supportive environment for language learning, learners have access to resources through the media, libraries, schools, and institutions of higher learning. Although there are differing opinions on needing students to use only English on behalf of communication in a multilingual school atmosphere, the majority of teachers in this study opinion this as an effective ESL learning approach and work to persuade students of the policy's advantages.

L1 is crucial for a child's early schooling. There is a demand for English, according to

survey surveys on Pakistani students' opinions about the language and contends that L1 is crucial for a child's early education. There is a demand for English, according to survey surveys on Pakistani students' opinions about the language (Masood et al., 2020).

Influence of mother tongue

Mother tongue has major influence on the learning, understanding and in child development. The research surveys have produced a wealth of information demonstrating the demand for English in Pakistan. However, several research recommended using the child's mother tongue for early education and English for subsequent levels (Dawe, 1983).

Analysis of the study, compare the private and government school education system. He explores some facts in his research that are discussed in detail. Now Pakistan, there are 2 languages used in educational institutions, Urdu and English. Teachers constantly change between these double languages due to which pupils faced by so much difficulties. Urdu and English would be the two languages utilized in Pakistan for educational reasons. Due to constant switching between these two languages, several issues arise for the students. It is painful truth but it is reality that Pakistani educational systems need more adjustment, accuracy and re-editing in their education system (Awan, Shafi, & ISSN, 2016). Some other problems regard suggested by khan in regard student's difficulties in learning English as a second language are:

The fact is that Pakistani educational institutions require more adjusting, precision, and re-editing in their educational system is a harsh truth, but it is reality. In addition to the issues listed by Khan about students' challenges learning English as a second language, some more issues include:

Socioeconomic status

A child's socioeconomic status was observed by the fact that kids from lower classes were enrolled in government schools. This is a significant obstacle to learning English. How? Because parents of students from lower socioeconomic backgrounds often struggle to pay for their children's education expenses so they unquestionably send their children to the public school and the status of government schools is not meeting with the standards of language and communication (Kainuwa, Binti, Yusuf, & publications, 2013).

Regional diversity

The study of languages benefits from regional differences. Naturally, the mother tongues of pupils from different places vary. They come from diverse backgrounds. While students travel to schools to study, they encounter numerous difficulties,

particularly when speaking Urdu and English. When students from various backgrounds are placed in the same learning environment, they encounter numerous difficulties. As an illustration, the khan gave them the term "Thank you." Students who spoke Punjabi had a distinct pronunciation from those who spoke Pashto (Ayres, 2009).

Teacher behavior

Administration and employees only tried to just get jobs in public schools because of services and earn offered by the government of Pakistan are higher than those of private sector schools. Teachers' behavior contributes to the overall growth of the pupil in this segment. After conducting research and interviewing pupils, "Teachers in the government sector are not nice." Between students and teachers, there is a divide (Ahmad, 2005). At this level, Pakistan's troubled school system can also be held responsible. The management of government schools does not place much emphasis on the outcomes. The teachers and administrators at the school are highly aware of whatever they instruct the children in the classroom (Ahmed, Pathan, & Khan, 2017).

Government school plan teaching in also Urdu language." He also discusses the teaching strategies utilized to teach English. (Awan et al., 2016) also stated a fact during his survey and he tried to ask about the language that which language is used in classroom during English lesson, students from the government sector told him that teachers typically speak Urdu to their students. The teacher reads the narrative or topic in English during English class, and then translates it into Urdu to explain it. In most cases, teacher do not took students with the lesson to read it. This researcher has shown that it is impossible to teach English to students if the teacher does not have interesting to teaching a subject.

The Primary Language dominance on Instruction

The Sindhi language by during teaching in Classrooms: Sindhi (Local language of Sindh province, Pakistan) was found to be the primary language of instruction by teachers in classrooms, according to research from Sindh. Both Sindhi and Urdu were taught in Sindhi-medium schools, and vice versa. With the exception of the book, teachers hardly ever utilized English in the classroom. Out of the 9 schools that this study observed. In just one school, the majority language English used 69% only in one school. Sindhi was found to be the primary language of practice and teaching in Sindh's four districts. 87% of the schools in Sindh.

