

Students' Learning Difficulties and Obstacles in Learning Subjects at the Department of English

Ali Sabah Jameel¹

Hanaa Abass Suleiman²

¹Department of English, College of Arts, University of Anbar

E-mail: alisabah40@uoanbar.edu.iq

ORCID: 0000-0003-3972-1406

²Department of English, College of Arts, University of Anbar

E-mail: hanaahanaa133@uoanbar.edu.iq

ORCID: 0000-0001-7293-3086

Abstract:

This study aims to investigate the difficulties and obstacles that EFL students encounter in learning subjects at the Department of English. The participants were 24 male and female students from second grade, Department of English, College of Arts, University of Anbar. An open question was distributed to the students to collect the data for the study. A transcript method was used to analyze the students' replies. The results revealed that most of the student's difficulties and obstacles were the vocabulary of students majoring in literary subjects is limited, lack of knowledge of novel learning strategies, lack of understanding of the professor's explanation of the subject, especially novel and phonology, learning strategies are limited and there are no training workshops. The aims of learning poetry as well as drama were absent, as well as there are social problems that affect studying such as the distance between the place of residence and the university, as well as the emphasis on wearing uniforms and not taking into account the poor financial condition of many families, some students have evening work that considered an obstacle factor to learn all the materials in a good way.

Keywords: Learning difficulties, Department of English, learning strategies, teaching strategies.

الصعوبات والمعوقات التي يواجهها الطلبة في تعلم المواد في قسم اللغة الانجليزية

علي صباح جميل

هناء عباس سليمان

كلية الآداب- قسم اللغة الانجليزية

المستخلص:

تهدف هذه الدراسة إلى التعرف على الصعوبات والعقبات التي يواجهها طلبة قسم اللغة الإنجليزية كلغة أجنبية في دراسة المواد التعليمية. كان عدد المشاركون ٢٤ طالبا وطالبة من الصف الثاني، قسم اللغة الإنجليزية ، كلية الآداب ، جامعة الأنبار. تم توزيع سؤال مفتوح على الطلبة لجمع البيانات الخاصة بالدراسة. تم استخدام طريقة تفريغ البيانات كتابياً لتحليل ردود الطلبة. أظهرت النتائج أن معظم الصعوبات والعقبات التي يواجهها الطلبة كانت مفردات الطلبة الخاصة بالمواد الادبية محدودة ، ونقص المعرفة باستراتيجيات التعلم الجديدة، وعدم فهم شرح الأستاذ للموضوعات الادبية ، وخاصة الرواية وعلم الأصوات، وكذلك استراتيجيات التعلم محدودة وليس هناك ورش عمل تدريبية. الاهداف العامة لتعلم الشعر والمسرح والرواية غير واضحة مما ادى ذلك الى التشتت في فهم المواد، كما أن هناك مشاكل اجتماعية تؤثر على الدراسة مثل المسافة بين محل الإقامة والجامعة، وكذلك التأكيد على ارتداء الزي الموحد وعدم مراعاة الحالات المادية الضعيفة لاولياء امور الطلبة التي تلزمهم بشراء الزي الموحد. كذلك بعض الطلاب لديهم عمل مسائي يعتبر عامل عقبة لتعلم جميع المواد بطريقة جيدة.

الكلمات المفتاحية: صعوبات التعلم، قسم اللغة الانجليزية، استراتيجيات التعلم، استراتيجيات التعليم.

Statement of the Problem:

The students at the Departments of English in all the Iraqi universities have problems in learning the literature subjects such as Novel, Drama, Poetry, and etc. this fact is derive from the students' daily complain from the subjects for several and different factors. Reviewing the literature concerning this matter such as Surmanov & Azimova (2020); Abdelrady, et al. (2022); Paputungan, et al. (2022); Jameel (2023); Hadist, et al. (2022); Septia, et al. (2022) all of these authors use questionnaire and interview to collect the data. For the researchers' best knowledge no similar study has been conducted on a sample from the College of Arts in the University of Anbar.

The Aim

This study aims to reveal the students' difficulties in learning the literature subjects at the Department of English.

The Question

To achieve the aim of the study, the following question was set "What are the most difficulties that you face in learning literature subjects in the Department?"

