

RESEARCH ARTICLE



THE FOUR ENGLISH LANGUAGE SKILLS: CHALLENGES FOR THE NON-NATIVES

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ABSTRACT

Each skill of English language and the mastery of non-natives over these skills are always ambivalent not only for achieving a good conceptual knowledge but also for maintaining a sound communication in basic arenas like education, business and conversation. The futility to understand the spoken or written text puts the non-natives far behind and they even cannot make out what is taught as a part of learning. This paper will concentrate on the basic components of English language such as reading, listening, speaking and writing on the one hand and the impediments faced by the second language learners (L2 learners) in academic arena and working environment on the other hand. The discussion will be made on the ground of experiential knowledge which includes direct observation and theoretical analysis which facilitate the learners to possess more information and dictum of experts analyzing these issues. In addition to the strategies stated above, a number of experiments applied among the L2 learners in the case of likes and dislikes, attitudes and enthusiasms and impediments and infrequencies will be presented for better realization. This paper, however, will be an experimental attempt by which a comprehensive assumption on four essential skills will be accomplished.

Key Words: Ambivalent, Dictum, Futility, Impediments and Non-Natives

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INTRODUCTION

The learners are very often confused about why they will have mastery over the four English language skills and even they fail to find the direct match on the importance of these skills in real life situations like other disciplines. They learn English as a second language, with fear and contradiction, whether they will be able to succeed in materializing their aspirations regarding language capacity and thus they remain happy by learning a bit of grammar, writing paragraphs or compositions on any prescribed topic and speaking with teachers and friends with lots of pauses and hesitating expressions. The non-native learners are not free

and frank in using language skillfully for as a part of daily activities and they often mess up their languages with the native or first language. What they understand about the function of language skills are to read textbooks, write essays and solve grammatical exercises and drills on any topic. They consider English language a barrier which makes the job difficult and untenable and think that they would do perform conversations and other language skills with their first language. The expected level of standard, in this regard, is not fulfilled because the optimum methodology in terms of language learning cannot be applied successfully. The teachers who are involved in

language learning program are also accountable in this respect and they can work a catalyst to improve the shabby condition of language skills of non-native learners. In recent years, the researchers have increasingly focused on the concept of communicative competence and thus the learners will be able to use language more appropriately and meaningfully to accomplish specific goals. In this case, the merge of these skills is highly required. Most teachers of English as Foreign Language (EFL) attempt to incorporate all four skills into their planning, though some classes may focus more on one set of skills or the other, due to the course and learnt objectives (Oxford, 2001).

Reading Skill and Impediments Faced by the Non-Natives:

Reading being a receptive skill concentrates on the comprehension and understanding texts, messages, conversations and statistical works and it conveys the necessary meaning to the readers. To have mastery over reading the learners take up a number of strategies and they in some cases get success by depending upon their systematic procedures. The learners may follow strategic reading, a kind of reading that includes strategies to perform an objective in terms of reading and fluent reading, a kind of reading that refers to reading text at an appropriate rate with adequate comprehension. Despite following a variety of methods, the L2 learners are not always able to make out reading text because of complex sentence structure and unfamiliar lexical terms. It is a dilemma for the L2 learners to define what the reading text is and what essential qualities a reading text must have. "Where there is little reading, there will be little language learning ... the student who wants to learn English will have to read himself into a knowledge of it unless he can move into an English environment" (Bright and McGregor 52). Reading is one of the most essential English language skills and it is a way in which a reader tries to understand what the author intends to express and how an author wants to make his position clear to the readers.

"For most of these learners it is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content

class where reading in English is required" (Nunan, 2003).

It can be said that the non-native readers have a number of problems in understanding the reading text, and they almost grope to delineate the meaning of the text. The possible impediments encountered by the non-native readers are illustrated below:

- **Lack of Spontaneity about English Language**

Text: Most L2 learners have an allergic feeling about text or material written in English, and they often feel uneasiness to go through text as there are numerous unused vocabulary and long complex sentences. They rather consider English as a foreign language, and they cannot be proficient in this language. They do not feel good when they are asked to read English story or poem, and think it as a major challenge to be spontaneous in their reading activity. Lack of motivation and unparalleled thought make them discouraged to read English daily, book or material. In some cases, they regard learning a foreign language is with a variety of sound patterns and styles are difficult, and do not have eagerness to have proficiency about texts written in English language.