It was better understand how students use different languages in their expressions, detailed reviews of student responses were conducted in the classrooms (Rahman, 1999). There was evidence of significant student communication. In general, there was little interaction between pupils and teachers. Student interaction made up a relatively

modest portion of class discussion in all 42 English classrooms in Punjab. The goal of student communication was examined through a review of the student comments. (The Punjab study included for supportive argument). It was discovered that 59% of all student communication consisted of English sentences taken directly from textbooks. About 20%, other whole sentences or statements were spoken in Urdu, compared to 8% in English.

A blend of English and Urdu languages made up 13% of the sentences. The use of “proper language to show regret,” for instance, was not demonstrated in any significant dialogue. As noted in the Grade 4 SLOs. Most of the time, students responded to queries with one or two words. The results of Sindh classroom observations showed the same pattern. Students’ English language skills were determined to be incredibly lacking. Reading aloud from the text and responding “yes” or “no” to closed-ended questions were the only spoken interactions (Rashid, Muzaffar, Dar, & Butt, 2016).

English Language Use by Teachers in Science Classrooms

The language used by teachers in classroom and stated that Mixed language using technique was higher at 53% than English and Urdu utterances, which were used at 28% and 19%, respectively. There were 25 or less English utterances and roughly 44 or fewer mixed language statements in more than 75% of the classrooms. The analysis of teacher exchange data in science instructions finds parallels and contrasts with language use in math lessons. Teachers utilized more English in science lessons than math lessons, as was already established. On closer scrutiny, this rise might be explained by students in Science classes reading textbooks more frequently. One distinction was that teachers made an effort to clarify the passages from the textbooks and teachers read aloud in Mixed Language or Urdu (Babaci-Wilhite, Geo-JaJa, & Lou, 2012).

RESEARCH OBJECTIVES

1. To examine the difficulties in learning English language in government high schools Naseerbad Zone, Districts Jaffarabad, Sohbat Pur and Naseerbad, Baluchistan.
2. Examine student’s difficulties areas in English language.
- 3 To make proper suggestions that help students to make their learning easy in view point of Pakistani context of learning.

RESEARCH QUESTIONS

1. What are difficulties faced by students in learning English language in government high schools Naseerbad Zone, Baluchistan?
2. How to examine student’s difficulties areas in English language?
3. How to make proper suggestions that help students to make their learning easy in view point of Pakistani context of learning?

RESEARCH METHODOLOGY

The research method of this study is quantitative and qualitative research. This study was based on a survey questionnaire and semi-structure interview conducted by (Secondary school students) concerning problems in writing deal with English language. 240 students (Respondents) were different government schools standing in the three districts of Baluchistan, these three districts were selected randomly. In these three districts there were 35 high schools in Jaffarabad, 11 high schools in Sohbat Pur and 25 high schools in Naseerbad.

Data Collection Procedure

The close ended questionnaire is the techniques to collect the study of the data. The questionnaire contains twenty-two statements to reach the main targets of the study. The Questions divided into five point likert scale faced by difficulties in learning English, mistakes in vocabulary and interferences, difficulty in spelling, grammar, punctuation, rhetorical and researcher used the thematic analysis entire open ended questions (Creswell & Garrett, 2008).