The Significant

The outcomes of the study are important for all EFL professors who teach at the Department of English to stand on the most difficulties that EFL students encounter in learning literature subjects. The results are good indicators of the students' weakness in the subjects.

The Limits

This study is limited to the following:

- 1- Place: the study was conducted in the grade 2, Department of English, University of Anbar– Ramadi.
- 2- Duration: The study was conducted in the first semester of the academic year 2022–23
- 3- Participants: the participants were 24 male and female students from the grade 2 at the Department of English.

Literature Review

Students' Learning Difficulties

Xiaoming (2012) and Derwing and Munro (2015) stated that English as a foreign language (EFL) students face a variety of difficulties when learning the language. Some of these difficulties include:

Vocabulary acquisition: EFL students often struggle with acquiring an adequate vocabulary to express their ideas and thoughts in English effectively.

Grammar: English grammar can be difficult for EFL students due to its complex rules and exceptions.

Pronunciation: English pronunciation can be challenging for EFL students because of the different sounds and stress patterns in the language.

Listening comprehension: EFL students may have difficulty understanding spoken English, especially in fast-paced or informal settings.

Reading comprehension: EFL students may struggle to understand written English, especially when it contains unfamiliar vocabulary or grammar structures.

Writing: EFL students may struggle with writing in English, particularly with developing coherence and cohesiveness in their writing.

These difficulties are well documented in the research literature. For example, a study by Xiaoming (2012) found that vocabulary acquisition and grammar were the two most significant difficulties experienced by Chinese EFL students. Another study by Douglas (2014) found that pronunciation was a major difficulty for EFL students from Spanish-speaking countries.

In conclusion, EFL students face a range of challenges when learning English, including vocabulary acquisition, grammar, pronunciation, listening comprehension, reading comprehension, and writing. These difficulties are well documented in the research literature, and understanding them is crucial for effective language teaching and learning.

Students' Difficulties of Vocabulary Acquisition

English vocabulary can be a challenging aspect of language learning for English as a foreign language (EFL) students. Some common difficulties faced by EFL students in learning English vocabulary include:

Lack of exposure: EFL students may have limited opportunities to practice their English skills and gain exposure to new vocabulary in everyday life, leading to difficulty acquiring new words (Gass & Selinker, 2008).

Vocabulary size: English has an extensive vocabulary, and EFL students may feel overwhelmed by the sheer number of words they need to learn.

Contextual difficulty: Words can have multiple meanings and usage depending on the context, making it challenging for EFL students, leading to frustration and decreased motivation for learning (Ellis, 2009).

Different word forms: English words can have various forms such as nouns, verbs, adjectives, and adverbs, which can be confusing for EFL students (Schmidt, 1990).

Word association: English words may not have a direct equivalent in the EFL student's first language, making it difficult for them to associate the new word with a familiar concept.

To overcome these difficulties, EFL students can utilize various strategies such as creating flashcards, reading English materials, watching English movies and TV shows, practicing speaking and listening, and seeking out a language exchange partner (Celce-Murcia & Brinton, 2010).

Students' Difficulties of Learning Grammar

English grammar can be a difficult aspect of language learning for English as a Foreign Language (EFL) students, even at an advanced level. The following are some of the common difficulties faced by EFL students in learning advanced English grammar with references to linguistic terms and concepts:

Complex grammatical structures: English grammar can be complex, with many exceptions and irregular forms, leading to difficulties for EFL students in mastering advanced grammar structures (Ellis, 2009).

Lack of familiarity with linguistic terminology: EFL students may not be familiar with linguistic terms used to describe grammar concepts, making it harder to understand and remember the rules. Unfamiliarity with the linguistic features of their first language: EFL students may struggle with advanced grammar concepts if the linguistic features of their first language are different from English. For example, the concept of articles (e.g. "the") is not present in many languages, leading to difficulties for EFL students in understanding and using them correctly in English (Gass & Selinker, 2008).

Difficulty in producing accurate output: Advanced grammar structures may be difficult for EFL students to produce accurately, leading to grammatical errors and decreased fluency in English (Ellis, 2009).

Transfer errors: EFL students may transfer linguistic patterns from their first language to English, leading to errors in the use of English grammar (Schmidt, 1990).

