

Students' Pronunciation and other Languages: The Impact of L2 Interference on the Pronunciation of ESL Students

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Original Article

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Abstract

This study examined the ways in which learning a foreign language could impede the process of acquiring English. This study aims to investigate the pronunciation problems faced by ESL students. Language is important for communication, and this study focuses on the difficulties with English grammar. Investigations are also conducted into the effects of "other-language interference" on language acquisition. Anyone looking to improve their English proficiency or educators hoping to assist their students in overcoming language barriers can find useful information in the research findings. To fully investigate the problem, researchers used in-depth interviews and online survey instruments like Google Forms for this investigation i.e. Using SPSS, quantitative data on how non-English languages affect undergraduate students' English language development was gathered. This study demonstrates that bilingualism can have both beneficial and detrimental effects on learning a second language. The techniques used were explained in detail, and theoretical and ethical issues were covered. To improve teaching strategies, more research is required to determine how second-language interference affects English language acquisition. The research's conclusions led to the recommendation that teachers consider their students' first languages when developing lesson plans. Additionally, it is important to encourage students to use English in all situations so they can become more proficient in the language.

Keywords: Interference, second language, native Language, ESL, pronunciation

Introduction

For efficient communication, language is an essential tool. Precise expression of one's thoughts is only possible via language. A particular pattern of word combinations produces a language. A sentence's meaning and interpretation can be greatly impacted by word order changes, or they can completely ruin the sentence's clarity. Understanding the intricacies of English grammar can require some effort. Students who struggle with grammatical patterns, particularly in spoken communication, may make mistakes. The grammar of English is overly complicated. Asif et al. (2018) assert that mastering and utilizing them is challenging.

One transfer that has both beneficial and negative effects on learning is other-language interference. Errors can happen to students studying English as a second language. As per Asif et al. (2018), there is a possibility of negative transfer from other languages to individuals who acquire a second language. Due to interference, or the ability to speak two languages fluently,

bilinguals are more likely to deviate from the norms of one language. The impact of one language on another when a bilingual person speaks is referred to as "interference" (Weinreich, 1953).

The challenges of learning English as a second language are the main focus of the study's context. The study highlights the difficulties with English grammar as well as the importance of language in interpersonal interactions. This study emphasizes the significance of interference from other languages in language learning as well as the need for effective language learning techniques. The goal of this study is to determine how students' proficiency in other languages influences their English communication skills. The author cites relevant literature to expound on the study's significance and offers a glossary of terms. Setting the stage for the research problem and establishing the foundation for the findings and recommendations is the study's context.

For many years, linguists and educators have been captivated by the investigation of how a learner's first language (L1) influences their acquisition of a second language. The interference of their L1 causes a multitude of challenges and obstacles for English language learners from a wide range of linguistic backgrounds. Language learners may encounter difficulties with pronunciation, grammar, vocabulary, and even cultural norms of communication. Understanding the extent and type of L1 interference with English language learning is critical for both teachers and students to pursue successful second language acquisition.

The research will provide answers to the following questions:

- i) How does L2 Interference affect ESL students' pronunciation?
- ii) How do multilingual problems affect the ability to speak and learn?
- iii). How do problems with multilingualism affect one's ability to pronounce words correctly?

Description of the Issue

The interference from the learner's native language or other languages they may already know makes it challenging for ESL or EFL students to acquire English. Known as "language transfer," this phenomenon includes a range of linguistic problems that can impede the acquisition of English language proficiency. The degree and nature of this interference can be significantly influenced by the learner's native language, including its phonological, grammatical, and lexical characteristics.

Studies show that elementary and secondary schools lack comprehensive information about how non-English languages affect students' English language proficiency. Most research in this area has focused on universities. Because of the necessity of working with schools, getting parental consent, and addressing moral concerns, gathering data at the elementary and secondary school levels poses special logistical challenges. This might deter researchers from looking into the subject in greater detail. Therefore, understanding and addressing the interference of other languages in English language learning at the higher education level is not only an educational but also an economic and societal imperative. In order to foster successful academic and professional outcomes, global competency, and effective communication, it is imperative to eliminate the obstacles that learning a foreign language poses to the acquisition of English, particularly for higher education. The wealth of information available in primary and

secondary data sources can be leveraged to create policies and strategies that enhance global connectivity and English language proficiency.