Data Collection tool

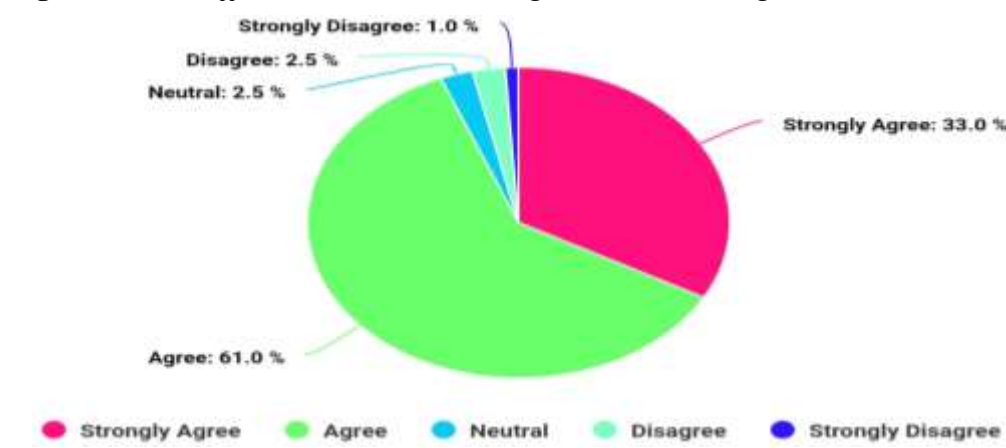
A questionnaire to collect data in this study is adopted to 22 items conducted the study from the (Farooq et al., 2020).

Data analysis

Data analyzed through SPSS, Excel and semi-structure interview in government high schools districts Jaffarabad, Sohbat Pur and Naseerbad. There were 240 students from secondary school students selected for this study.

