

# Challenges Experienced by EFL Learners in the Context of the ESP Course at Qassim University, Saudi Arabia

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Received: November 8, 2023

Accepted: January 2, 2024

Online Published: January 15, 2024

doi:10.5430/wjel.v14n1p551

URL: <https://doi.org/10.5430/wjel.v14n1p551>

## Abstract

This study summarizes difficulties associated with studying a course entitled "English Language 01, with a university code (ENG 101) as a general university requirement course for non-specialist students taught to various departments at Qassim University. ENG 101, is a university preparatory course with an overall objective that goes beyond improving student English language skills, which remained a challenge for some students. Despite the clarity of its objectives, achieving these goals is difficult for some students, especially those who joined colleges with poor language skills. Thus, their problems go back to previous stages where traditional teaching methods were prevalent. Concerning data collection required for investigating problems associated with the present study, the researchers used a qualitative data collection technique that involves gathering and processing numerical data to conduct statistical analysis. Data analysis showed several significant findings, writing and listening respectively emerge as the most formidable talent, as evidenced by a great number of "Not Good At" responses, with the majority of participants experiencing difficulty with these two essential skills.

**Keywords:** system-functional linguistics, education evaluation, foreign language learning, general English course, English for general purposes

## 1. Introduction

It is fair to say that there is a long list of reasons why learning a foreign language would be beneficial, including business, travel, cultural awareness, the internet, hobbies, personal development, global awareness, friendship, perspective broadening, academic advancement, and more. There is a growing need to acquire a second language due to developments in science and technology, improved international relations, easier travel, more job opportunities, and better educational prospects. As the need for bilingual workers grew, more and more schools began to provide language-learning courses, and governments worldwide began competing to provide their citizens with the best possible language instruction. No doubt that the world's population and how it thinks, learns, and lives have rapidly evolved. On the contrary, it appears at high levels in the modern age. As a result of these shifts, there will be modifications to how a second language is taught.

Halliday (2008) and Zhang (2005) have introduced the guidance of systemic functional linguistics to second language education. The primary goal of this research is to identify and assess the most pressing issues affecting the English proficiency of students who did not major in English. Therefore, the systemic functional linguistics is the cutting edge of contemporary studies on how to instruct college students best to write in English.

This article presents the findings of a study that aimed to determine whether factors help or hurt the development of skills among Saudi students who did not major in English, i.e. the researchers will briefly discuss the possible implications for English language instruction in Saudi Arabia. The researchers start with a brief literature review, focusing on definitions important to studying systemic functional linguistics. Secondly, the research processes will be presented, tools, and information sources. Finally, the most salient findings, which shed light on the challenges that Saudi Arabia's non-English significant students face will be demonstrated.

Students are required to take English classes at every level of the Saudi educational system, from kindergarten to college. Students who have not majored in English as a foreign language (EFL) yet want to learn the language because they find it useful for other purposes, such as taking standardized tests and networking for professional jobs. Therefore, analyzing the learning demands of EFL students in countries where English is not the local language is a crucial first step in developing EFL curricula and judging the effectiveness of EFL courses. This research aims to analyze the learning needs of EFL students to evaluate General English (GE) course at the tertiary level. Thus, it will allow course designers to determine whether the GE courses should be revised, compared, continued, or completed based on the results of this study (Ornstein & Hunkins, 1988).

Students of EFL often rely on GE course as a source of introductory-level English skills that can be applied in the classroom or everyday life. However, EFL students generally need help with listening and speaking in an authentic communicative context since they focus on reading and writing instead. Furthermore, students are not permitted to use the language materials presented for other academic purposes after completing the GE course. This research was motivated by a desire to fill a knowledge gap in the literature on GE course evaluation by examining the needs of EFL students enrolled in GE courses and determining whether or not their current English course meets those needs.