An Analysis of the Literature

This study highlights the value of English in postsecondary education as well as the difficulties faced by non-native English speakers in their language learning endeavors. Linguistic characteristics more frequently linked to the L1 are displayed by students learning English as a second language in both traditional classroom settings and other EFL programs. (Malana, Fontiveros, 2018). Even though it's preliminary, this research could give some common beliefs more weight. The idea that literacy and language are just "skills" that can be applied anywhere can be detrimental to both teachers and students (Boonkit, 2010).

Those who are not native English speakers are enrolled in ESL classes. English is not regarded as one of the official languages of Pakistan. The bulk of Pakistan's population speaks and writes in Urdu. English is taught to Pakistani students in kindergarten through university. The fact that the leadership of Pakistan recognizes the value of English has contributed to the high regard that Pakistani citizens have for learning the language. Most people in Pakistan don't speak English as their first language. Programs teaching English as a second language have proliferated throughout Pakistan (Reid, 1987).

Beyond simply being able to communicate with people who speak it already, learning a new language has many benefits. According to Reid (1995), students frequently overlook the significant influence that being exposed to a different culture has on them. The benefits of studying and using English more are numerous, and the following are just a few (Ahmad, 2016).

The following benefits of learning English:

- Speaking English can help you travel the world
- Learning English can basically make you smarter
- Media and websites will be easier to access
- Learning English is acknowledged as the official language of the world

Two languages there may be interference between the two languages being learned as a result of classroom instruction. The difficulties associated with "adaptation" to the foreign language system, if one may use such terminology, become more apparent as people advance in their acquisition of a foreign language, especially after obtaining fluency in their native tongue and gaining a thorough understanding of its phonetic, morphological, lexical, and syntactical structure (Wardani, 2019).

According to Wardani (2019), English Language Learner (ELL) students' home languages act as archives of their past knowledge, which influences how well they learn English and other academic subjects. It is hypothesised, hypothetically, that one of the key components of acquiring proficiency in a foreign language is the integration of real-world application of the language along with structured training and practice. This theory has been reinforced by additional research, which shows that regular exposure to a second language and its use in authentic communicative contexts may resemble the process of language acquisition. The benefits of intervention in the language development process are also highlighted by this study.

The study's intriguing conclusion is that students frequently translate between the language they are learning and the target language by using their native tongue. For instance,

authors learning English as a second language may find it difficult to write well about a subject in English if they rely on information that has been preserved in their original tongue. Their capacity to focus and remember details while writing may therefore be compromised (Al-Khresheh, 2010).

According to recent research, learners employ transfer as a strategy throughout the learning process, but as their language skills advance, they seem to focus more on lexical transfer and use it less frequently. However, grammatical errors in written English are a common occurrence for writers regardless of their level of language proficiency. According to Thomason (1997), these errors can be attributed to the structural influences of the local language. Because of this, it is common for students learning a second language to rely on the grammatical rules of their first language, which could lead to disruptions from the learner's home language in the target language (Thomason, 1997).

In the context of studying how someone learns a language for the first time, "native language" typically refers to the language that person speaks in their community and/or at home. Mother tongue or arterial language are other terms for a person's native language (Fontiveros-Malana, 2018).

Multilingualism is the term used to describe people who can speak more than one language fluently, according to Fontiveros-Malana (2018). For "first" and "second" languages, respectively, the terms "L1" and "L2" have become commonly used acronyms in the linguistics and language education domains in modern times. However, it is imperative to recognize that the term "native language"—which is synonymous with "native speaker"—has garnered negative connotations in numerous parts of the world. According to Fontiveros-Malana (2018), several authorities on the subject of newly emerging vocabulary in World Standard English and English make a deliberate effort to avoid using a particular term because of its negative connotations.

"Target language" refers to the second language (L2) that is being studied, while "mother tongue" refers to an individual's native language. Teachers of English as a Second Language (ESL) frequently deal with "mother-tongue interference," a phenomenon in which a student's native language interferes with their ability to learn the target language. One factor that can hinder someone's ability to speak English well is their home language (Wardhaugh, 1970).

Stated differently, the rules governing a language control the way its speakers communicate with each other. A language's grammar defines its structure, while its vocabulary is its collection of commonly used terms. Languages are the main means by which people communicate with one another, whether it be through written text, spoken words, or sign language (Asif et al., 2018).

