

## Teacher Perspective on Language Competences Relation to Learning Difficulties in English Learning

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### Abstract

This research was conducted to figure out how English language students' English language learning abilities affect learning problems among their peers in the primary stage in Irbid Governorate. The descriptive-analytic method was used in the research. The research included (100) instructors, who taught fourth and fifth grade classes and included (50) males and (50) females. (Fifty) men and (fifty) women. A survey was created to measure how much difficulty students have in learning English, and whether it is connected to how well they are learning languages. The survey included several skill areas: speaking, reading, writing, and listening. The study's findings showed that pupils who had learning disabilities had trouble learning how to acquire new languages. From instructors' perspectives, study was considered important at the elementary level in the English language class. The research discovered that it is crucial to recognize the significance of language acquisition for students with disabilities and to understand their function.

**Keywords:** English Language, Speaking, Listening, Reading, Writing, Learning Disabilities

### Introduction

English has allowed for the rapid growth of the public communications networks in recent years, thanks to its broad use. The widespread adoption of English as an international language has been influenced by this spread (Almousah, 2020). Al-Arifi (2020) stressed that English is used by a variety of nations and cultures for dialogue and interaction because it is the preferred language for public, political, and scientific events and organizations, as well as scholarly conferences and peer-reviewed journals, especially in technical and medical subjects. English language education has continued to progress since it is now the second official language in Jordan.

It is evident that pupils' deficiencies in English have arisen because they are unable to speak the language and because their comprehension and comprehension abilities are underdeveloped (Minshar, 2020). Not only is this problem limited to comprehension and spoken expression, but also to pupils' written work. This resulted to a rise in students' English language acquisition difficulties and a considerable effect on their future in that students' social and professional life, as well as psychological stability, were compromised. Such a phenomena needs thorough analysis of family, societal, and economic variables with a perspective of the student's own mental state. Some instructors and parents are stuck on the idea that a learning disability is associated with mental retardation, even though there is no scientific basis for the belief (Musaed, 2018). The researcher, therefore, came to realize that, if they wanted to

identify and resolve the core issues surrounding students' problems with English language, they had to discover the root causes of such difficulties.

The performance of pupils in the early stages of studying English isn't good enough to acquire the required language skills (Al-Zoubi, 2013). As a result, it is important to understand the different factors that are contributing to pupils' learning difficulties in English. This argument suggests that English plays a key role in accomplishing educational goals, because it is critical for people to succeed in both scientific and practical pursuits. Hasib et al (2021) conducted a study to investigate whether culture plays role in students learning by examining cultural role in individual cognition. There is an implication in this study that students, although living in the same country embrace different value due to the exposure of technology that connects people and therefore result to individual different cognitive needs to certain learning setting. These two studies have investigated early education and development of individual in learning but little attention has been brought to how learning difficulties in children affect their language learning.

In this study, the researchers wanted to figure out the connection between acquiring language skills and the learning difficulties that students face in English, as well as ways of helping those students. It was thus imperative to seek the views of instructors to confront these problems, since adopting their ideas would help us to better grasp the language, which in turn leads to greater student performance.

The project was to find out whether and how teaching methods and schools had anything to do with kids being unsuccessful at learning English.

The relevance of the present research lies in the contribution that English language has made to individual development; learning it has helped people grow both scientifically and practically. Thus, study into the connection between language abilities and the causes of English language learners' problems may be a key to discovering solutions to the issues. To have fewer kids with English language learning disabilities in the future, we need to address this now. It's significant because it begins with the elementary stage, which is the initial stage of the educational system's new cycle, based on the quality and progression of students' academic achievement (Saadeh & Dhmour, 2017).

The study's findings were due to human limits; it was only applied to fourth and fifth-grade English instructors. The research methods were implemented at Irbid Governorate's Second Directorate of Education's public elementary schools during the 2020/2021 school year's second semester. Finally, the study's findings are restricted to the accuracy and trustworthiness of the study's instrument.

### **Explanation of Terms in Use**

At the beginning of a student's educational journey, their spiritual, physical, intellectual, emotional, and social development are aligned with the specific characteristics of the individual and with the educational objectives of the country (Al-Mutairi, 2009). In the Second Education Directorate in Irbid Governorate, the researcher describes it procedurally as the stage that comprises children from the fourth grade to the sixth grade in public schools.

Reasons: Defined as elements that give an issue its reason for being and make something happen (Olimat, et al, 2013).