- **Poor Background Knowledge:** Learners of many countries where English is taught as a second language do not have strong background knowledge to achieve mastery over reading skill. For instance, readers may have misconceptions about the western culture because they think that western culture is more open and offensive to the Asian culture, tradition and custom. In this respect, readers are to be motivated through pre-reading or background information that the conceptions prevailed among common people are not always true and germane to justify the western culture.

A reader's background knowledge can influence reading comprehension (Carrell, 1983, Carrell and Connor, 1991). So, background knowledge includes "life experiences, educational experiences, knowledge of how texts can be organized rhetorically, knowledge of how one's first language works, knowledge of how the second

works, and cultural background and knowledge" (Nunan, 2003).

- **Lexical Obscurity and Sentence Structure Complexity:** To

L2 learners understanding text adorned with unusual vocabulary and inexplicable sentence pattern discourages them to pay attention on reading passages and thus they do not find any rhythm to go through such texts. "It is easier for the reader of academic texts to cope with special terminology than with general vocabulary" (Levine and Reves, P.37). Learners often come up with questions that what vocabulary they need to know and how they will learn the vocabulary. Indeed, to have a good command over vocabulary and sentence structure possesses a great challenge for the L2 learners. Now there is a controversy on how many words a student needs to know to understand reading text and how they can use them in reading text. Students need to be motivated to go through the text to comprehend and infer what has been discussed in the text. The teacher can select a passage and instruct them to read this in pair or group depending upon the size of the class.

- **Incapability to Transform Strategies into Skills:**

Transforming strategies into skills in reading text is an essential criterion, and the L2 learners are not successful enough to accomplish the skills. An important distinction can be made between strategies and skills (Kawai, Oxford, and Iran-Nejad, 2000). Strategies are conscious efforts that destine to achieve desired goals or objectives, but skill is a strategy that is mechanical or spontaneous. The learners are well accustomed to translating passages from the native language into the target language and vice versa, and they often feel scary to adopt the new methods like Direct Method used by language teachers in classroom learning. In addition, learners use a number of strategies to understand the reading text and they apply those methods to make their study pragmatic and effective. For example, learners may find out the sentence

patterns, including simple, complex and compound and take down the words that seem to be unfamiliar to them. The ESL learners are quite smart in learning grammars by heart, but it is a great surprise that they cannot understand the applications of these rules used in different reading text.

- **Want of Efficient Teacher:** The second language learners feel a dire need of efficient and expert teacher for integrating the key principles of reading and, they do not get success in understanding text due to lack of appropriate guidelines and instructions. Teacher in reading helps students understand the text and, he/she can work as facilitator and coordinator to address the problems of learners. To succeed, you need more than classroom tips and techniques: you need to understand the nature of the reading process (Anders, Hoffman, and Duffy, 2000). Teachers sometimes follow traditional strategies to teach students how to be proficient in Reading and thus students are not able to learn language in a communicative way like learning for conversation, describing the picture and sharing ideas with other peer rather they focus on grammatical perfection only.

- **Speaking Skill and Hurdles for the Non-Natives:**

Speaking is another fundamental skill in which a speaker produces speeches to another speaker and thus a meaningful communication happens between them. It is the combination of production and reception processes where a speaker produces and a listener receives what he/she has already heard. Speaking is comparatively a convenient way to transfer ideas what one possesses in one's mind and helps to maintain a reliable communication with others.

To the second language learners, speaking poses a major challenge as it happens in real life situation and most of the non-natives incline to stay away from this genre of language skill. They feel shaky and unnerving whenever they are asked to describe any particular topic. The characteristics of spoken language are as follows: auditory, temporary; immediate reception, prosody (rhythm, stress and

intonation), immediate feedback, planning and editing limited by channel (van Lier, 1995, p.88). It is a great complexity, especially for the L2 learners that a speaker is not able to revise and proofread speech as it requires the speaker to be quick and simultaneous for process delivery.

