

Probing the English Language Competencies (ELC) of the Students in the Large Classes at the Shaheed Benazir Bhutto University, Naushahro Feroze Campus

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Abstract

English has become a language that people worldwide desire to learn and speak fluently. The English language is globally recognized as Lingua Franca. Further, it plays a vital role in commerce, technology, politics, trade, and education. Learning English improves different cognitive, speaking, writing, and communication competencies. The diverse competencies have different roles in learning which contribute to student's personal, and professional benefits. The aim of the study was to investigate the students' English learning competencies in large classes. The questionnaire used to collect quantitative data. Sampling was students of BBA-19, BS (IT)-19, BBA-18 and BS (IT)-18. Sampling has consisted of both boys and girls. The total number of sampling was 50. Data were analyzed in MS-Excel 2013 and transcribed in MS-Word 2013.

Keywords: English learning, competencies, communication, education, Lingua Franca

1. Introduction

English is a painstaking language to learn in Pakistan and it has significance in schools, colleges, and universities. Students strengthen their English language skills by speaking, writing, listening, and reading. For students, in fact, it is a challenge apart from these desires, such as the asset of time, efforts, and proper learning environment with qualified trainers. Students should work hard to learn to speak smoothly but the interest really does matter. The learning competencies are by speaking, writing, reading, listening. It is very much important because it is an international language. It is the only language that is usually spoken and understood by everybody. The language is an intercontinental language and considered as the official language. Moreover, language is the second utmost significant language around the earth. Likewise, it is also the language of program writer and Information Technology companies, it is said to be programmer language because greatest languages of programming use English words and syntax. Moreover, English is considered an important language because it helps to communicate and interact with people. On the internet the majority of the website has been found in English.

In addition, English has the central importance in Pakistan, and in the public education system, particularly in the government sector institutions. English is taught with the help of tenses, vocabulary, parts of speech primary and secondary levels. Different activities are used

to motivate the students to learn the language properly. In this concern, various language courses are offered in schools, universities, and academies. Handouts are also referred for additional knowledge by using modified techniques trainees help their students like Grammar Translation Method, reading aloud text practice questioning and answering exercise, conversation practice, dictation, Fill in the blanks, sentence writing. But instructors should focus more on English subjects and try to develop more techniques that help students to learn. Knowing the importance of English Pakistani students go for studies abroad like Australia, Turkey, Germany, America, China, Malaysia, and the number of other countries. In abroad they face so many trials but they can simply face them if they have a grip on the English language. But if you are not good at English you face difficulties in communication in foreign countries. Further English is a link language that helps people to interact with other people of altered culture. It is said language is the only source through which people understand one another. It has been very much clear that English is the only language at the international level that is very much important to be learned.

According to Rehman (2003), the English language is the official language in Pakistan and it is an indispensable source of communication at higher institutions. Further Shaheed Benazir Bhutto University, Naushahro Feroze campus, teachers teach English to the students with various techniques and methods like pair activities, group activities, self-learning, and presentation tasks which indeed help learners in English. Teachers recommend students' content-based translation rather word by word translation method in English.

1.1 Study Objectives

- To explore the difficulty of students in vocabulary in English language competencies in the large class
- To know the difficulties in listening to English learning competencies in the large class
- To investigate Speaking and Listening in English learning competencies in the large class

1.2 Research Questions The Study

- What type of difficulties learner faces in Vocabulary in the English language in the large class?
- How learners face difficulties in listening to the English Language in the large class?
- What are learners' difficulties in speaking in the English language in the large class?

2. Literature Review

The important point of this paper evaluation is, what are the learning competencies of the English language at Shaheed Benazir Bhutto University, Naushahro Feroze Campus? Rose (2011) mentioned that getting the knowledge is the method of getting the latest, adapting current familiarity, manners, services, or preferences. The value of the English language is sufficiently increasing more at the secondary dimension as the transitional stage gets prepared college students both to be a prevailing phase for the family via joining unique exchanges or enter greater establishment wit for the sound foundation. Without a persisted and specific exertion, understudies throughout the time spent.

Demirizen (2011) defined the writing on altered language capabilities as reveals above recommend that language is no longer solely digestion of mastering and records alternatively. In addition, it is dynamic securing open skills. Such purpose for language has offered to ascend to open methodology which could help them understand that how to make use of target language to impart suitably, easily and successfully by being increasingly worried about study pressure and connection as opposed to just with the teacher-centered course. According to Benson (2001), learning has benefits out of class as well. These benefits are self-instruction, learning to communicate and interact with people. Further, students learn creativity better in the productive language learning environment.

Swan (2006) mentions that in Pakistan teachers and students prefer purposeful grammar to adversarial to structural grammar. Unfortunately, teachers do not think about the useful grammar educating as the English language curriculum in Pakistani public institutes. Moreover, Ahmadi (2017) stated that one of the essential factors of studying is the grammar approach that teachers use in their classes to teach language to learners. Genç İter (2015) emphasized that the instructor should encourage learners to find appropriate activities. Brown (2007) calls attention to that, there is a depending and subjecting connection among instructing and learning.