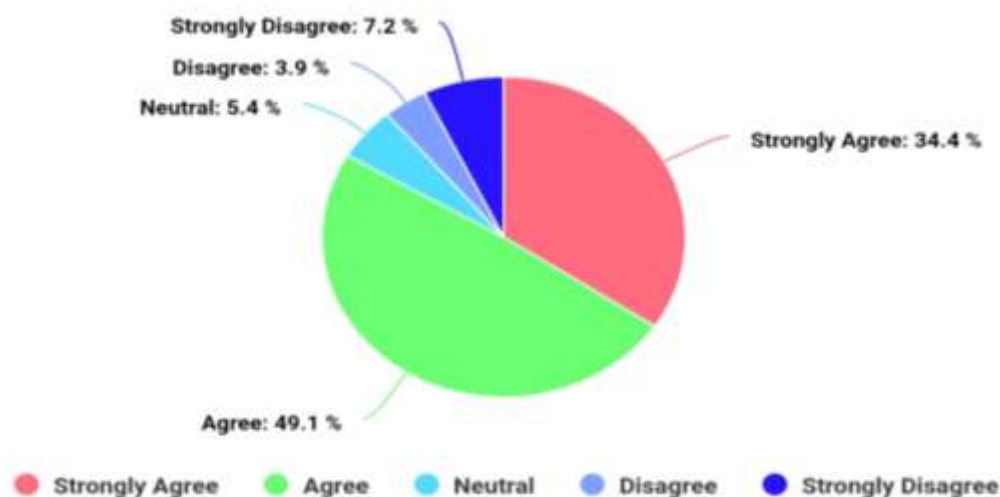
DATA ANALYSIS

Fig 1: Students difficulties in understanding tenses and writing

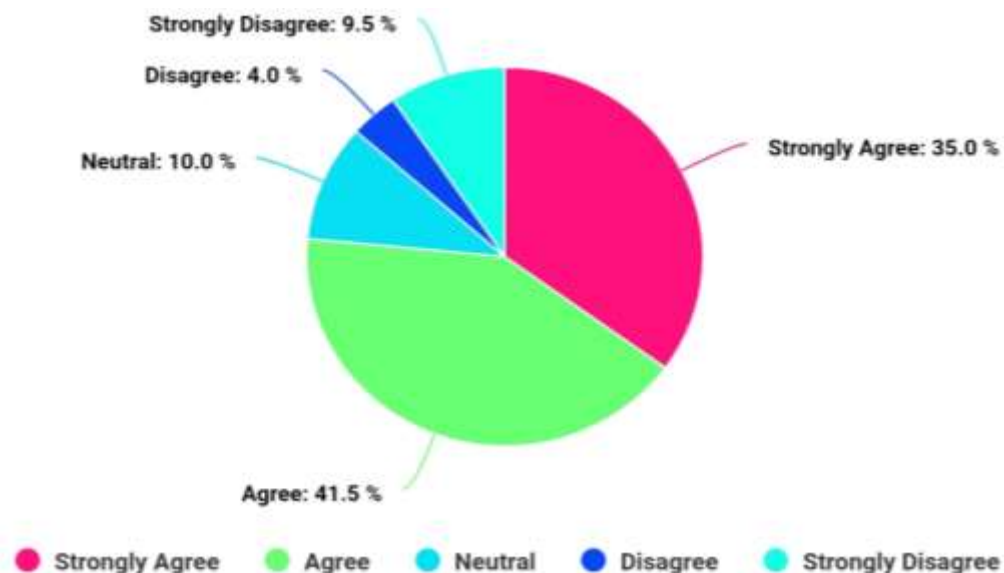


Above mentioned in the frequency table descriptive variables regarding student's difficulties in English language. the contains results of eight statements which were; the researcher used glossary (English words meaning into Urdu) before reading, simple words to replace with the difficult once, students use randomized Urdu and write the Urdu sentences in English letter, students take time to recollection what exact spelling is, students use different words to direct the alike meanings, students get poor grades because of poor spellings, grammatical mistakes affect students expression in writing and students face difficulty in English is correct use of Tenses. These responses reported in the level of first was strongly agreed 34.4%, second was agreed 49.1%, third was neutral 5.4% , fourth was disagree 3.9% and fifth was strongly disagree 7.3%.

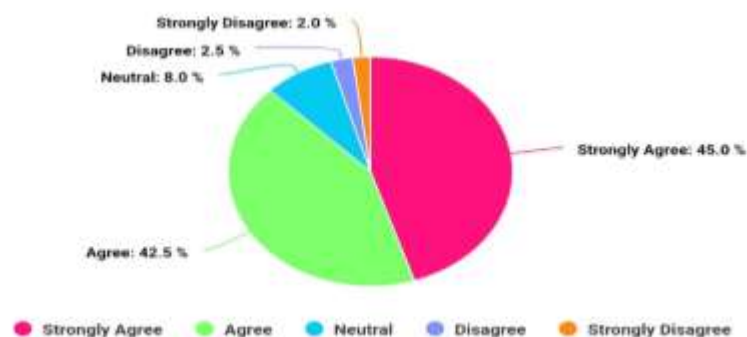
Fig 2: Students Difficulties in understanding grammar, words, spellings and meaning



Above mention in the frequency table descriptive variables students' difficulties in understanding tenses and writing and each statement shows the learning difficulties in language. The statements contain student's difficulties which were; The frequent problem, students face in English is correct use of tenses, students usually lengthen the sentences as they don't catch the thorough words, students faced by difficulties in concerning one paragraph through the other, they consider of a sentence in Urdu firstly and at that time translate it into English and students faced by problem to recognize the tense of written sentence. These responses reported in the level of strongly agree 33.0%, agree 61.0%, neutral 2.5%, disagree 2.5% and strongly disagree 1.0%.

Fig 3: Students Difficulties in comprehension and speaking

Above mention in the frequency table descriptive variables students difficulties in comprehension and speaking. The statement shows, students write English compositions in the way they ensure in Urdu, speaking is problematic for students because they have lack of vocabulary, in student's family, no one can speak and understand English language, English is difficult for students because lesson is not taught through modern technology, English is difficult because students are not direct involved in English speaking environment. These responses reported in the level of strongly agree 35.0%, agree 41.5%, neutral 10%, disagree 4.0% and strongly disagree 9.5%.

Fig 4: Students Difficulties in language stitching and opinion regard lack of technology uses in classroom.

Above mention in the frequency table descriptive variables student's difficulties in understanding in past tenses, language code switching and opinion regard technology, punctuation marks difficulties in connecting ideas. The statement shows that the past tenses are more difficult for students as compare to present and future tense, student's sentences are not thriving prepared that's why they can't communicate fine, students read a lesson in English and translate into Urdu, students face difficulty to use punctuation marks in their writing and students face difficulty to connect ideas in their writing. These responses reported in the level of strongly agree 45.0%, agree 42.5% neutral 8.0% disagree 2.5% and strongly disagree 2.0%.