A number of factors behind speaking and haphazard strategies applied by the course teachers in non-native classroom are responsible for having lack of efficiency in speaking. The non-native teachers entuse students to follow Grammar-Translation Method (where grammar rules and vocabulary of the target language are major concern) in the language classroom in place Audio-lingual and Direct Method (where meaning is conveyed through the use of demonstration and visual aids) because they do not want to share their practical experiences with others and remain dominant in the classroom learning. The language teachers need to understand that speaking in foreign or target language (the language the learners intend to learn) requires much freedom and motivation and they need to play the role of facilitator during learning that target language. "Although speaking is totally natural, speaking in a language other than our own is anything but simple" (Nunan, 2003). The language teachers in the classroom do not give sufficient time the learners to describe what they can understand after going the text, rather they would like to speak more and they scarcely show coordinating attitude towards them. Unless the teachers are trained up in Teaching English as a Second Language (TESL), they will not address the situation successfully and students' incomprehensibility will remain unsolved.

The learners are strongly encouraged to have a strong command over grammar and writing skill rather than to have fluency over speaking skill. The non-native learners, on the other hand, do not have the intent to have habit formation to speak in a new environment and they often suppress themselves because of unidentified fear and confusion that work as a great barrier to attain success in speaking. Due to having inadequacy of teacher training and facilitating posture, most of the language teachers frequently

interrupt the learners during conversation for making errors in the speaking environment and they naturally feel inferiority complex to speak spontaneously because of continuous obstruction created by the teachers.

The psycholinguistic research implies that the learners fail to assimilate the language specifically Speaking when they are getting matured. Learners learn the language intuitively and naturally and also from the environment where they live. When a language learner reaches his puberty, the assimilation of a new language gets become difficult. The process of socialization speeds up the possibility of learning a language and it is also true in the respect of Speaking. For example, if a non-native lives in a country or region where native language is not used widely as a means of communication, education and business, he/she will have a frustrating experience as he/she cannot accommodate with others spontaneously.

In addition to the factors mentioned above, the second language learners are very much concerned about the Received Pronunciation (RP), fluency, accuracy and appropriateness and that is why they cannot become easy and comfortable at the time of speaking before teachers and in unknown environment. Language acquisition research indicates that people can speak better by interacting with others but the L2 learners are not able to exchange their ideas with others in language learning environment because they consider it as a 'cultural shock'.

Brown and Yule (1983a) pick out various forms of language mostly used by speakers of the language. These are

- incomplete sentences
- very little subordination (subordination clauses etc.)
- very few passives
- not many logical connectors (moreover, however)
- replacing/refining expressions (e.g. 'this fellow/this chap she was supposed to meet')

- The use of generalized vocabulary (thing, nice stuff, place, a lot of)
- repetition of the same syntactic form
- the use of pauses and 'fillers' ('erm', 'well', 'uhuh', 'if you see what I mean' and so on.)

The non-native learners do the similar acts discussed above while they are in speaking environment and they cannot be easy for the lack of naturalness in communicating with others. It is summative to understand the L2 learners face a number of barriers, not only for the difference between the first language and the second language but for the want of appropriate guidelines also on the factors of teaching techniques such as student-oriented classroom learning, segmentation of classroom activity like pair work and limiting the teachers' role etc.

Listening Skill and Major Complexity for the Non-Natives:

Listening, like reading, is a receptive skill where listeners are exposed to different listening situations through some aided materials and exposures. It is, at present, dubbed as most essential and challenging criterion for the listeners of target language because of its unique characteristics such as listening to speeches, songs and conversations. "Listening is an active, purposeful process of making sense of what we hear" (Nunan, 2003). Listening requires the presence of a speaker on the other side to deliver speech by which a good interaction between them may happen. But most of the learners cannot understand the languages, especially by the native speakers, what they produce during conversation and very often confuse their utterances. As listening, unlike reading and writing, focuses on direct communication between people, it does not allow to go back and revise during communication what they listen to. Listening module in International English Language Testing System (IELTS), for example, does not repeat the listening track and CD for the examinees and is played only once. Examinees have to remain very attentive and careful when the conversation goes on and they have to pick out words from conversation what they listen in audio. This means that no rewind or back wheel is possible in listening as it happens in

real life stratum. The non-native learners think listening a major task because they often fail to understand what the native people say in their conversation.