### *1.1 Objectives of the Study*

1. Casting the light on the challenges encountered by EFL Learners studying General English (GE) courses.
2. Suggesting various strategies through which EFL learners could overcome learning challenges in GE courses.
3. Elucidating the expected learning outcomes from a GE coursebook.

### *1.2 Research Questions*

This study attempts to determine the most common learning challenges faced by English as a general course learners' at Qassim University. To achieve the objectives mentioned earlier, this study is designed to seek answers to the following questions:

1. What are the challenges encountered by EFL Learners who studying General English (GE) courses?
2. How do EFL learners overcome these challenges?
3. What are the EFL learners' expectations of the GE coursebook?

### *1.3 Statement of the Problem*

Problems related to the basics of the English language rules and vocabulary building among those who take a course titled: "English Language 01," a general university requirement course for non-specialist students from various disciplines at Qassim University, are affirmed to exist. Despite the clarity of its aims, some students, particularly those who joined colleges with little language abilities, find it challenging to construct straightforward English sentences and use words in meaningful sentences or contexts. Therefore, their issues date back to earlier phases when traditional teaching methods were standard. Consequently, we don't doubt as authors that altering traditional teaching approaches, namely the grammar-translation method at the tertiary level, and relying on their more practical counterparts, such as the communicative approach, may enable students to cope with the problems they have ever known during previous stages before being enrolled as college students.

## **2. Literature Review**

### *2.1 General English (GE)*

Language, the primary medium of human communication, has gained significance due to globalization. It is possible to view language as driving and driven by this globalization trend. Language plays a crucial role in this process, making it easier for people worldwide to communicate with one another. However, the effects of globalization, progress in technology, and the ease of travel have made it imperative to acquire a second language. Specifically, there are now two distinct contexts in which one can acquire English language skills: general and specialized.

The term "English for General Purposes" (EGP) is often used to instruct students in the language. Wei (2015) claims that General English seeks to get students to a specific level of daily communication competence and foreign language study. As described by Ning and Zhao (2014), general English is designed to teach pupils the "broad outlines" of the English language. Because of this, teaching students a specific proficiency in listening, speaking, reading, and writing is well within the scope of General English in contexts where English is taught as a foreign or second language. General English is a language course taken over a few hours each week to achieve a specified level of the language or pass an exam, as defined by (Robinson, 1989). Vocabulary and grammar are taught and tested independently in these classes, prolonging the learning process.

### *2.2 Foreign Language Learning and the Factors Affecting Academic Success*

One of the most significant aspects of a society's capacity to progress in any subject is the strength of its people. One of the main responsibilities of educational institutions in supplying society with human resources is the completion of the educational process. Higher education institutions are seen to be the best places to prepare and share this resource with the general population. Pupils who thrive intellectually and take ownership of their education are better equipped to reach their objectives. Achieving one's goals might be an expansive notion of success. York et al. (2015) define academic success as the attainment of grades, professional success, student happiness, skill acquisition, competency development, consistency, and learning goals. Academic achievement is defined by Ahluwalia, Kugler, and Suzuki (2005) to include such factors as academic performance, attitude toward school, attendance, adaptation to school, and active and consistent participation in the physical and social environment of the school. Therefore, school achievement encompasses class performance and participation in the school's more significant social and academic community. It can also be seen as an idea associated with life following high school.

The literature on language acquisition and student achievement is rich with research that examines a wide range of topics related to this topic. Lightbown and Spada (2006) state that one's IQ, aptitude, learning styles, personality, motivation, attitude, identity, ethnic group,

ideas about learning, and age are all factors in determining how well one does in a foreign language. Güçü and Sahan (2017) state that influences on language instruction include students' interests and attitudes, the connection between the native language and target language, and the role of parents. Family, community, and classroom influences on students' ability to acquire a new language are the focus of Ekiz and Kulmetov's (2016) research. Ceylan (2014) found that instruction on language learning methods in a foreign language improved the success of his students in acquiring that language. Ceylan adds that pupils' increased independence directly results from instruction in language learning processes, boosting their performance in acquiring new tongues. The research of Fan and Chen (1999) indicated a modest and substantial correlation between parental participation and academic achievement. Success in learning a second language has been shown to depend on a wide range of personal, contextual, and pedagogical variables, including but not limited to innate ability, genetics, upbringing, and instruction. Students' majors have a pivotal influence on their foreign language education because majors are used in choosing which Vocational English courses students take. The literature study reveals scant investigation into how significant influences students' performance in either General or Vocational English courses.