Table 1: Analysis of estimation of secondary school students correlated to difficulties or issues in writing English language

S#	Statement	M	S.D
1.	When students can't locate the appropriate English phrase, they may substitute Romanized Urdu, such as "Ramazan mubarak."	3.75	1.31
2.	Student use some simple words to replace the difficult ones.	3.72	1.18
3.	Student usually lengthen the sentences as student don't find the exact words	3.71	1.06
4.	Students struggle while writing in the passive voice.	3.71	1.19
5.	Students take their time to remember the precise spelling.	3.67	1.20
6.	Students utilize several terms to convey concepts that are similar.	3.71	1.18
7.	Writing is challenging for me since students don't utilise enough words.	3.65	1.14
8.	Students compose essays in English the same manner they do in Urdu.	3.64	1.15
9.	Students first formulate a phrase in Urdu before translating it into English.	3.62	1.22
10.	The proper usage of tenses is a common issue that students run into when writing.	3.61	1.20
11.	Students have trouble spelling words that are unfamiliar to them.	3.62	1.17
12.	Because of their terrible spellings, students receive low grades.	3.58	1.22
13.	Students frequently have trouble using punctuation correctly.	3.54	1.39
14.	When referring to topics that they have already covered in their own work, students get confused.	3.55	1.25

15. Because their sentences are poorly organised, students struggle to effectively communicate.	3.53	1.29
16. The textual expression of students is inadequate when recounting historical events.	3.45	1.25
17. Students experience difficulties while using conditional statements.	3.51	1.15
18. The wrong use of punctuation is the cause of poor writing performance.	3.49	1.21
19. Students often struggle to link one paragraph to the next.	3.48	1.30
20. Grammar errors have an impact on students' written expression.	3.47	1.18
21. The order of events is not well described in the student's writing.	3.45	1.26
22. Students typically find it challenging to comprehend English sentence construction.	3.43	1.24

The above table mentioned that the most common difficulties which students faced by English as second language, the main area of vocabulary with mean =3.75 and the last with mean =3.43, there were included different parameter like as L1 interference, grammar punctuations and spelling problems faced by students.

Table 2: Correlation among aspects of writing problems

			Orator ical	Punct uatio n	Spellin gs	Gram mar	L1 Interfe rence	Vocab ulary
1	Oratori cal	Pearson Correlation	.544*	1.00	.435**	.319**	.319**	.414**
		Sig. (2 tailed)	.000	.000	.000	.000	.000	.000
		N	240	240	240	240	240	240
2	Punctu ation	Pearson Correlation	1.000	.544*	.398**	.527**	.365**	.437**
		Sig. (2 tailed)	.000	.000	.000	.000	.000	.000
		N	240	240	240	240	240	240
3	Spelling s	Pearson Correlation	.527**	.435**	.400**	1.00	.605**	.602**
		Sig. (2 tailed)	.000	.000	.000	.000	.000	.000
		N	240	240	240	240	240	240

4	Grammar	Pearson Correlation	.398**	.435*	1.00	.400**	.188**	.292**
		Sig. (2 tailed)	.000	.000	.000	.000	.000	.000
		N	240	240	240	240	240	240
5	L1 Interference	Pearson Correlation	.437**	.414*	.292**	.602**	.594**	1.00
		Sig. (2 tailed)	.000	.000	.000	.000	.000	.000
		N	240	240	240	240	240	240
6	Vocabulary	Pearson Correlation	.365**	.310*	.188**	.605**	1.00	.594**
		Sig. (2 tailed)	.000	.000	.000	.000	.000	.000
		N	240	240	240	240	240	240

The above table shown that the strong relationship between Oratorical and problems owed to firstly language interface by means of ($r = .544$, $p = .000$). The pupils who faced by hitches in correct use of oratorical similarly faced difficult of punctuation ($r = 1.000$, $p = .000$). Although writing in English language. There was a solid connection concerning grammar difficulties ($r = .398$, $P = .000$) and spelling problems ($r = .527$, $P = .000$). Now additional words, Students who struggled with spelling also struggled with grammatical issues while writing in English. There was a strong connection between L1 Interference. ($r = .437$, $p = .000$) and vocabulary difficulties and problems ($r = .365$, $p = .000$) and rhetoric's. Similar issues were encountered by students while they were writing in English as a second language.