To overcome these difficulties, EFL students can practice English grammar regularly through written and oral exercises, use language learning materials that focus on advanced grammar, seek feedback from a language tutor or native speaker, and familiarize themselves with linguistic terminology (Kieffer & Lesaux, 2017).

Students' Difficulties of Learning Pronunciation

There are several difficulties stated by Hadist, et al. (2022); Septia, et al. (2022); Block & Parris (2008); who mentioned that students may face while learning English pronunciation, including:

Phonemic Awareness: Students may struggle to identify and distinguish between different sounds in English.

L1 Influence: Students' native language may affect the way they produce sounds in English, leading to pronunciation errors.

Vocabulary: Limited vocabulary can make it difficult for students to understand spoken English, and thus affects their pronunciation.

Pronunciation Rules: English pronunciation is not always predictable and there are many exceptions to the rules. This can be challenging for students to learn.

Stress and Intonation: English stress and intonation patterns can be complex, and students may struggle to produce these accurately.

Learning Styles: Some students may have a preferred learning style that does not match the traditional approach to teaching pronunciation.

Students' Difficulties of Learning Listening Comprehension

There are several difficulties that students may face when learning listening comprehension, including:

Vocabulary: Students may struggle with understanding the vocabulary used in the listening material.

Accents and pronunciation: Students may have difficulty understanding speakers with different accents or pronunciation.

Speed of speech: Speakers may talk too quickly for students to understand, especially for non-native speakers.

Background noise: Background noise can interfere with students' ability to understand the speaker.

Listening fatigue: Listening for extended periods of time can cause students to experience listening fatigue, reducing their ability to comprehend the material.

Lack of prior knowledge: Students may struggle to understand listening material if they lack prior knowledge of the topic being discussed.

Poor listening skills: Students may have poor listening skills, such as not paying attention, making assumptions, or anticipating what will be said.

Students' Difficulties on Reading Comprehension

There are several difficulties that students face in learning reading comprehension (Goh, 2012 and Pressley & Afflerbach (1995).), including:

Vocabulary knowledge: Limited vocabulary knowledge can hinder students' ability to understand the text.

Background knowledge: Lack of prior knowledge about the topic can make it challenging for students to comprehend the text.

Text structure: Difficulty in identifying and understanding the text structure, such as main idea, supporting details, and inferences.

Inferring meaning: Difficulty in making inferences and drawing conclusions based on the information presented in the text.

Attention and focus: Inability to sustain attention and focus during the reading process.

Engagement: Lack of interest or motivation in the reading material can impact students' comprehension.

Students' Difficulties on Writing Comprehension

Calkins (1994); Kim (1994); Dysthe, O. (2008) and here are several difficulties that students may face when learning to write in English:

Vocabulary: Limited vocabulary may restrict students' ability to express their ideas effectively in writing.

Grammar: A lack of understanding of grammar rules and sentence structures can result in writing that is confusing or grammatically incorrect.

Sentence coherence: Students may struggle to arrange their ideas in a logical and coherent manner in their writing.

Cultural and linguistic differences: Students whose first language is not English may find it challenging to understand the cultural and linguistic nuances in English writing.

Writing conventions: Knowledge of writing conventions, such as referencing and citation styles, can also be a challenge for non-native English speakers.

Students' Difficulties in Documentation

Harmer (2007) found some common difficulties that students face when writing comprehension with references include:

Understanding the text: Students may struggle to fully understand the text they are referencing, leading to misinterpretation or misapplication of information.

Finding relevant information: It can be challenging for students to locate and extract relevant information from a text to support their writing.

Incorporating references effectively: Students may not know how to effectively integrate references into their writing, leading to awkward phrasing or inappropriate use of quotes.

Proper citation: Students may struggle with the correct format and style for citing references, which can lead to mistakes in their writing and potential accusations of plagiarism.

Balancing original ideas with references: It can be challenging for students to strike a balance between their original ideas and the ideas and information they are referencing, leading to a lack of originality in their writing.