Learning a new language has several advantages, such as improved cognitive function, wider perspective, and success in school. To succeed in the global business of today, students must acquire a second language (Asif et al., 2018). According to Asif et al. (2018), the majority of linguists concur that language's main function is to enable communication, or the transfer of knowledge from one person to another.

- Students should not be reluctant to participate actively and use the local tongue.
- Take a look at some picture books and graphic novels written in the language of interest.
- Read some content that has been written in a second language.
- Students ought to become fully immersed in the community's culture.

- Consider using smartphone apps and podcasts for free language training.
- Seek out native speakers' viewpoints rather than relying solely on your own education.

Data Collection and Data Analysis

The current study examined the phenomenon of L2 Interference on ESL students' pronunciation using a mixed research methodology that combined qualitative and quantitative methods for data analysis. The administration of online and paper-based questionnaires made it easier to collect quantitative data. A spreadsheet was created and arranged using Google Forms. The surveys were distributed digitally, and for a more individualized approach, they were distributed through WhatsApp groups. Semi-structured interviews were conducted with participants in order to gather qualitative data. Although the interviewer has predetermined questions to ask and responses to obtain, in a semi-structured interview the interviewee retains greater control over the course of the discussion. A semi-structured interview is ideal to delve into the thoughts and feelings of the respondent. Research projects aren't finished until the findings are examined. Giving a thorough explanation of the data gathered should be the aim of any data analysis. Utilizing a variety of approaches, including content analysis, descriptive statistics, and statistical inference, the gathered data can be used for logical or empirical goals.

Quantitative Analysis

"Do the difficulties with multiple languages impact proficiency in English?" was the question that the study set out to address. The various studies that examined the "Effect of L2 Interference on the Pronunciation Skills of ESL Students" are covered in this section. Google Forms and SPSS were used to create the surveys used in this article. This survey was designed to gather information for a quantitative analysis study that looked into how non-English languages affected college students' attempts to become more fluent in English. The research objectives were taken into consideration when creating each of the questionnaire's twenty-five multiple-choice questions. MANOVA was used to analyze the data in order to look at how students' multilingualism affects their education. The tables detail the results of Wilks' Lambda test.

RQ1: How do multilingual concerns affect students' ability to learn and speak?

H01: Multilingual concerns have no appreciable impact on students' speaking or learning abilities.

The way that multilingual concerns affect students' speaking and learning abilities.

To investigate the impact of multilingual challenges on students' speaking and learning proficiencies, a statistical method called multivariate analysis of variance (MANOVA) was utilized to answer the original research question. Table 1 shows the outcomes of the Wilks' Lambda test.

Table 1

Multivariate Wilks' Lambda Tests for multilingual issues on student's speaking and learning skills.

Effect	Value	F	Hypothesis df	Error		Partial
				df	p	η^2
Multilingual issues	.015	6.18	54	46	<.001	.88

The following statistics were used to analyze multilingual difficulties: For more information, see Table 4.1. $F(54,46)=6.18$, $p=.001$; Wilks' Lambda =.015; Partial $\eta^2=.88$. The following guidelines should be followed when interpreting effect sizes, according to Cohen (1988, p. 284):.01 = very small,.06 = moderate, and.14 = very large. Multilingual problems, the independent variable, had a sizable effect size (Partial $\eta^2=.88$). This implies that 88% of the variation in the rate of improvement of students' language, literacy, and learning skills can be attributed to linguistic diversity. The null hypothesis was refuted by the results, which demonstrated a significant impact of multilingual problems on the consolidated dependent variables. A one-way MANOVA test was conducted to examine the dependent variables in each language in more detail (refer to Table 2).

Table 2

MANOVA Summary Results of multilingual issues, speaking and learning skills

Source	Dependent Variable	Type III			F	p	Partial
		SS	df	MS			η^2
multilingual issues	Speaking skills	1345.42	27	49.83	3.69	.00	.81
	Learning Skills	299.35	27	11.08	1.44	.18	.62
Error	Speaking skills	323.50	24	13.47			
	Learning skills	184.42	24	7.68			

Data illustrating the beneficial effects of linguistic diversity on skill development are shown in Table 2. The results of the students' speaking skills revealed a very large effect size,

which suggests that multilingual difficulties were responsible for 88% of the variation in performance of language speaking abilities ($F(27,49.83)= 3.69$, $p=.001$; partial eta squared=.81).