Responses for Interviews

Case of learning difficulties

Learning English is very difficult task for Pakistani students but for students who belong to rural areas face more difficulties as compare to those students who lives in cities. The following are causes of difficulties in students of government high school Naseerabad Zone.

Overcrowded classrooms

In the process of teaching and learning, the strength of students in class plays fundamental to achieve effective learning goals. The less numbers of students give a chance the teachers to deliver their lesson plan as well as small numbers of students

create less disturbance than the overcrowded classrooms. It is seen in government high schools District Jaffarabad, Sobotpur and Naseerabad Baluchistan, the whole school contain one hundred plus students in each class. The most researchers concur that the expected advantage can only be achieved in classes of no more than 35 pupils. 35 students make up the ideal class size and best learning outcomes produce.

A teacher was explaining about large numbers of students, "teacher is suffering problems in an overcrowded class, most of time went into solving the attendance and listening student's absence issues. It is very challengeable to deliver lesson among hundred plus students and listen each students confusion regard the lesson". The overload classrooms, in general, make huge problems in the learning and progress results of the students. A teacher's primary responsibility in the classroom is to manage each student's activities, encourage their talents, and provide opportunities for pupils to discover their potential at higher levels. Although most classrooms have a significant number of students, teachers find it incredibly challenging to improve their students' learning abilities in overcrowded classrooms. The children are frustrated and have a lot of challenges while the teachers are teaching in crowded classrooms. In the large of students, maintaining discipline is a concern, students become discourage and their academic performance suffers hurdles. Overcrowded classroom has the direct result, which impact on both teaching and learning.

Classical method of teaching

The respondents agreed with statement 20 that "I read English lesson and translate it into Urdu". The positive percentage of this learning difficulty is 92.5% and the conducted the question about the respondent the through interview, the classical method of teaching is one of the simplest methods for teaching a foreign language. Teaching a target language by translation into national (Urdu) language is known as the "translation method." Each word and sentence is translated into the Urdu language by the teacher.

Reading and writing are the only two skills that make up the Intermediate English syllabus. Reading and writing are the only in the English syllabus. That students are not given any reading and writing practical assignment for school or home. In the beginning of every lesson, Teacher write the words on white board and students note them in their word meaning copy and memorize the each word. After memorization of words, the teachers read the lesson, translate and clear the concept of lesson and at the end, teacher tell students to write the comprehensive question in their note book for exams preparation. In government school, the main focus of English language is to pass the examination. The government school syllabus students who read and memorize the lesson in the shape of story and paste the lesson in examination sheets.

Lack of language exposure

According to researcher, "English is difficult because student is not direct involved in English speaking environment". Speaking ability is not given much practical use in the curriculum, and neither teachers nor students pay much attention to it. Speaking abilities are a struggle for the pupils in school, which is acknowledged by both teachers and students. Even while reading, speaking, and writing are also crucial to the development of language ability, listening is the main contributor. Speaking is a simple way to input a language during the speaking process, while listening helps learners understand the language at various levels to build a foundation for useful skills. In spite of daily living, listening is important in the school setting. When individuals listen unconsciously to any language, they learn about important aspects of hearing. Many people believe that someone who can talk and write is knowledgeable about language, but if he or she lacks the ability to listen, communication cannot take place. In government high schools Naseerabad Zone, nor any efforts are used to exposure the English language in the school. Almost teachers and students use Urdu or native language in the school. If teachers and students not communicate in English language so how students can build speaking and listening skills in English language. Half of time in learning a foreign language is spent listening, which is a crucial skill for bilingualism.