Students' Difficulties in Learning English Literature

Mukherjee (2018) stated that there are several difficulties that students face when learning English Literature, including:

Understanding complex literary devices and language: English Literature often contains complex literary devices such as metaphor, symbolism, and allegory, which can be challenging for students to understand. Relating to historical context: English Literature is often set in different historical periods, which can be difficult for students to understand and relate to. Analysing and interpreting texts: Students may struggle with analysing and interpreting the themes and messages presented in a text, as well as understanding the motivations of characters. Developing critical thinking skills: English Literature requires students to develop critical thinking skills and the ability to form their own opinions and interpretations of texts. Keeping up with a large volume of reading: English Literature courses often require students to read a large number of texts in a short amount of time, which can be overwhelming for some students.

Students' Difficulties in Learning Novel in English Language

There are several difficulties that students face in learning English novels, including: Vocabulary; English novels often contain difficult or unfamiliar words, which can make understanding the text challenging. Syntax and Grammar; the syntax and grammar used in English novels can be complex, leading to difficulties in comprehension. Cultural references; English novels often contain cultural references that students may not be familiar with, making it difficult for them to fully understand the text. Background knowledge; Students who lack background knowledge about the historical, social, and cultural context of a novel may struggle to understand it. Length and complexity; English novels can be lengthy and complex, making it difficult for students to stay focused and retain information (Benson & Voller, 1997).

These difficulties can be addressed by providing students with appropriate support, such as vocabulary lists, pre-reading activities, and discussion questions. It

is also important for teachers to make connections between the novel and the students' own experiences and cultural background.

The Social Factors that Obstacles Students' Learning English Language

There are several social factors that can affect students' difficulties in learning English, including:

Cultural differences: students from different cultural backgrounds may struggle to understand the cultural references used in English language learning materials.

Socioeconomic status: students from lower socio-economic backgrounds may not have access to adequate resources, such as books, internet access, and qualified teachers, which can make it difficult for them to learn English.

Home language: students who speak a different language at home may struggle to fully understand English, especially if it is not used in their daily life.

Family support: students who lack support from their family or community may not have the motivation or resources to learn English.

Classroom environment: the quality of English language instruction and the attitudes of teachers and classmates can greatly impact students' motivation and ability to learn English (Swain & Lapkin, . (2000).; García & Baker, 2011).

Previous studies

Studies Related to Students' Difficulties of Vocabulary Acquisition

Surmanov & Azimova (2020) investigated the challenges and the difficulties that encounter students to learn vocabulary in English language. The participants were 5 pupils from a school in Sirdarya region, Uzbekistan. An action research design was used with a questionnaire and interview to collect the data. The results revealed that students face number of difficulties in learning vocabulary such as pronouncing English words correctly, writing the spells the words accurately, the variance of the grammatical form, selecting the suitable meaning in which fit a context, and finally understanding the idioms that have variety meaning.

Abdelrady, et al. (2022) investigated the EFL school students' perceptions and attitude towards learning English (British and American) literature to develop and promote their vocabulary, and to reveal the challenges that encounter the

students from leering and acquiring the English vocabulary . The participants were 79 students in a school in Sudan. A questionnaire was used to collect the data. The results revealed that the English literature has promote students' retention of vocabulary and they face some challenges in learning vocabulary such as they do not have interest in learning vocabulary due to the un–well qualified English language teachers, the absence of technology, classroom environment, and finally the English language curriculum need some modification and update.

Studies Related to Students' Difficulties of Learning Grammar

Paputungan, et al. (2022) investigated EFL university students' obstacles in learning English grammar The participants were 10 EFL students from the Department of English– Education at "IAIN Sultan Amai Gorontalo" University. A qualitative method was used. An observation– check list and interview were used to collect the data. The result revealed that the majority of EFL students face difficulty on learning and using the "Modal Auxiliaries", in addition the utilization of “to” and without “to”, and the students face difficulties in memorizing the interrogative, the negative and the positive patterns. Also, they face difficulty on memorizing the formula of the tenses. Concering the factors that affected their grammar leering were students lack learning motivation, lack learning strategies and techniques, lack teaching models and methods, English language background weak level and family circumstances.

Jameel (2023) investigated the ESP students' difficulties on pronunciation English words. The participants were 20 postgraduate students (non–English major) from the Departments of Arabic, History, Sociology, and Geography from the College of Arts, University of Anbar. An instructional training program and diagnostic test were used to collect the data. The results revealed that students who taught pronunciation by using the sounds in the " Electronic Dictionary" pronounced better than others who use different kinds of pronunciation models.