Students with learning disabilities: those who have challenges with language understanding, decoding, or reading comprehension (khasawneh, 2019).

## Literature Review

It is complex and complicated issue, with many parts, that students confront in learning English as a second language, and thus needs focused, multi-dimensional answers. They confront many additional difficulties linked to understanding what is read, such as grasping the ability to recognize words quickly and having a large vocabulary. Their schooling must address their deficiencies and also bring their linguistic skills up to par ( Nuruzzaman et al., 2018).

A difficulty faced by academics working in English education is the lack of English skills among pupils. There is a positive correlation between the development of students' English proficiency and the success of the educational process. A teacher develops a stronger personal desire to improve teaching and assisting pupils succeed. Conversely, many students have a difficult time succeeding in English, because they believe the subject is unfitting for them and they can never excel in it no matter what they try. Since there is a poor accomplishment rate, we must investigate the factors that resulted in the development of unfavorable trends when it comes to obtaining English as a subject matter (Turki, 2019).

Most primary schools don't cultivate a culture that enables students to learn English. The student is able to converse in Arabic with school management and instructors, while having the language spoken in class. The only thing left to study is 45 minutes of Arabic, covering most of which is 45 minutes in the classroom. There isn't nearly enough time to practice and master the language due to it being taught so late in school. So while studying the language, students should do all possible to use the advantages that they have. On the matter of teaching techniques, it is concluded that they fall short of achieving their aim due to the fact that instructors just provide information and fail to present it as a task or any subject matter outside of the confines of simply delivering knowledge. In addition, instructors emphasize what is written in the curriculum, overlooking what is spoken.

## Previous Studies

Research was conducted by Yousif & Abdallah (2020) to examine difficulties that Sudanese university students were having with English prepositions. For this research, the author used the descriptive-analytical approach and administered a test to participants. This year's research subjects came from Al Neelain University's Faculty of Arts English Language department's second-year students (2017-2018). The data was analyzed using SPSS. It was discovered in the research that English prepositions create an extraordinary amount of trouble for Sudanese university students, with the issue of literal translation from Arabic into English having been directly caused by the involvement of Arabic language.

Al-Arifi (2020) conducted research to determine the issues encountered by teachers while teaching English language at the elementary level and potential ways to address them. This research was conducted among primary school female English instructors in Al-Quwaiyah Governorate. Only 83 teachers replied to the survey, even though the sample comprised of 88 female English Language teachers. To examine the research data, researchers used the Descriptive Approach (a survey) and utilized tools like SPSS, Pearson correlation, Cronbach's Alpha, and Standard Deviation. This research revealed that, in Al-Quwaiyah governorate, the four components of the primary school English language program that are causing the most

challenges are the problems relating to the educational environment, the academic curriculum, instructional techniques, and teachers.

The Iraqi English Language students had their written discourse mistakes analyzed by Khalaf & Fadel (2020), who proposed the error remedies. The studies' subjects were in the 3rd year of study in the English Department at the University of Anbar and composed of 20 student essays. The author utilized Corder's 1974 error analysis stages in order to conduct his study, which he undertook using the qualitative approach. This research found that the biggest source of written discourse mistakes is language acquisition issues, due to both a difficulty in learning English as a foreign language and the influence of the Arabic language.

The two researchers, Badawi & Hamid (2020), sought to look at the challenges that Sudanese government school pupils had with certain consonant sounds and consonant clusters. The Al-Amlak-Khartoum Al Izba Basic School for Girls was the source of 20 of the sample pupils. To complete this research, the author conducted a survey among instructors to gather information. To get information, the researcher implemented a questionnaire as a tool to help in his/her research. A research found that some variables — including limited phonetics instruction on sound systems and variations in Arabic and English phonology — undermine proper pronunciation.

(4 - 6) year-old primary grade children in Amman, Jordan, had several problems with English language writing, and Abu Salah & Al-Hadidi (2017) hoped to discover what these challenges were. A random sample of 351 teachers (58 men and 293 females) from the Directorate of Education / Kasbah District in the capital Amman was selected as part of this research. In order to learn more about how the locals' experiences with, and attitudes towards food differ across cities, the study used a research method that describes experiences and attitudes instead of generalizations. Each paragraph has to be written and explained to be more comprehensible. The research revealed that the various levels of difficulty for the students in learning to write in English are spread widely throughout all regions