A lot of reasons why the non-natives feel discomfort during listening text and conversations are illustrated below:

- **Scarce Exposure to Different Procedures:** The learners in second language are not familiar with effective strategies to acquire success in listening because they are not used to having techniques to be better listeners. They cannot take information as input and thus cannot give out successfully as output. In this case, a popular metaphor applicable to listening is "**bottom-up vs. top-down**" processing outlined by Rumelhart and Ortony (1977) where bottom-up includes the primary components of language like words, grammar and top-down entails background knowledge like information based on previous experience. Where theoretical idea and experiential result go hand in hand, a pragmatic study is essential in listening. The learners do not have scope of background knowledge which may help them understand the listening text very clearly. For example, think about a topic which has been discussed or explained before the start of listening track or conversation and in this case the learners can easily understand the text. Besides, the teacher or instructor may follow some techniques such as giving pauses or short interval in sentences or conversation which are effective for the ESL learners. Rost (2002, p.145), likewise, suggests, "By pausing the spoken input (the tape or the teacher) and allowing some quick intervention and response, we in effect slow down the listening process to allow the listeners to monitor their listening more closely."
- **Little Familiarization with a Variety of Tasks:** Teachers need to introduce their learners to a variety of listening situations where they can choose tasks in relation to their capability. The selection of grade plays a vital role in listening because, depending upon their age and power of understanding, they can solve problems

smoothly. It is quite relevant that the second language learners very often intend to learn the listening not as a unit but as a holistic process. When people are listening in a second or foreign language, they are required to process not only the meaning of what they are listening to but also the language itself (Just and Carpenter, 1992). So it can be asserted that learners are not widely familiarized with a variety of listening experiences and so they think listening a major obstruction. The teachers in the classroom instead recite the poems or read the text thoroughly without conniving at whether students can catch correct pronunciation, stress and intonation of words to be a good listener. As usual, while teaching listening, teachers seem to be more active than their student. Teachers need to introduce students to different types of texts and let them experience the listening drills in different ways. The language teachers can show them different video materials on science, religion, art and painting which will make them to be more practical and rhythmic about the use of language. A variety of tasks promotes the learners' ability to have a good command over listening skill.

- **Accentual Variety Demotivates Learners:** The learners are burdened with variable accentual patterns and this situation keeps them under pressure especially the learners where English is taught as a second language. There is a great variation in British, American and North American sound patterns where the non-native learners have to struggle to pick out appropriate accents. The role of language teachers is not up to the mark because they are not well-trained in teaching listening to the students and they are not able understand the function of supra segmental like stress, intonation and syllable etc. For example, it can be cited here that *English For Today* (a book designed for Bangladeshi students of class XI-XII) is written in such a way that no sufficient discussion and guidelines on listening is made. The learners, in this regard, are not guided with any aided materials, paradigms of listening and acoustic essentials.

In addition, listening, unlike speaking, writing and reading, requires some funds for arranging the materials including books with CDs, technological aides computer or laptop and microphone without which listening cannot be done appropriately.

Writing Skill and Some Sophisticated Intricacies for the Non-Natives:

Writing is but another most important language skill not only for the non-natives as second language learners but for the natives also where English is taught as first language. It is such a genre of language skill that requires close attention on grammar, diction, vocabulary and above all selection of topic for writing. Learners, irrespective of native or non-native, adopt some general strategies like physical strategies through committing vocabulary and rules of grammar and mental strategies like idea generating, word mapping and structuring the words into sentences. Learners write for various purposes as these might include personal, academic, professional, business and communal interests. As Hedge (1988) suggests the six headings of writing like *personal, study, public, creative, social* and *institutional*.

The second language learners do a number of writing tasks that are familiar among them because these are very simplified, traditional and common. Students are often asked to make controlled sentence construction, write free or guided composition and homework activity where no creativity is judged in accordance with modern writing skill and thus they do not have confidence to write on any topic which is randomly offered before them. Each 'composition' begins with structure practice, continues with a sample composition, and then uses this material as basis for students' own compositions (Jupp and Milne, 1969).

A number of reasons why the non-native learners encounter complexities to build up a good writing skill are mentioned herein with relevant examples:

- **Failure to Understand the Motive for Writing:** It appears to be a great obstacle for learners and teachers as well when they do not

come to a conclusion that why they will write. This mismatch creates confusion and such confusion successively leads to the failure to write on something effectively. It happens frequently that students cannot fix subjects or topics to write on and they seek for help from teachers. They are even terrified under the crushing burden of complex grammatical rules and selection of appropriate words and thus they lose interest in achieving success in writing. Where students remain discontented about effective and simple writing skill, Raimes (1983) is here appropriate to refer to the English language writing class as 'anguish as a second language'. Besides, the learners are not motivated what benefits they will have regarding writing, if they acquire mastery over some essential writing skills. It is important for teachers to make students sense both the importance of writing strategies and also apply them into different writing drills such as paragraphs or compositions.