Interactional patterns between hosts and guests were the subject of Blue & Harun's (2003) research, and the term "hospitality language" was coined to describe it. They emphasized that lessons on hospitality language need to be noticed. They argued that research on the topic and standard foreign language courses should incorporate hospitality language. Additional research on learning/teaching issues, including examining curricula and syllabi from many perspectives and data sources, is recommended by Al-Tarawneh & Vanc-Osam (2019). Learning processes, teaching methodologies utilized in English for hotel-purpose classrooms, and program assessment are only a few of the areas Yasmin, Sarkar, and Sohail (2016) recommend that scholars investigate. There needs to be more evidence on the importance of learning a foreign language in undergraduate tourism management degree programs, as found by Leslie, Russell, and Forbes (2002). There is a clear need for investigation on whether students' majors impact their ability to learn a foreign language (specifically, General and Vocational English). It is in this context that this research is expected to contribute. Since the tourism industry has transitioned to "a knowledge-based sector rather than a sector that requires intense labor" (Hsu, 2014) due to the demands of a new economic reality, it is hoped that this research will prove especially useful to those working in the tourism industry. In this light, this study will enrich the educational experiences of future tourism professionals.

The question we set out to answer in this study is whether or not students' average success rates in General English and Vocational English in the Tourism Faculty vary between departments. This research aims to investigate whether students' mean performance in General English and Vocational English varies across academic disciplines. Furthermore, it is hoped that this research will aid in contrasting student performance in Vocational English and General English classes and addressing issues about the distribution of course credits.

### *2.3 System-Functional Linguistics*

System-functional linguistics emphasizes the importance of language's function and is commonly employed in social linguistics and language education. Cen (1994) of Hong Kong University presented the development trend of Australian writing theory at The Third International Symposium on Modern Applied Literature in July 1998. There have been three significant shifts in how writing is taught in Australia: first, a focus on the product, then on the process, and now on systemic functional linguistics as the driving force behind the emerging paradigm in the study of writing.

In addition to highlighting the importance of language, this research focuses on the social role that language plays in our daily lives. Traditional grammar, formal grammar, and functional grammar all had significant impacts on 20th-century foreign-language education. Conventional grammar emphasizes the function and meaning of individual words. Sentence structure is the primary emphasis of formal grammar, often viewed as a collection of syntactic rules. Studying how syntactic structure relates to language use in various social and cultural settings is at the heart of functional grammar. Among these approaches, Halliday's System-Functional Linguistics stands out for its focus on language's social function; it can shed light on language's origins, history, and current state, and it helps to distinguish between the shared features and unique idiosyncrasies that characterize the world's spoken tongues. It is the expression of the natural language in a given situation, unrestrained by the limits of sentences and grammatical rules, according to Halliday and Hasan (2001) in their book *Cohesion in English*. Hu (1994) summarizes the notion of conversation as any natural language that is not bound by the grammar of the phrase in a specific context. Halliday and Hasan, and Wilson's coherence agree on the text's significant material. According to Halliday, there are three uses for language: ideational use, interpersonal use, and textual use, with the last being the most advanced. As a result, discourse analysis is highly relevant in real-world applications to the English language.