## **Methods**

The methodology section contains information about the study's methodology, and focuses on how the research instrument was designed and validated. Instructors who teach the fourth and fifth primary classes were surveyed, with a total of (100) teachers, both male and female. The stratified random approach selected 10 schools that will include 5 schools for females to research (5 schools for males). A group of 100 instructors participated in the research. The tool used for the investigation was a scale assessing the connection of kids' learning troubles to their speech issues at the primary level as seen by the instructors. The research project had two components. A number of basic facts were shared in the first section of the research (teachers). Additionally, instructors' comments were split into the following themes, all of which were in the second section (listening, speaking, reading, and writing). Each answer was evaluated according to a three-point scale and given a degree level of 3, 2, or 1: high (3 degrees), middle (2 degrees), and low (1 degree) (1 degree).

## **Validity and Reliability of the Instrument**

The correlation coefficient was computed in order to verify the validity of the instrument. A table including the correlation coefficients may be found here.

Table 1. Cronbach's alpha internal consistency coefficient and repetition stability of the instrument

| Field     | Test Re-test | Internal consistency |
|-----------|--------------|----------------------|
| Listening | 0.91         | 0.85                 |
| Speaking  | 0.87         | 0.86                 |
| Reading   | 0.88         | 0.85                 |
| Writing   | 0.90         | 0.87                 |
| Total     | 0.89         | 0.86                 |

The research instrument's overall dependability coefficient had a value of (0.89), with the listening field obtaining the greatest stability factor (0.91) and the speaking field getting the lowest stability factor (0.87).

## Results and Discussion

Table 2. The mean scores and standard deviations of the statements of the language skills fields arranged in descending order according to the mean scores

| Language skills | Mean score | Standard deviation | Rank |
|-----------------|------------|--------------------|------|
| Listening       | 2.71       | .322               | High |
| Speaking        | 2.67       | .403               | High |
| Reading         | 2.59       | .431               | High |
| Writing         | 2.56       | .428               | High |
| Total           | 2.63       | .396               | High |

According to the research data in Table (2), the prevalence of pupils with learning problems related to their language abilities was found to be very high. On the questionnaire, every section of the survey was also notably positive; in top position was the “listening” area, while the “writing” section was placed last.

### Listening skill

Learning problems among English language students were measured in terms of their language abilities, and the overall results of the evaluation of the listening field's assessment were reported in Table (3).

Table 3. The mean scores and standard deviations of the listening field arranged in descending order according to the mean scores.

| Rank | Statement   | Mean score | Standard deviation | Level |
|------|---|------------|--------------------|-------|
| 1    | Poor ability of students to connect sentences by listening  | 2.76       | .464               | High  |
| 2    | Student's inability to link the audio material to real life situations                            | 2.75       | .478               | High  |
| 3    | Weakness of students in following the instructions of the course in English language by listening | 2.75       | .518               | High  |
| 4    | Poor comprehension of the listening material  | 2.68       | .576               | High  |

|   |  |      |      |      |
|---|--|------|------|------|
| 5 | Lack of sufficient listening materials to get students used to listening | 2.69 | .563 | High |
| 6 | Difficulty distinguishing students by hearing similar words              | 2.63 | .576 | High |
|   | Total listening field  | 2.71 | .529 | High |

We can see from Table (3) that in the realm of listening problems, the connection of language skills is quite strong. First, their assertion that students couldn't connect the audio content to real-life events was deemed true, since it came in first. The comment "Discomfort in hearing similar phrases that may confuse pupils" came in last.

### Speaking Skill

The mean scores and standard deviations of language skills in connection to learning problems may be shown in Table (4), with a better understanding of the language-skill learning differences by doing comparisons and descriptions.

Table 4. The mean scores and standard deviations of the statements of the speaking fields arranged in descending order according to the mean scores.

| Rank | Statement  | Mean score | Standard deviation | Level |
|------|--|------------|--------------------|-------|
| 1    | Poor ability of students to express their thoughts orally      | 2.72       | .513               | High  |
| 2    | Not focusing on conversational experiences during the lessons. | 2.68       | .586               | High  |
| 3    | Poor ability of students to synthesize language terms          | 2.66       | .532               | High  |
| 4    | Poor ability of students to form correct sentences             | 2.63       | .599               | High  |
|      | Total speaking field   | 2.67       | .403               | High  |

The evaluation of the connection between speaking disabilities and the scope of language competence was strong. Everything about it was very bad, as the leading remark said, "the poor capacity of pupils to speak their minds." Ranked near the bottom was the statement, "Weak sentence structure skills of pupils."