Multilingual issues accounted for 62% of the variance in learning skills, but there was no statistically significant effect on learning abilities ($F(27,11.08)= 1.44$, $p>.001$; partial $\eta^2 =.62$).

Speaking is superior to the means for learning ($M=8.98$, $SD=.78$) and reading ($M=18.98$, $SD=.45$). It has been found that linguistic variety has a bigger effect on students' proficiency in spoken and written language than it does on their academic achievement.

The results further showed that the coexistence of multiple languages had no negative impact on the learners' cognitive ability to learn. The value of $p=.62$ indicates that students' learning abilities have p values greater than alpha.

- How multilingual problems affect students' pronouncing abilities.

RQ2. What impact do multilingual concerns have on students' ability to pronounce words correctly?

H02. Multilingualism has no discernible impact on students' pronunciation abilities.

- The impact of multilingual concerns on pupils' pronouncing abilities. Multivariate analysis of variance (MANOVA), a statistical method, was used to investigate the impact of multilingual challenges on students' pronunciation proficiency in order to answer research question 2. Table 3 presents the results of the Wilks' Lambda test.

Table 3

Multivariate Wilks' Lambda Tests for multilingual issues and dependent variables.

Effect	Value	F	Hypothesis df	Error df	P	Partial η^2
multilingual issues	.005	8.48	47	53	<.001	.72

a. Design: Intercept + multilingual issues

Table 4.3 displays the results of the analysis of multilingual problems: $F(47,53)=8.48$, $p=.001$; Wilks' Lambda =.000; Partial $\eta^2=.72$. According to Cohen (1989), the scale should be used as follows:.01 for a very small effect,.06 for a moderate effect, and.14 for a large effect. Multilingual problems, the independent variable, had a sizable effect size (Partial $\eta^2 =.72$). This indicates that 72% of the variation in the rate of improvement in students' pronunciation could be attributed to linguistic diversity. The null hypothesis was refuted by the results, which demonstrated a significant impact of multilingual problems on the dependent variables. A one-way MANOVA test was provided for a thorough analysis of the dependent variable results in each language problem (Table 4).

Table 4

MANOVA Summary Results of multilingual issues, pronunciation skills.

Source	Dependent Variable	Type III			F	P	Partial η^2
		SS	df	MS			
multilingual issues	Pronunciation skills	391.86	22	18.67	3.36	.001	.77
Error	Pronunciation skills	153.60	25	4.82			

The data in Table 4 illustrates the significant influence that multilingual issues have on a person's ability to pronounce sentences correctly. The pronunciation results demonstrated a significant effect size, with partial eta squared = .77 and $F(22,18.67) = 3.36$, $p = .001$ suggesting that multilingual difficulties accounted for 77% of the performance difference.

Findings Derived from Qualitative Research

Semi-structured interviews and qualitative analysis are frequently combined by researchers to explore complex phenomena and gain understanding of participants' lived experiences, viewpoints, and worldviews. This research strategy combines thematic analysis with open-ended participant interviews to extract valuable information. Employing semi-structured interviews in conjunction with qualitative analysis can be a highly effective way to investigate complex phenomena and gain understanding of the participants' experiences, beliefs, and beliefs. Major patterns and trends in participant replies allow researchers to gather rich and complex data that may guide theory, policy, and practice. Five broad concepts are used to analyze the problems.

The following is a list of potential topics for additional research in this area:

1. How first language (L1) influences English learning
2. The impact of linguistic and cultural settings on learning English:
3. The impact of language transfers on English learning
4. Strategies for getting past linguistic barriers in English language training
5. Assessing English language ability in bilingual environments

In general, researching how non-native language learners progress toward English proficiency in higher education is a challenging and multifaceted issue that requires advice from specialists in a variety of fields, including linguistics, psychology, education, and assessment.

Qualitative Analysis

The impact of first language (L1) on English language acquisition

Different participant reviews have reported different effects of L1 on learning a second language (L2). Only a small portion of respondents indicated that learning English grammar and

syntax is made easier when there are many similarities between the L1 and the L2. The possible advantages and disadvantages of a student's first language (L1) when studying English as a second language have been illustrated by a multitude of studies and concepts. Recognizing the role that learner diversity plays in language acquisition is also essential. These factors should be taken into account when developing language lessons by educators and teachers.