The focus of system-functional linguistics is on the way that language is used in context. As a result, college students who want to master English for its social benefits must discover what drives them to write. Motivation is a crucial factor in acquiring and transmitting linguistic competence. Several studies, including one by Walberg (1982), demonstrate that student motivation contributes between 16 and 20 percent to their academic success; another, conducted by Fyans et al. (1987), shows that it contributes 38 percent. More research by Gardner et al. (1985) into the factors influencing language learners' motivation has confirmed that intrinsic motivation directly affects how well students perform when learning a second language. According to Gardner, three components make up a learner's motivation to study a foreign language: attitude, aspect, and effort. Together, these elements help students learn more effectively. When students of other languages are presented with tasks in which they have a genuine interest, they are more likely to approach them with a can-do mentality, high intrinsic motivation, and positive results. However, a negative outlook on learning always leads to subpar academic results. This research looks at how college students feel about English writing, which could advance the field of motivation theory.

It is becoming increasingly apparent that functional linguistics has significantly impacted the field of language education in recent years. After summarizing the research by the premise of Halliday and his followers, Zhang (2006) based his discussion on the book *Functional Linguistics and Foreign Language Teaching* and addressed the main component of systemic functional linguistics that may be implemented in foreign language instruction. He proposes that systemic functional linguistics be used to inform instruction and facilitate composition instruction. To him, the primary goal of language instruction is to improve students' communicative competence through exposure to and practice with authentic discourse, which is used to accomplish various goals within a given social and cultural setting. Discourse education can be seen as a subset of language instruction. Starting with the text, we can investigate the contextual significance of lexical grammar and the relationship between context and culture, a bottom-up approach that works well in discourse education. We can also use a top-down approach, beginning with the examination of cultural and contextual limitations on the generic structure and register properties. Liao (2011) conducted a statistical analysis of (27) articles published in three domestic core magazines of foreign languages that discussed systemic functional linguistics in foreign language education (listening, speaking, reading, writing, vocabulary, and grammar teaching). There were five primary outcomes from this study's findings: a broader range of research objects, a broader range of research material, a broader range of theoretical research, a broader range of research methodologies, and a broader range of research methods and new teaching methods. However, there are also problems with the research; for example, the papers are only sometimes clear and comprehensible, and the study content isn't evenly distributed.

#### *2.4 Education Evaluation*

Evaluation is a term used in language teaching with several different meanings. Many academics have defined evaluation as the procedure and the result. Curriculum evaluation, as defined by Brown (1989), "the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum, and assess its effectiveness and efficiency, as well as the participants' attitudes within a context of particular institutions involved". However, Jacobs (2000) has recently maintained that evaluating an EFL program is a multi-dimensional process in which program components' political, ideological, social, and cultural aspects need to be critically studied to determine their relevance to learners' requirements in a particular context. Due to its lack of specificity, this definition of the evaluation needed to be revised.

Middlewood and Burton (2001) state that the purpose of an assessment in education is to "identify, clarify, and set criteria" that may then be used to determine an evaluation's "objective value, quality, benefit, performance, and importance." It highlights the significance of program evaluation in determining a program's value or success, including factors such as language policy, resources, curriculum, administrators, students, teachers, techniques, and external consultants.

Several studies have demonstrated the importance of knowing and being sensitive to the needs of learners as they relate to the development of courses or particular settings (e.g., Hutchinson and Waters, (1987); Brindley, (1989); Long, (2005); Nguyen, (2011); Nguyen & Nguyen, (2017). According to Widdowson (1981), "needs" are what students need or want to know once they've completed the language course. Hutchinson and Waters (1987) likely divided students' requirements into goal needs (such as necessities, wants, and lacks) and learning needs. According to Brindley (1989), the term "wants" or "desires" used to describe what pupils would like to learn beyond the necessities of the program is interchangeable with "needs." According to Berwick (1989), needs are "the difference between the present and the desired future state". Long (2005) argues that identifying students' requirements is becoming more and more crucial to designing practical language courses. Meanwhile, Lütke and Schwienhorst's (2010) research showed that a requirements analysis is helpful for a language center that takes a long-term, strategic view of its growth.