### Reading skill

The following table illustrates the mean scores and standard deviations of students' language abilities and the amount of evaluation of the reading field:

Table 5. The mean scores and standard deviations of the statements of the reading fields arranged in descending order according to the mean scores

| Rank | Statement  | Mean score | Standard deviation | Level |
|------|--|------------|--------------------|-------|
| 1    | Difficulty deriving word roots                                       | 2.68       | .576               | High  |
| 2    | Difficulty pronouncing vowels in English                             | 2.65       | .595               | High  |
| 3    | Difficulty distinguishing silent letters                             | 2.63       | .576               | High  |
| 4    | Difficulty reading and summarizing English texts read by the teacher | 2.57       | .608               | High  |

|   |   |      |      |      |
|---|---|------|------|------|
| 5 | Difficulty reading English sentences                          | 2.54 | .643 | High |
| 6 | Difficulty understanding the meanings of the reading material | 2.50 | .664 | High |
|   | Total reading field   | 2.59 | .431 | High |

It's clear from Table (5) that a majority of researchers have a positive view of the connection between language ability and reading-related learning problems. all of its assertions came in first, with the statement "the difficulty of determining word origins" taking the lead Pupils found it difficult to comprehend the information, which was expressed in the phrase "The students' struggle with comprehending the content."

### Writing skill

Table (6) displays the mean values and variances for language abilities and learning problems related to the area of writing and its claims.

Table 6. The mean scores and standard deviations of the statements of the writing fields arranged in descending order according to the mean scores

| Rank | Statement   | Mean score | Standard deviation | Level |
|------|---|------------|--------------------|-------|
| 1    | Difficulty expressing in writing life situations.           | 2.64       | .550               | High  |
| 2    | Difficulty distinguishing letters and syllables             | 2.62       | .655               | High  |
| 3    | Lack of marks (grades) for written assignments              | 2.59       | .659               | High  |
| 4    | Failure to correct written assignments assigned to students | 2.51       | .722               | High  |
| 5    | Lack of written assignments assigned to students            | 2.44       | .773               | High  |
|      | Total writing field   | 2.56       | .529               | High  |

The results in Table (6) show that the overall degree of assessment of the relationship of language skills to students' learning difficulties in the field of writing was high. All of its statements were also high, as the statement, "Difficulty expressing in writing life situations" ranked first, while the statement, "the lack of written tasks assigned to students" came last.

The results in Table (2) showed that all language skills statements received high grades by teachers, and the fields of the questionnaire came in the following order, speaking, writing, listening, and reading.

In the field of listening, the results showed that the students face a real weakness in listening, especially the linking of sentences while listening. The researcher attributes this to the teacher's weakness in enabling his students to have listening skills. Therefore, it is necessary to link the information in the course with the subjective experiences of the students. Education must be linked to the life of the student. The more education is based on the students' basic needs, the more connected to the education itself and becomes able to continue with it and more accommodating to it. Thus, it will have an opportunity for creativity in the lessons they receive.



As for the field of speaking, the results showed that all the averages of this field came at a high level. The researcher attributes the reason for this to the fact that students face a real weakness in conversation skills because of their teachers not focusing on conducting conversations in English in the classroom. In addition, students' fear of making mistakes or feeling shy while they speak in front of their colleagues is also another reason.

In the field of reading, the results showed that all the averages in this field came at a high level. This is a clear indication that teachers see that students face weakness in terms of reading skills. It is also an indication of the weak foundation of students concerning reading, especially letter training. Students find it very difficult to distinguish letters, especially those that are written and not pronounced, as the student is not exposed to many exercises and activities that enable him to distinguish between them.

As for the writing field, the results showed that all the averages in this field came at a high level. This is a clear indication that students face real weakness in the field of writing. The researcher attributes this to the teachers' lack of focus in their teaching on this particular skill and their focus on other skills. In addition, there are weak appropriate opportunities for the student to show his skill in writing and expressing himself.

## Conclusion

One of the most prominent recommendations of this study is to focus on the need to diversify in teaching methods, reduce the teaching burden for teachers from lessons, and open channels of communication between family and school to follow up on students' affairs. It is recommended to identify problems in the process of learning English and increasing the awareness of students and their families about the importance of learning English. In addition, encouraging schools to establish a special English language laboratory equipped with the latest equipment to enable students to listen to the language better and with sound pronunciation, and to encourage teachers to develop remedial plans to improve the achievement level of students.

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