Effects of Culture and Literature on English Language Acquisition

Numerous participants have examined the literature regarding the impact of cultural norms and linguistic elements on the process of learning English. English language learners may face significant obstacles because of the variety of their linguistic and cultural backgrounds. The cultural background of a student may influence how they approach and ultimately perform in their English language studies. A more structured and repetitive approach to language learning might be more effective for a student from a culture that places a high value on memorization and repetition than it would be for a student from a society that values communication and interaction.

Language transfers and English language learning

The effects of language transfer on ESL students' capacity to learn English have been found to vary, according to several participant reviews. A sizable percentage of participants stated that because of the influence of their native languages phonetics, lexicon, and syntactic patterns, learners would face difficulties with English pronunciation, vocabulary, and grammar.

The process of learning a second language is greatly influenced by the diverse and context-specific ways that languages are transmitted. Notwithstanding its possible advantages, there might also be challenges that learner of the desired language must overcome with persistent, concentrated effort.

Strategies for overcoming language interference in English language learning

Various participant reviews have brought attention to various methods for getting past language barriers in English language learning. English language learners frequently face interference from their native tongue, particularly those for whom English is not their first language. Numerous strategies have been developed by researchers to minimize linguistic disturbance and help non-native speakers of English learn the language. Here are some instances: Hearing English spoken by native speakers: Students should be exposed to English in context so they can learn the language with the least amount of linguistic interference. In order to obtain authentic English resources, people can consult a variety of media, including books, newspapers, movies, TV shows, and musical compositions. Explicit Instruction: If students receive explicit instruction in the grammatical and lexical conventions of the English language, they will be able to comprehend the language better and will be less influenced by their native tongue. Visual aids: Non-native English speakers can learn English subjects more easily by using visual aids like diagrams, films, and drawings.

English language learners can overcome language barriers by combining these strategies. It's important to remember that, based on their linguistic backgrounds and learning styles, different students may respond better to different strategies.

Evaluation of English language competency within multilingual environments

The assessment of English language competency in multilingual settings has produced differing opinions from a number of participants. A study suggests that conventional measures of language competency, like traditional English language assessments, might not be sufficient to

determine students' proficiency in multiple languages. Experts in the field of higher education research agree that language interference in students' acquisition of English language abilities is a complex issue that warrants further investigation. Teachers and politicians can create more effective language training programs if they have a better understanding of the linguistic interference that kids face when learning English.

Discussion

The purpose of this study was to determine how college students' attempts to become more fluent in English were impacted by their language proficiency. This chapter examines survey replies to determine how participants felt about being asked about their progress in learning English and how their L1 impacted their ability to learn the language. This chapter also looks at how students can get better at using the English language. This section addresses earlier research on the same subject in addition to summarizing the study's findings.

Analysis of Quantitative Findings

Examining how students' native tongue affects their English language growth in higher education was the aim of the study. The findings demonstrated that a number of respondents acknowledged the potential barriers that come with developing a second or foreign language in one's mother tongue. The majority of respondents thought that learning and producing a second language are influenced by one's first language. It has been demonstrated that making strategic use of one's native tongue can help with L2 grammar and vocabulary acquisition, boost self-esteem, weaken affective filters, lessen stress and anxiety, and create a sense of security.

The effects of diversity on learning English were the subject of the second question. In a multilingual classroom, students speak a range of first languages and come from a wide range of cultural backgrounds. Many learning strategies were employed by study participants, which could explain the wide range of syntax and pronunciation issues seen in a bilingual classroom. The student must fully immerse themselves in the target language in order to succeed. It has been demonstrated that learning a new language aids in students' ability to focus and communicate more effectively.

The third area of study examined the reasons behind English language learners' occasionally incorrect pronunciation of specific words. Participants concur that a lack of exposure to the language, a limited vocabulary, grammatical errors, and poor pronunciation are all issues that can impair students' ability to comprehend and utilize English. Fear of making mistakes, insecurity, and anxiety can all impede the ability to express oneself clearly and confidently in English. It may be challenging for someone to express themselves in English if they are anxious, fear making mistakes, or lack bravery in general.

The most significant and challenging issue that non-native English speakers face is pronunciation, according to English Language Learners (ELLs). A poor pronunciation can have many detrimental effects, two of which are misunderstandings and poor communication. Studies also reveal that learners who mispronounce words in their vocabulary will make it difficult for others to understand them.