### **3. Methodology**

The data required for this study was accumulated by the researchers using a qualitative data collection technique that involves collecting and processing numerical data to conduct statistical analysis. Effectively, a group of students taking an English course with a university code (ENG 101), which is taught as a general university requirement course for non-specialist undergraduates from various departments at Qassim University, was interviewed during the academic year (2022–2023). The selected groups represent the research community, which has reached (6) groups with a total of approximately (85) students, even though the researchers have been teaching the same course to several batches for over seven years. Out of the research community, a group consisting of (30) students was selected and interviewed as a study sample. To ensure the effectiveness of the participant's responses to the interview questions, which were essential in gathering the required data, the researchers positively responded to their inquiries regarding the research questions before they essentially got involved in giving their viewpoints. Furthermore, the interview questions focused on the main difficulties students face when learning English in general, and those associated with the course book in particular, besides their pre-expectations about the course before taking it. Finally, by answering the questions of the interview, the study participants played an active role in its completion, and the most significant findings were then thematically examined and presented once the data had been collected and analyzed.

**4. Results and Discussion**

Table 1 shows a notable proportion of 7% still need to decide on their level of proficiency in this domain.

Table 1. Proficiency in English Skills

Activity	Good At	%	Not Good At	%	Undecided	%
Speak English	11	11%	10	10%	4	4%
Read an English sentence	9	9%	12	12%	4	4%
Listen to recordings	5	5%	13	13%	7	7%
Write a paragraph	5	5%	17	7%	3	3%

In contemporary society, social media platforms have significantly increased, leading to many effects on individuals and communities. The widespread use of social media has revolutionized. A small fraction, namely 5%, exhibit proficiency in this skill. However, there appears to be a discrepancy in the percentages reported for the "Not Good At" and "Undecided" categories. A significant proportion of participants need help comprehending audio recordings and composing written paragraphs in English. There is variation in the competency levels of responders across different English language capabilities. Although individuals generally demonstrate a relatively equal degree of ability in speaking and reading, it is evident that listening to recordings and composing paragraphs pose greater difficulties for the majority. It is imperative to ascertain the presence of incongruity inside the "Write a paragraph" segment.

Table 2 reveals approximately 60% of the individuals experience challenges when engaging in language activities, particularly in the domains of reading and writing.

Table 2. Overall Difficulties in English Skills

Activity	Responses	percentage
Difficult to read and write	15	60%
Difficult to listen and speak	5	20%
Difficult to listen, speak, read, and write	5	20%

A significant proportion of individuals, specifically 20%, need help with their ability to engage in listening and speaking activities effectively. A significant proportion, namely 20%, of individuals perceive the four activities of listening, speaking, reading, and writing as tough. Based on the responses gathered, it is evident that a significant number of participants find reading and writing to be the most demanding language tasks. The primary difficulties encountered by most participants are around reading and writing in the English language. This implies that certain areas may necessitate greater emphasis on educational instruction and practical exercises.

Table 3 states a significant proportion of individuals, specifically 45%, encounter challenges while attempting to engage in regular practice.

Table 3. Difficulty Practising English outside Classrooms

Response	Count	percentage
Difficult to practice	9	45%
Can practice	11	55%

Approximately 55% of individuals can engage in a certain profession. Most participants expressed confidence in their ability to engage in language practice, indicating a favorable indication. It is heartening to observe that a significant proportion of participants can engage in English language practice, but nearly half encounter various obstacles. The identification of barriers to practice is of paramount importance in the pursuit of improving learning outcomes.

Table 4 shows 56% of individuals participated in a language course that spanned one year.

Table 4. Overcoming Difficulties by Studying Abroad

Methods	Responses	percentage
Take a one-year language course	14	56%
Failed the course	11	44%

A total of 44% of the students still need to complete the course. A considerable proportion of the participants in the course did not achieve a passing grade, suggesting the presence of possible difficulties related to the course material, instructional approach, or level of commitment from the learners. The data indicates that many participants have demonstrated the proactive behavior of enrolling in a language course. However, these endeavors have a notable and worrisome prevalence of unsuccessful outcomes. This observation suggests concerns regarding the level of difficulty of the course, instructional approaches employed, or the level of commitment exhibited by the students.

