



SOCIAL FACTORS, AFFECTING THE SECOND LANGUAGE LEARNING OF INTERMEDIATE LEVEL STUDENTS IN D.I.KHAN: AN SLA BASED APPROACH

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Abstract:

Social factors are the main factors that affect the learning of the students. Hence, the purpose of this study is to investigate the different social factors in English language learning faced by higher secondary level students in District Dera Ismail Khan, KP. The study also focuses on how the adverse effect of these factors can be minimized. The data was collected from 122 students studying across different colleges in District Dera Ismail Khan, KP. The data was collected from the students with the help of a questionnaire, containing different questions regarding the social factors that affect the learning of the students. After analyzing the data, the researchers found that the students' learning is affected by various social factors in second language learning including social class, hesitation, age, and the lack of grammatical knowledge of their first language. After identifying the different social factors faced by the students, the researchers suggested that the students should be given financial support to improve their social class and also the students should be provided an opportunity to learn the second language at early ages. The researchers also suggested that the students should be more motivated to get rid of hesitation and also the students should be given the opportunity to learn the grammar of the first language as it plays an important role in the learning of the second language.

Keywords:

Social factors, English language learning, second language acquisition, District Dera Ismail Khan, KP, higher secondary students, social class, hesitation, age factor, first language grammar, financial support, language motivation.

1. Introduction

Language is a source of communication with the help of which we can fulfill our needs. It is because of language that man is able to communicate and solve a number of his problems and has been able to make different achievements in life. (Hoque, 2019). There are more than 6,000 languages spoken throughout the world today. Each language has its own place. Like we communicate in Pashto language in our daily life and in Urdu language at national level. But if someone goes outside of his country, they need to learn an international language i.e., English language.



English is an international language that is spoken and understood in the majority of the countries. According to a survey, in 53 countries English holds the place of first language and in 118 countries it holds a place of second language. English was the language of England but when Great Britain conquered the majority of the world's countries. Either it is business, science, art, diplomacy, tourism etc. English is considered to be very much necessary in every field of life in all around the globe. Therefore, people are learning English as a second language. There are two ways for learning a second language either through acquisition or through learning. There is a great difference between the acquisition and learning of language. Sun (2019) state that;

“Language acquisition refers to a subconscious process in which people acquire the language through social communication and then use the language properly, which is quite similar to the process they acquire their mother tongue. With the acquisition of the language, people can communicate easily, which is a natural process and features the natural usage without learning studiously. Language learning is a conscious learning process, usually obtained in a fixed setting, mainly in school settings.” (p. 1018).

There are various factors that affect the learning of a second language. which include internal factors, external factors etc. however, the current study deals with the social factors that affect the learning of the language of higher secondary level students at Dera Ismail Khan. The main factors of the society as native language proficiency, knowledge of the second language, peer group, role model, home support, learning process (motivation, gender, social class, the language classroom). These are the factors that create problems or give benefits. Some of the factors that affect the learning of second language are as under;

2. Knowledge of the first language:

The learning of the second language is greatly influenced by the knowledge of the first language. It means the learner knows about its grammar, sentence structure, vocabulary, and so on.

3. Knowledge of the second language:

4. This means that either the learner has some knowledge about the target language or the language is completely new for him.

5. Interest:

Interest is related to the learner's attitude if they want to learn something new. If the students have the interest towards a new language then they will learn the second language fast.

6. Practice in classroom/ at home:

Practice means when the teachers give homework about the second language then the learner practices it at home or the teacher gives a presentation or speech during the classroom then the learner presents it in the class. Practice is the use of the language learnt.

7. Hesitation:

Hesitation means feeling fear in front of others. The learner can't explain anything in front of the other. The learner fears that the students will laugh at him in case of any mistake.

8. Motivation:

Motivation has two types. Intrinsic motivation means when you get motivation about something new and fulfill it. Extrinsic motivation means when the learner motivates from the outer side of the environment or person. Motivation plays an important role in learning a second language.

9. Social class:



The society has different classes named as upper, middle and lower class. Social class plays an important role in language learning. Because the students belonging to the upper class have an upper hand over the others in terms of fulfilling their necessities.

10. Role Model:

Role model means when you are impressed by another person's work and you want to do like him. The work is based on speech, rules, ideas, politics and so on. The learner observes them and adopts the rules of the role model.

11. Age:

Age means your physical condition of the body. The learner learns the second language at the age of 10. After that the learner can't learn the second language properly. If they learn it then they did not pronounce something good. They make errors in their second language.

The native language of the students of Dera Ismail Khan is Pashto and the second language is Urdu. But we give more focus on English learning because the English have a dominant position all over the world. Trade, business, politics, foreign policies, sports and everything in the world are dealt with in the English language, because everyone in the world wants to learn English. English has got a dominant position in the world. That's why the research is based on English as a second language. The higher secondary level students at Dera Ismail Khan learn English. In the current study the researchers have tried to identify the role of these factors on the students of Higher Secondary Level at Dera Ismail Khan that these factors create problems or give a benefit.