Analysis of Qualitative Findings

This study aims to investigate the impact of non-English languages on English language learning. Additionally, this study will examine the ways in which participants and researchers believe English language learners can advance their proficiency. The impact of the learner's L1

on English proficiency was the first theme. Opinions among respondents regarding the benefits or drawbacks of learning a learner's L1 in relation to English acquisition are divided. A few participants brought up the possibility that a learner's L1 grammar and syntax could influence their English. Students may find it difficult to adjust to the English language, especially if their original tongue has grammatical and syntactic structures that are very different from English's. Additionally, it was found that the learners' SLA vocabulary was influenced by their L1 vocabulary.

The importance of one's native tongue and culture in learning English was the second main theme. If no one in the student's immediate family spoke English at home and if the interviewees' own cultural views and origins differed greatly from the norm, the interviewees categorized the students as having linguistic and cultural diversity. Nonetheless, some respondents claimed that in order to truly comprehend the meaning of the language, one must comprehend the cultural and linguistic setting in which English is used.

The impact of linguistic transfer on learning a second language was the subject of the third theme. The term "language transfer" describes the impact that a person's first language has on their acquisition and use of a second language. The effects of language transfer on the process of learning English were noted by the participants, both positive and negative. This depends on the learner's proficiency in their home tongue, how closely linked their home tongue is to English, and how motivated they are to pick up the language. Participants in the survey also believed that if students' native tongue shared some grammatical characteristics with English, learning English grammar would be easier for them.

The fourth theme grouped strategies for handling linguistic distraction when learning English. The respondents mentioned that when communicating with language learners, it is best to avoid using idioms, metaphors, and sarcasm. When assessing English language competence in multilingual environments, the fifth theme was applied. Many students find that evaluating their ability to speak English in multilingual settings is a complex and challenging task because it must take into account the various cultural and linguistic backgrounds of the students being evaluated. For instance, it has previously been discovered that standardized English language testing does not fairly represent a student's linguistic proficiency if they speak more than one language (Paradis, 2010).

Conclusion and Recommendations

The current study's flaws are then emphasized after a comparison of the results with those from previous studies. The study's findings indicate that learning another language can impede the acquisition of English. I changed topics after discussing the challenges of the L1 for advanced ESL students and talked about the value of English fluency in the contemporary world.

This study aimed to investigate the potential impact of exposure to non-English languages on English language acquisition. By using mixed approaches, both the methodology and the underlying patterns of qualitative and quantitative research can be maintained (pure form mixed methods).

Furthermore, the findings of this study suggest that comprehending the rules of the English language is difficult. Students may struggle with grammatical patterns in particular when speaking, which can cause misunderstandings. There are further too many black-and-white English grammar rules. Learning a new language is challenging, and applying what you've

learned is even more so. As a result, mistakes are often made by English as a second language learners while completing their lessons. Exposure to foreign languages has been associated with negative transfer, which makes learning an unfamiliar process even more difficult. The results of this study imply that people who learn best through experiencing and thinking back on challenges are likely to be highly aware of their struggles and make a concerted effort to learn from their mistakes. The best way to improve one's English is to practice as much as you can and then go somewhere where there are lots of English speakers.

The debate and conclusion that came before it gave rise to the following suggestions for enhancing English language proficiency and reducing the impact of additional languages on learning the English language. Here are some recommendations:

When it comes to learning a second language, students' success in a bilingual classroom is dependent on more than just their inherent intelligence. Students who speak more than one language are encouraged to use a range of strategies to advance their education, all of which can be customized to meet their individual needs and interests. According to research, students who use their native tongue as a second language learning strategy are better able to remember new vocabulary and grammar in their second language, have higher self-esteem, fewer affective filters, and experience less stress, anxiety, and threat. Speaking English fluently can be hampered by insecurity, anxiety, and fear of making mistakes. An individual who finds it difficult to communicate in English may exhibit anxiety, a lack of confidence in one's own abilities, and a fear of making mistakes in judgment. Because of this, they might find it difficult to communicate in English; for this reason, teachers' support is pertinent in helping the students overcome the obstacles in their learning.

Individuals who aspire to improve their proficiency in the English language could find it advantageous to become familiar with the methods described in the recommendations section. The results of the study offer a way for ESL students to improve their English language proficiency and get past the difficulties they encounter when learning the language.

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