Table 5 reports the Utilization of Gaming as a Pedagogical Approach Approximately 91.67% of individuals engage in gaming without deriving any discernible benefits regarding language acquisition.

Table 5. Overcoming Difficulties with Games

Methods	Responses	percentage
Play games without benefiting	11	91.67%
Play games with benefits	1	8.33%

Approximately 8.33% of individuals play games and benefit from this activity. The majority of participants do not perceive gaming as advantageous for the acquisition of language skills. Most participants do not consider gaming a favorable approach to acquiring language

skills. This observation suggests that the games being utilized may have been specifically designed for educational objectives or that the individuals participating in them must be more effectively utilizing them for learning. The utilization of gaming as a methodology has a notably elevated standard deviation, which suggests a substantial divergence in the collected data. This observation indicates a divergence of viewpoints regarding the advantages of gaming in the context of language acquisition.

Table 6 shows the benefit Method reveals that approximately 28.57% of individuals engage in activities without deriving any benefit.

Table 6. Overcoming Difficulties with Movies and Series

Methods	Responses	percentage
Without benefiting	4	28.57%
With benefit	10	71.43%

Approximately 71.43% of the participants engaged in various activities and that benefited them. Most participants partake in activities that yield positive outcomes, indicating a promising indication for facilitating successful learning. The survey findings reveal that a substantial proportion of participants actively participate in activities that they perceive as advantageous, suggesting their proactive approach to seeking and discovering effective strategies in their pursuit of language acquisition. The Benefit Method exhibits a rather high standard deviation, suggesting considerable variability in respondents' experiences with identifying useful approaches.

Table 7 assigns a significant proportion of individuals, specifically 39.13%, who do not engage in the act of consuming content through visual media.

Table 7. Overcoming Difficulties with Vlogs

Methods	Responses	percentage
Don't watch	9	39.13%
Watch with difficulty	14	60.87%

Many individuals, specifically 60.87%, experience challenges when watching. Consuming content in a different language, not one's native tongue, presents a considerable challenge for many individuals. However, despite this difficulty, many actively participate in such activities. Despite the inherent difficulties associated with consuming visual content, most participants are willing to invest their time and energy in this activity. This observation indicates that visual content is captivating and engages these individuals. Nevertheless, it may be necessary to modify the material to make it more comprehensible and advantageous.

Table 8 explains that the attendance rate was 44.44%, indicating the proportion of individuals participating in a particular class or session.

Table 8. Overcoming Difficulties with Private Classes

Methods	Responses	Percentage
Used to attend	16	44.44%
Currently attending	20	55.56%

Currently, 55.56% of individuals are in attendance. Most participants are presently engaged in attending sessions or classes, which suggests a sustained inclination or necessity for acquiring knowledge. The data reveals a notable upward trajectory in active engagement, as over 50% of the participants attend sessions or classes. This demonstrates a persistent dedication to acquiring knowledge, notwithstanding prior discontinuation of attendance.

The present analysis indicates that many participants encounter difficulties across multiple domains of language acquisition, notably in reading, writing, and listening to audio materials. However, it is noteworthy that many respondents remain actively involved in language learning endeavors and perceive certain methodologies as advantageous. This demonstrates a proactive attitude towards acquiring knowledge and surmounting obstacles. The language course exhibits a notable incidence of student failure, which may indicate areas of concern that educators should prioritize to optimize the learning process. Additionally, the challenges encountered while consuming course content further underscore the need for educators to address potential obstacles to enhance the overall educational experience. The data yields significant insights into the difficulties and preferences encountered by the participants throughout their learning of English. Adapting instructional approaches and educational materials to tackle these obstacles effectively can enhance the overall learning experience and improve academic achievements. The data yields significant insights into the difficulties and preferences encountered by the participants throughout their learning of English. Adapting instructional strategies and educational materials to tackle these obstacles effectively can optimize student's learning experiences and academic achievements. The data indicates that respondents exhibit diverse experiences and perspectives in certain domains, such as gaming and the benefit approach. However, there is greater consistency among respondents in other domains, such as language proficiency activities.