- **Inadequate Strategies for Students to Write:** A systematic discussion on writing breaks down students' illogical anxiety about writing and motivates them to write on any topic with much enthusiasm. To encourage the learners, teachers can evaluate their course or lesson plan and can think how much time they discuss on topic for writing. As it has been told earlier that writing is very similar to physical activity where time management and practice are required. "If someone wanted to become an excellent basketball player, would she read and discuss basketball, or would she go out and shoot some baskets? Just as basketball players play basketball, writers write" (Nunan, 2003). Learners need to keep in mind that they have to do more regular work to have mastery over writing skill. Hedge (1988:21) suggests some stages of writing which may be considered as a part of strategy. These are as follows:

Generating ideas together → planning and outlining → making notes → making a first

draft → revising, redrafting → editing → final version

The principles stated above are essential for the learners who follow traditional strategies and these can be applied into practicing paragraph or composition.

- **Evaluation through Ineffective and Unsolicited**

Discussion: Teachers in the language learning situations are facilitators and friendly moderators in which they will provide corrections and feedbacks on students' writing where necessary. Through discussion by teachers, students will have a better foundation in learning and it is very essential in this sense that learners are trying for a good command over second language writing. Teachers, likewise, need to keep in mind that they check students' scripts to let them be aware of certain errors marking in very mild words or symbols and encourage them not to repeat them with positive remarks on scripts. It is, however, frustrating that most teachers in second language learning environment prefer to use more red marks and thus students become demotivated about their performance. In this case, teachers are required to think that discussion or feedback is not to correct but to say it would be better to write thus in place of that one. For example, when a student writes thus: "He with his brothers attend the program" that is wrong according to grammar can be rewritten "He with his brothers attends the program". Teacher here can just put underline below the wrong word (attend) only to make it simpler and then provide some discussions on the point of grammar. After that for further development they may consider some criteria as Raimes (1983:11) suggests some areas for fixing comments on scripts. These are as follows:

1. Syntax (sentence structure)
2. Grammar
3. Mechanics (handwriting, spelling and so on)
4. Organization (paragraphing, cohesion)
5. Word choice
6. Purpose
7. Audience

8. Content

It can be emphasized that through following some procedures or principles, students especially the non-native students will be able to develop their writing skill and overcome erroneous barriers about writing.

The Study

Purpose of the Study

The objective of this study was to sort out and assess the real impediments regarding four language skills faced by the non-natives in language learning environment. The procedures of study were done with an unbiased attitude towards language learning context and were not intended to downgrade any medium of language instruction- be it native or target language and teachers’ roles and techniques used at classroom. Rather, ideas or comments were presented in such a constructive way that no methodology in language teaching would be criticized. The participants’ consciousness in the way of language learning and therelevant complexities they face were focal points of the study.

Rationale for the Study

This study is intrinsically a manifestation of impression about language skills and a testimony of both teaching and learning methodologies used at classroom. I think this study is an original one where true pictures of language skills among non-natives have been reflected with pragmatic explanations. I believe that this study will, perhaps, breakdown the possible obstructions where the L2 learners will be able to learn language spontaneously. The participants were enthusiastic about the studyand they considered it a channel in which they can express their impressions about Reading, Writing, Listening and Speaking.

Methodology

I have made a study among the students of first semester to know the impression about the four language skills (Listening, Speaking, Reading and Writing) so that I can do my research based on the data. As a part of data collection procedure, I prepared a questionnaire furnished with some questions relevant to the problems they face while studying the skills of English language.I made an informal discussion with the participants so that they could have feedback about the study.

Participants were given sufficient guidelines and time how they can fill out the questionnaire. The participants were the students of first semester from different disciplines including Computer Science and Engineering (8), Chemical Engineering (12) and English (30). The number of participants was fifty (50) and some of them specifically two were physically challenged who needed extra guidelines to fill out the questionnaire successfully.The details of study done among the participants are mentioned below:

Table 1: Distribution of students participated in this study: N=50

Name of the Departments	Number of Students (Total)	Male	Female
English	30	18	12
Chemical Engineering	12	8	4
Computer Science & Engineering	8	5	3

The participants were asked to make response to five (5) questions about the ideas and problems of four English language skills. The focal points of questions were as follows:

- Which language skill(s) they think the most difficult to have mastery over it
- Why they think that it is very difficult to understand
- If they face such problems, then they were told to write a single simple sentence behind their reasons such as “But I feel both listening and writing are difficult to understand because I can’t speak fluently and can’t understand accent/pronunciation” written by one of the participants.
- Whether they studied these skills at previous academic level especially school and college.
- On which skill(s) their teachers gave much importance to make them proficient, for

example, Writing was more emphasized than Reading/Speaking was rarely done at classroom/Listening was not done at all etc.