A Study Related to Students' Difficulties of Listening Comprehension

Hadist, et al. (2022) investigated the factors that hinder University students' listening comprehension. The participants were 61 undergraduate Students from

the Department of English, from "STKIP Muhammadiyah Bogor" University in Indonesia. A questionnaire was used to collect the data. The results revealed that the most important factors that hinder EFL students' listening comprehension were lack of authentic listening textbooks and materials, students' listening knowledge, the speaker models, the expose to unfamiliar vocabulary, speed speaking, and poor technological tools.

A Study Related to Students' Difficulties on Reading Comprehension

Septia, et al. (2022) investigated EFL students' obstacles encounter them during learning reading comprehension process at a secondary school in Bangka. The participants were 60 students from grade 8. A test and observation check list were used to collect the data. The results revealed that the students encounter difficulty in answering questions related to the main idea of a given text, also to answer question related to vocabulary was one of their difficulty in reading comprehension, and finally lack of interest in reading texts in English language due to the need of translation for the unknown words and the lack of reading materials inside the classroom.

The above studies have investigated the difficulties that students face in learning English language at the levels of schools and universities too. The majority of the studies' participants were small number, and this study also consisted of 26 students from grade 2 at the Department of English. The studies used interview, a questionnaire and test as instruments, this study used a semi-interview to collect the data, which was differ that the previous studies' instruments.

Methodology

The Participants

The participants were 24 students (10 males and 14 females) from second grade, Department of English, College of Arts, University of Anbar. All the students at grade 2 have accepted to participate in the study. the researchers excluded 2 students to represent the pilot sample.

Instrument

A semi-structure interview was conducted via online Google form. The form contains the information of gender, grade, and an open question. The interview was distributed to the students via the following link: (<https://forms.gle/jLqPVHzGPoZSsnXU9>).

The validity of the interview's question was calculated via distributing to a jury member from academic specialists in the fields of methodology, applied linguistics and linguistics. All the members agree about the suitability and applicability of the semi-interview questions.

The reliability was calculated by distributing the semi-interview link to a pilot sample. The students replies have been analyzed by an inter-rater to calculate the reliability of the student's answers on the posttest. The inter-rater inter-rated the students' answers, and the reliability ratio was 90.6 which is considered very high.

The Procedures

The researchers conducted the following procedures:

- 1- Defined the gap of the study.
- 2- Reviewed the literature and previous studies.
- 3- Determined the suitable and available participants to the study.
- 4- Explained the aim of the study to the participants.
- 5- Obtained participants' consents to participate in the interview.
- 6- Prepared the study interview question (a semi- structure- interview) via the Google Form.
- 7- Shared the instrument link (<https://forms.gle/jLqPVHzGPoZSsnXU9>) with students' emails.
- 8- Transcribed the students' answers as they were without any modification.
- 9- A transcript method was used to analyze the students' replies. A word unit was used to analyze students' answers.
- 10- The reliability of the students' answer were calculated by using the method of Intra-rater. The researchers have rated the students' answers. While the method of inter-rater reliability was gathered by a colleague who specialized in methodology.

- 11- Conducted the study outcomes and suggested the recommendations.

Results of the Study

To answer the question of the study, a transcription method was used to write the students' answers. Following are the students' raw answers, thus any in spelling mistakes, grammatical errors, miss- word-order, and wrong punctuation marks are due to the students answers:

Student 1: " There is no problem with the ... best teaching staff in terms of education. The major problem that I face is memorizing the vocabulary of Dram, they are written in old English".

Student 2: " Most of the subjects we face difficulty with are literary subjects, because not everyone has a language and not everyone has an expression and can only sell a subject and go to express, so most of us memorize and go to an exam, and also not every professor is convinced of an answer...".

Student 3: " I have a problem with hearing the language .. exampl :Watching movies, I do not understand anything from them ..but I understand writing only"

Student 4: " The problem that the majority of students suffer from, and I am the first of them We have returned the materials of the professor who explains how much we understand what he wants We are not giants in the language, so that it requires an effort, at least the teacher helps the students. He leaves out the things that benefit the student in the introduction, not the most important thing. The explanation is quick, and we do not know what is required. Something inside, be it the professors and the rest of the faculties. They are lenient with the students, especially the literary subjects".