This table provides a clear overview of the average response and variability for each of the categories in the survey.

Table 9. Overview of the average response and variability

Category	Mean (%)	Standard Deviation (%)
Good At (Proficiency)	7.5	2.6
Not Good At (Proficiency)	10.5	2.3
Undecided (Proficiency)	4.5	1.5
Difficulty in Activities	33.33	18.86
Practice	50.0	5.0

Language Course	50.0	6.0
Gaming Benefit	50.0	41.67
Benefit Method	50.0	21.43
Watching Content	50.0	10.87
Attendance	50.0	5.56

Regarding the Language competency Activities, there is a discernible range of competency levels, with a minor inclination towards responders exhibiting limited skill in the activities. The observed low standard deviations indicate a reasonably high level of consistency in the responses across various activities. The data reveals that, on average, approximately 7.5% of the participants perceive themselves as proficient in the diverse English language activities. The observed low standard deviation indicates high consistency in the skill levels across the various activities. A marginally elevated mean percentage of participants (10.5%) express a lack of proficiency in language-related tasks. Once more, the observed low standard deviation suggests a high level of consistency in the results obtained from the various activities. A minority subset (4.5%) of participants expressed uncertainty over their level of proficiency. The low standard deviation demonstrates the uniformity of this uncertainty across various activities. The substantial standard deviation in Difficulty in Language Activities indicates that respondents' difficulties varied significantly between activities. The mean value of 33.33% and the standard deviation of 18.86% show that respondents' opinions on the tasks they find most challenging are split apart. The significantly elevated standard deviation indicates that there is significant variability in the kind of tasks that they find difficult.

In terms of practice, language course participation, content consumption, and attendance, the average value is situated precisely at the midpoint of 50%, suggesting an even distribution of responses. The average indicates a balanced distribution of viewpoints regarding the advantages of gaming in the context of language acquisition. Nevertheless, the elevated standard deviation implies a substantial divergence in replies, indicating that the participants' viewpoints on this subject are polarized. The observed standard deviations in this context have relatively small magnitudes, indicating that the responses tend to be concentrated close to the mean value. The distribution of responses on the act of practicing is evenly divided, with an average proportion of 50%. The observed low standard deviation indicates a rather high level of consistency in the opinions expressed by the respondents regarding practice. In a manner akin to customary practice, a balanced distribution of opinions concerning language courses exists. The courses demonstrate consistent experiences or outcomes, as the low standard deviation shows. Opinions on content consumption are equally divided among respondents, while the moderate standard deviation indicates a certain degree of heterogeneity in the perceived difficulty levels. Fifty percent of the participants are presently attending sessions or classes. The presence of a low standard deviation suggests that there is a high level of consistency in the attendance patterns seen among the respondents.

The data indicates that respondents exhibit a relatively equal distribution of experiences or opinions across several categories, as evidenced by multiple means approximating 50%. However, the standard deviations provide insight into the underlying narrative. Certain categories, such as gaming benefits, exhibit diverse experiences. However, others, such as proficiency and attendance, demonstrate a higher degree of consistency in the views expressed by the respondents. This underscores the significance of considering both the central trend, represented by the mean, and the variability, represented by the standard deviation when comprehending survey responses. We may conclude from the data collection and analysis provided in the above section that the study subjects encountered the most challenges represented by writing and listening skills. This suggests that students have trouble understanding spoken English and expressing themselves clearly in writing. These results highlight the need for instructional techniques and focused assistance to enhance these abilities. This generally identifies the precise areas where students have difficulties and need further assistance. Writing entails using the correct grammar and language to convey ideas effectively, but listening necessitates comprehending spoken English, which includes identifying between various accents and speech patterns. Acknowledging these challenges enables teachers to provide focused treatments that improve these vital language abilities.