- Whether teachers introduced students to strategies including idea generating, word mapping, drafting, revising and peer review were done in writing paragraph or essay.
- Whether direct translation of reading text into native language was done or not at classroom learning environment.
- Whether their teachers played a supportive role when they were taught these skills at classroom environment. Teachers, for example, helped me to understand unknown words, complex sentences of reading text.

Findings

The ideas put forward by the participants resemble the original picture about the four language skills and bear the testimony of what obstacles they face in learning these skills. The majority of the respondents expressed their opinion consciously because no slot of imagination regarding conducting the study was indulged. In some cases, they discussed with each other at the time of writing comments and fill out the questionnaires.

The details of findings obtained from this study have been mentioned in the following discussion:

While I was conducting the study, some of the students were very inquisitive and they thought it as a test like class test. Then they were assured about the fact and their fear was overcome. Some students told that they have poor command over grammar and vocabulary and that is why they are not proficient in Writing and Speaking. Some others told that they did not practice speaking with friends and family members because they felt shy and uncomfortable to talk to them. Of all skills, they almost thought Speaking to be a great challenge because they could not remember essential words during conversation with others. It is, indeed, a great difficulty for the L2 learners who due to following wrong way cannot achieve mastery over Speaking and at academic level teaching grammars for Writing is emphasized.

Other participant opined, "Writing is very difficult for me. I do not understand the sentence pattern and

thus cannot write a sentence grammatically correct." Many non-native learners are very much concerned and often terrified about writing because it includes appropriate selection of words and some essential grammatical rules. Some others in a frustrating tone wrote that Listening was not done at all because of lack of acoustic materials like computers, headphones, multi-media and other required ones. The study was an attempt by which it could be understood that the learners face a number of problems and some probable solutions are outlined by the participants who attended the study. It can be summed up that many ESL learners think language skills as a confusing factor and thus they become dispirited about these skills.

Limitations

During conducting the study, I faced a number of constraints and these limitations, though they were not big deal, seemed to be a catalyst to run the study. As the participants were the students of first semester and the study was done at the outset of the semester, they remained always busy about their class schedules. I had to contact with the teachers of respective departments and fix a slot for the experiment. The procedures of data collection were mainly done through questionnaires and some of the participants were asked individually to be specific about their responses to the questions. A few of the participants made the questionnaires blank of some questions and thus I faced some problems to conduct my research attempt. Though it was not an assembly of many students and the study was a small scale, it laid out a replica of many more complexities in terms of language learning faced by the EFL (English as Foreign Language) learners. The study was done highlighting the previous experience and feelings of non-native learners who learned English as a second language. It would be effective enough, if the experiment was operated in a large number of students from many more disciplines.

CONCLUSION

The non-native learners consider four English language skills as a challenge because these skills are not taught in accordance with appropriate strategies including syllabus design, methodology and evaluation. This study also shows some

essential points which EFL learners face to have proficiency over these skills. The textbooks along with course curriculum are not up to date and thus L2 learners especially the learners of third world country do not have enough scope to learn these skills. For example, Grammar Translation Method is still dominant over Communicative Language Teaching to second language learners as well as teachers because this method indulges direct translation of target language into native one. Thus non-native learners are not accustomed to using target language as a means of communication at classroom and almost entirely depend on teachers to use discrete application of grammar in writing. The learners are not taught the language rather they are taught about the language which deviates them to be independent and smart language user. Learners often feel uneasiness to talk to their peers, get associated in pair work, make a presentation on any topic spontaneously and learn different sound patterns (phoneme or morpheme) but they feel enthusiasm to learn grammatical rules and prefer to write paragraph or composition comfortably. Some possible problems with L2 learners' impressions about language skills have been detected through this study and further investigations followed by experimental works may clarify the concerning issues mentioned in the study.

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