Student 5: " For me, im good at all subjects exept phonetics, its complicated and i dont have fun while studying it, unlike drama or novel.

I enjoy reading them. Phonetics is considered as my weakness, however, im doing my best to improve myself at phonetics and i wont give up."

Student 6: " I have only one problem, which is the novel. The method of explaining it is incomprehensible, and miss Alaa is not understand me . she explains quickly and without give us the way of questions finally.Thank you for your attention ".

Student 7: " I am facing a big problem in time management because the university is far from my home. Road fatigue and short time prevent me from studying well and many lectures every day".

Student 8: " I have a problem with studying poetry. I do not know how to study it, although it is easy, but the doctor makes it difficult.. I love poetry. I feel frustrated because I cannot study it. As far as the personal problem is concerned, when I read a word and come back to read it again, I pronounce it without pronouncing it. I mean, every time I pronounce it in a form, I don't know why".

Student 9: " I am having difficulty with drama and novel because my teachers last year are different from my teachers this year in teaching and I cannot focus because their method is different from the way they taught last year. Teaching last year was much easier because Prof. Stebraq was only giving us important things, but this year I find it difficult to explain because their method is different and he teaches everything in the subject even the unimportant things. From my point of view, the teaching last year was very excellent. In the second round of study, I hope that Professor Istabraq will be among the faculty who teach us".

Student 10: " Hello. One of the problems that I faced in studying the English language is a teaching method that sometimes cannot be understood, and in addition to that, the difficulty of subjects such as

poetry or drama, and the failure to adopt other teaching or clarification methods".

Student 11: " The difficulties I face are the lack of words that I use in the language. I mean, I have not memorized words that I can express in exams, and I have forgetfulness. It is also not normal for me to work again. When I finish the course, I work as a laborer from morning to afternoon during the school holidays. Because of work, I do not have a word of English left in my mind. I want to try again to memorize, and also The school holidays come, and I work and forget what I took. I mean, I talk about myself. I don't learn until after graduation. I start studying, and I also learn. This is the problem I face. I also talk about the area in which I live. It's about Africa in miniature. living".

Student 12: " Yes, I am facing difficulty in some scientific subjects in the English language, including theater and voice. I am facing very great difficulty, not from the teaching professor, but from the subject itself because it is a difficult subject to understand and needs more time".

Student 13: " Peace and God's mercy and blessings be upon you while yet

I am a second year English language student

I would like to convey a small part of our suffering with some subjects taught in a way that I do not know how to call it

For example, the material of the novel is a very beautiful material, should we not enjoy it?

What happens is exactly the opposite

The situation is very stressful to talk about. I ask you to kindly review the grades of the second stage of the subject of the novel. You will be shocked. The majority, by God, is a witness who stays up for

days, but the result is the same. We suffer from the teaching method. I really hope that this message will not be neglected.

Thank you".

Student 14: " The first problem, from to me, is the lack of time and the long way to the university. The second problem is that I face great difficulty in communicating the idea to the professor of the subject in the exam. For the teaching staff in the language department, it is above excellent. The last problem is the difficulty of receiving information from the teachers because of the large number of students".

Student 15: " I'm having a problem with the Phonetic and Novel subjects.. The novel always suddenly raises questions that we do not know how to answer, because we do not know the correct way of reading this material, but this material is easier than the Phonetic material.

The sound is a lot, we have difficulty with it, and it is rare for them to succeed in this material, and if they succeed, they will succeed on the edge

Also, the momentum of the exams that has become a busy period, so that a whole week consists of 5 days, all of them are exams, and all of them are difficult subjects.

3 difficult exams, one after another, etc. It is considered poor organization, and this made it difficult to control the subjects, and added to the lack of time for studying, because we reach our families until 4, and we are returning from 5 at dawn, and time is very little, and these are the problems we face".

Student 16: " I'm having a hard time learning the novel a lot. I didn't understand how to read it or how it could even be understood".