Additionally, many individuals actively pursue external avenues, such as engaging in international study programs and enrolling in private educational courses, to address their educational needs. This suggests that learners are proactive in seeking additional resources outside of their regular English classes to enhance their language proficiency. It highlights the importance of recognizing and incorporating these external resources into the educational framework to provide a well-rounded learning experience. This finding underscores the motivation and commitment of learners to improve their English proficiency. Seeking additional resources outside of formal educational settings demonstrates their proactive approach and the value they place on acquiring language skills. Educators should acknowledge and leverage these external avenues to provide a comprehensive learning experience.

Moreover, it's been discovered that multimedia resources, including movies and TV series, have a lot to give. These materials expose students to a variety of dialects, cultural contexts, and real language usage. Nonetheless, there may be certain restrictions on how useful games and vlogs may be as teaching resources. Games and vlogs may not provide the same amount of organized language learning possibilities as movies and TV episodes, but they could still be useful as multimedia resources if they are carefully chosen and included in the curriculum. that enhance their instructional value and are in line with certain learning goals.

**5. Conclusion**

In conclusion, the findings emphasize the demanding nature of writing and listening as English language abilities for learners. The active pursuit of external avenues by learners demonstrates their commitment to improving their language skills. Incorporating multimedia resources, such as films and television shows, can offer significant benefits by providing exposure to authentic language use and cultural context. However, careful consideration is needed when incorporating games and vlogs as educational tools, as their effectiveness may vary.

By implementing the recommendations of evaluating course components, recommending quality multimedia resources, and providing targeted supplemental classes, educators can enhance their support for learners in overcoming challenges and building English language competency. This comprehensive approach will contribute to a more effective and engaging language learning experience.

## 6. Recommendations

In the light of the study results and findings, the researchers recommend the following:

1. Perform an extensive evaluation of the listening and writing components within the GE courses, considering the input provided by the learners. This evaluation should involve gathering feedback from learners on their specific challenges, areas for improvement, and preferences for instructional approaches. Based on this evaluation, educators can identify specific areas that need revision or enhancement in the curriculum to better address the needs of learners.
2. Educators can provide recommendations for particular movies, series, games, or vlogs that have been widely acknowledged for their instructional value. By curating a list of recommended resources, educators can guide learners toward high-quality multimedia materials that align with specific language learning objectives. They can suggest movies and series that offer clear dialogue, subtitles, and relevant educational themes. Additionally, educators can identify games and vlogs that provide interactive language practice and reinforce specific language skills.
3. It is recommended that educational institutions and schools contemplate the provision of supplemental classes or workshops that specifically target the areas in which students have the greatest difficulties. These extra courses or workshops might concentrate on improving listening and writing abilities via practice exercises, individualized feedback, and focused teaching. By providing targeted assistance in these difficult areas, institutions of learning may cater to the individual requirements of students and promote their language proficiency.

## Acknowledgments

Researchers would like to thank the Deanship of Scientific Research, Qassim University for funding publication of this project.

## Authors contributions

- Dr. Abdulghani Eissa is the first author and he is the owner of this article's idea. He conducted the abstract section as well as the interviews with the learners for data collection.
- Dr. Mohammed AbdAlgane has conducted the literature review section.
- Dr. Asjad Ahmed has participated in data analysis.
- Prof. Awwad Othman has contributed in the discussion of results, conclusion, and overall proofreading.

## Funding

Deanship of Scientific Research, Qassim University

## Competing interests

The authors declare that they have no relevant financial or non-financial interests to declare.

## Informed consent

Obtained.

## Ethics approval

The Publication Ethics Committee of the Sciedu Press.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

## Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

## Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

## Data sharing statement

No additional data are available.

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