In addition, Depdiknas (2003), defined that English mainly focuses on the capability of students to be capable of mastering in maximum of four skills, they are listening, speaking, reading and writing. So the students should have the ability in reading and listening to support their speaking and writing. According to Lochana (2006) teachers have recently

recognized the significance of the usage of a student-centered approach to education where teachers can help students to learn the leading goal of language in context and use it in the real condition in and out of the classroom. Liu (2003) considers that the eventual objective of linguistic teaching is to prepare students through the capability of using language for their communication.

3. Research Methodology

A quantitative approach used in the study. The questionnaire used to collect the quantitative data from the 50 undergraduate students of BS (IT)-18, BS (IT)-19 and BBA-18, BBA-19. The questionnaire consisted of two sections, one demographic information and the other section of the questionnaire contained ten questions related to the English competencies.

4. Result and Discussion

Results are the key parts of any research paper, article or thesis so here the results and discussion of the study. Here are the results and a description of every question.

1. Do you communicate in English in the class?

Student's communication results showed that 12 % of the students strongly agreed that they communicate in English language class easily, 40% strongly disagree, 14% responded disagree, 4% responded neutral and 30% of the students agree. The overall result of the question states that most students strongly disagree to communicate in the class.

2. Do you have understanding problem in English communication skills?

Student's understanding of communication process results depicted that 4% of the students strongly agreed that they communicate in the English language easily, 10% strongly disagree, 16% responded disagree, 41% responded neutral and 29% of the students agree. Overall results of the question state the mostly students neutral to understand communication.

3. Do you think English learning is easy as compare to local languages?

Student's English learning results directed that 19 % of the students strongly agreed that English learning is easy as compare to local languages, 14% strongly disagree, 17%

responded disagree, 17% responded neutral and 27% of the students agree. The overall result of the question states the most students are agreed to the statement that English learning is easy as compare to local languages communicate in the class.

4. Do you understand teacher's English pronunciation easily in the class?

Students understand pronunciation outcomes demonstrated that 29 % of the students strongly agreed that they understand teacher's English words, 2% strongly disagree, 6% responded disagree, 16% responded neutral and 47% of the students agree. Overall results of the question state the most students agreed with the statement/question that they understand the instructor's words.

5. Do you think vocabulary creates confusion in English communication?

Student's vocabulary creates confusion in English communication results indicated that 6% of the students strongly agreed that the vocabulary creates confusion in English communication 8% strongly disagree, 19% responded disagree, 27% responded neutral and 40% of the students agree. The overall results state the most students agreed with the given statement.

6. Is grammar methods of English is easy as compare to direct communication in English?

Student's grammar methods of English is easy as compared to direct communication in English results showed that 6% of the students strongly agreed that the grammar methods of English are easy as compared to direct communication 15% strongly disagree, 29% responded disagree, 31% responded neutral and 19% of the students agree. Overall results state the most students are neutral with the given statement.

7. Would your prefer English instead of mother tongue in class room?

Students Prefer English instead of M.T results showed that 12% of the students strongly agreed that they prefer the English language instead of their native language 10% strongly disagree, 23% responded disagree, 35% responded neutral and 20% of the students agree. Overall results of the question state the most students are neutral with the given statement that they prefer the English language instead of their native language.

8. Do you translate the instructor's words easily?

Student's translate instructor's words easily results depicted that 10% of the students strongly agreed that they translate instructor's words easily 4% strongly disagree, 10% responded disagree, 35% responded neutral and 41% of the students agree. The overall results state the most students are neutral with the given statement that they can easily translate the instructor's words easily.

9. Does your teacher helps you to improve new techniques in English speaking?

Student's help in improving new techniques in English Speaking by teachers' results show that 4% of the students strongly agreed that the teacher helps them in learning new techniques 35% strongly disagree, 1% responded disagree, 5% responded neutral and 51% of the students agree. The overall results state that most students are agreed that the teachers mostly help them in improving new techniques in English Speaking.

10. Would you prefer mother tongue in class room of lectures?

Students prefer their mother tongue during lectures results show that 12% of the students strongly agreed that they prefer their mother tongue in the classroom during lectures 10% strongly disagree, 23% responded disagree, 35% responded neutral and 20% of the students agree. Overall results of the question state the most students are neutral that they usually prefer their mother tongue in the classroom during lectures.

5. Conclusion

Investigating English Learning Competencies in Large class it has been found out from the results that English has a lot of significance in communication, listening, reading and writing. Further, it is used in almost every field especially in education. Students of Shaheed Benazir Bhutto University, Naushahro Feroze Campus are keenly interested to learn English in large classes but they face some technical language problems in speaking, pronunciation, and understanding. Some results indicate that teachers feel difficulty to concentrate on students in teaching in a large class. Further, some outcomes point out that students prefer their mother tongue during lectures. Consequently, in education, English performs a central role at university and colleges. It helps not only improve the English language competencies but other personal and cognitive skills of learners in the large class at the university level.

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