Student 17: " I am having difficulty in the Phonetic subject, although it is a difficult subject, but it is lengthy, and I think this is my opinion

and the opinion of everyone. In the first month, our exam was for two semesters, and we tried to focus as fully as we could on the matter, but everyone faced difficulty. In the second month, a problem occurred and everyone had to take a three-term test. Chapters, and despite the ease of the questions, the exam material was long, so we lost focus."

Student 18: " First of all, to be honest, some of the articles are very good, such as reading and comprehension and grammar, and do not need to be translated very much and plain materials. But Novel, poetry and phonetics there is a problem that some Iraqi universities take for example the Novel of one book while we have reached the fourth book and the other university questions are easier compared to our university with great respect. The second point is that some subjects do not help students to strengthen their level of English. And I need to translate materials that take a lot of time, Thank you".

Student 19: " I face aproblem with drama. I read all the time but when I exam I don't get good mark I fail so I don't know why . If the reason from questions or from me ".

Student 20: " One of the most prominent problems and difficulties facing us is the lack of previous studies related entirely or partially to the subject of the study. This certainly affects the quality of scientific research, and the large number of wars has an impact on the academic stages as well. This is why the weakness of our English language is not reading books in English continuously and on a daily basis. The biggest problem is the density of the material. This affects us, especially the writers of the novel".

Student 21: " The first thing we have difficulty with is photography, poetry, and mental anatomy. The most important thing is a doctor. How long can a student get tired and energetic? All of this. If they ask him for a third month, they will carry him. I know you want to fail.

The second thing is that it is a uniform, to be honest, and from my point of view, and what I see is that it is the most committed section of the uniform and its predecessor, undergarments are forbidden. Thank you".

Student 22: " I face a difficult problem in learning phonetics . Unlike in the first stage".

Student 23: " The first problem was in not learning or understanding some words. This problem can be solved with followers and listening to podcasts in English and confrontations . Another problem is the difficulty of some material that sometimes makes me frustrated because I have a problem with expression".

Student 24: " The only problem I face is the novel subject. I do not know how to read a subject, and the exam questions are unexpected because it is a wide subject, and the teacher can put different types of questions".

Student 25: " Yes, I face many problems when I was in the first stage until now.

They may ask us to speak English literally and sometimes they do not accept Arabic.

I face problems in literature more than anything, as it is a very difficult subject, difficult novels and plays in which there are many characters, so it is difficult to understand them in the lecture, and we do not have enough time to touch on everything, and therefore we do not absorb them quickly ++ Most of the teachers do not accept our answers in the exams, so we pass the exam with all Confidence and hope that we will succeed and grades come and we fail, so we have doubts whether we have a defect or from the professor or from the subject. When we ask them, they say that we have a mistake in the rules or that it is not the thing that they gave us .. even though they are before the exam when we ask them do you want to answer text

as Do you give it to us, or can we write as we understand and the idea remains the same, so they say that the most important thing is the idea?".

Discussion of the Results

The students' answers revealed that the EFL students face several difficulties and obstacles in learning subjects in the Department of English. The most difficult subjects were the Drama and the phonetics. most of the student's difficulties and obstacles were the vocabulary of students majoring in literary subjects is limited, lack of knowledge of novel learning strategies, lack of understanding of the professor's explanation of the subject, especially novel and phonology, learning strategies are limited and there are no training workshops. The aims of learning poetry as well as drama were absent, as well as there are social problems that affect studying such as the distance between the place of residence and the university, as well as the emphasis on wearing uniforms and not taking into account the poor financial condition of many families, some students have evening work that considered an obstacle factor to learn all the materials in a good way.

These results are tandem with the results of Surmanov & Azimova (2020); Abdelrady, et al. (2022); Paputungan, et al. (2022); Jameel (2023); Hadist, et al. (2022); and Septia, et al. (2022).

Conclusion

In light of the results, the following conclusion can be reached:

- 1– There are problems related to students' lack of knowledge.
- 2– Students face difficulties due to lack of literature learning skills.
- 3– Some students do not have motivation and interest to learn English literature.
- 4– Students lack comprehension process, that means how to understand the materials requirements and the professors requirement.
- 5– Some students problems are related with the professor who teach the subject.

6– The overload of the materials are also one of the major difficult that students face.

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