Lack of vocabulary

All facets of listening, communication, reading, writing and speaking benefit from having a tough vocabulary. The 95% students supported the statement 14 that "speaking is difficult for them because they have lack of vocabulary". Students are facing problems to learn English because students have lack of vocabulary and they cannot write the exact spelling of any words. Vocabulary is essential for students to learn a language. The expansion of vocabulary is openly taut to academic achievement. A vocabulary size is a good indicator of their future ability to learn to read. Student's thoughtful and knowledge of the domain are both supported by vocabulary. Increasing a youth's vocabulary unlocks up a world of new information.

Difficulties in tenses

The researcher highlights the problems, student face in English is correct use of Tenses and the positive response of learning difficulty was high. Students who suffer from tenses in government high schools Naseerabad. Tenses are important in the English language because they help writers create sentences that the reader will understand. Past, present, and future tenses are the three main categories of tenses. The tenses play a crucial role in English grammar. It demonstrates the timing of an activity or state that is often indicated by a verb. The verb's ending is altered to indicate whether it is in the present, past, or future. As a result, a function as a verb to express what happened when. For those in all vocations, effective English communication skills are a

necessity. In order to build efficient communication, understanding English verb tenses is crucial. Consequently, if students speaking and writing as effective forms of communication. Students must understand the English tenses since being able to communicate effectively will be greatly aided by knowing the twelve fundamental tenses of the language.

Lack of technology

Researcher asked the questions, students shared the positive responses are "English is difficult for me because lesson is not taught through modern technology". After seventy five years of independence, government schools have lack of technological equipment's. The modern countries have updated their educational Policies and they have fixed screens in their classes. If students cannot understand a lesson in books so the teacher audio visual techniques to teach them lesson but in Pakistan, there are not any facilities for students through they see and listen the learning material regard their study.

DISCUSSION

Pakistan's official language is Urdu but English enjoys the status of second language. English is mandatory subject which is being taught from primary to university level in Pakistan. In Pakistani education system, after clearing secondary education, the whole subjects are being taught in English language at higher secondary, bachelor, graduation, master's and doctorate level in all public and private educational institutions. The medium of instructions and medium of communication at higher education is in English language. This study is conducted to examine the learning difficulties of students in learning English as a second language. The study has conducted in rural area of Districts Jaffarabad, Sobotpur and Naseerabad, Baluchistan. The quantitative research questionnaire was drawn to find out student's difficulties in students. The government high schools Naseerabad Zone selected to the research. 240 students were selected to fill the questionnaire. Results and graph showed that students in Naseerabad Zone suffering from difficulties in learning English language in Baluchistan and researcher suggested recommendations to solve the student's problems in learning English as a second language.

RECOMMENDATIONS

Less strength of students in class

The most researchers concur that the expected advantage can only be achieved in classes of no more than 35 pupils. 35 students make up the ideal class size and best learning outcomes produce. (Kieschnick, 2018). A classes contain 20-30 students then it is very easy for teacher to teach and students can understand the English lessons. School need to divide students in little sections.

Direct method

Classical method does not carry language activities. The modern language learning technique would be used to solve the classical teaching methods.

Lack of technology in classroom

The audio visual techniques in schools like arrange a LED screen or multimedia can help students to learn a language through pictures, videos and audio. The technology is helping and making learning easy for students.

Language exposure

The direct method would be helpful for students to expose the target language. Teachers and students not communicate in English language so how students can build speaking and listening skills in English language. Half of time in learning a foreign language is spent listening, which is a crucial skill for bilingualism.

Strong vocabulary

Word games like matching words can be used to learn a language. Vocabulary is essential for students to learn a language. The progress of vocabulary is in a straight line tied to academic success. A student vocabulary extent is a good indicator of their future ability to learn to read.

Improve tenses

Students are expected to continue speaking and writing as effective forms of communication. It is important for students to understand English because knowing the twelve basic periods of the language will help them communicate effectively.

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