1.1 Research Objectives:

- To identify the social factors in language learning that affect the learning of HSSC students in District Dera Ismail Khan, KP.
- To give possible suggestions in overcoming the negative impact of these social factors on language learners.

1.2 Research Questions:

- What are the different social factors of second language learning which influence the language learning of higher secondary level students?
- How can we minimize the negative impact of these social factors that affect the language learning of the students at higher secondary level at District Dera Ismail Khan, KP?

1.3 Delimitation:

The study has several limitations. Firstly, the study is limited only to the students of higher secondary school. Secondly, the study is limited to the students of District Dera Ismail Khan, KP. And at the end due to the monsoon season the researchers have collected the data from a very limited number of students.

1.4 Significance of the study:

In order to be a proficient and good language learner, the learner needs not only linguistic skills but also social skills to get command over the language. In this regard, the present study explores or highlights the social issues in learning second language acquisition. This research helps the learner to know about these issues and so that they could change it towards positive interference in learning a second language. The study is significant to the students as it offers suggestions that how the students have to deal with these different kinds of issues.



2. Literature Review

B. Poornima, H. Jayaraman, and Dr. A. Kumar (2016) in their research paper aimed to explore various socio-cultural factors which influence the learning of Urban European foreign language learners. The researchers used a qualitative method for the purpose to analyze the collected data from participants. The researcher used the interviews as an instrument of the study. The interview was conducted by the researchers in between February 2015 and September 2015. The researchers interviewed 10 participants for the purpose of collecting true information about the influence of socio-cultural factors on second language learning. In these 10 participants eight were female and two were male learners. Three students were those who knew about the European language. Four students belong to City College and one participant is the language teacher and three are the language specialist who works in a private company and the rest of activities are done by the software engineer and homemaker. The researchers found that most of the learners want to learn the second language for professional purposes but the participant did not take interest in previous studies and classrooms which are arranged for the second language learning that's why they did not learn it properly as they want. The researcher further found that a student's motivation is the important factor that influences language learning at a high level.

Yuefang Sun (2019) in his research article "An Analysis on the Factors Affecting Second Language Acquisition and Its Implications for Teaching and Learning" aimed to explore different social-cultural factor which create problems for learners in learning second language learning such as cultural, political, technological and economic factors and also tried to investigate the internal factors of the learner which can make hindrance in learning such as attitude, age and motivation. The researcher explored both social and individual factors that influence second language learning. The researcher claimed that if an individual knows the factors that influence language learning, then he will learn and teach well then others. The factors provide support to both learners and the teacher. The researcher categorized those factors into two parts that are external and internal factors that affect language learning. According to the researcher the Internal factors deal with the differences of participants' abilities which differentiate the effect from one another such as motivation, age, personality, first language interference and attitude of the learner. The external factors deal with social factors like economic, political, technological and cultural, which affect individual learning from the external environment. The researcher claimed that all these factors are interconnected, inter-promoting and have interacted with one another and influence the learning language of individuals. According to the researcher, a lot of researchers work in this field and make their study more abroad and easy English language learning to everyone by exploring all those factors which create problems for the learners and also the explored different strategies to overcome these strategies. According to the researcher, the teacher of a second language knows the differences of participants through these factors.

R. Montero, M. Chaves and J. Alvarado (2014) in their research article aimed to explore the social factors that influence second language learning. The researchers carried out their study in the Pacific campus, Universidad de Costa Rica. The study was based on case study. The instrument which was used in research was a questionnaire which was based on attitude/motivation. The questionnaires have three parts such as personal, academic information and 32 questions which were given to the students. The analysis and interpretation are done from the strengths and limitations. These researches found from the results that motivation, cultural background and economics were the main factors in students' learning



process. The researchers found that students did not grow their second language because of cultural background. The researchers argued that in childhood the students did not start to learn a second language but some extra energies arose in their mind and they are motivated to learn the second language and want to achieve their goal. Before the fifteen years when the participant is child at that time the private education is not popular and the rural area have no opportunities to get admission in private sectors because they did not have private sectors and as well, they have no money to get admission in city and also the government did not give any attention to the rural peoples that they got master degree in English.

G. Rodriguez and J. Vanesa (2017) in their research article aimed to explore the social factors that affect second language learning such as motivation, attitude, personality, learning strategies, social factors and the role of parents. The researchers tried to explore both internal and external variables. In the data collecting process the researchers used a questionnaire and distributed it in students which was based on attitude and motivation. The questionnaire was given to the 30 students. The researchers found that a student confronted various factors in second language learning such as personal and social aspects, parental role and motivation. The researchers found that motivation plays a very important role in second language learning. The students agreed with the point that English language learning is very important for them and it provides opportunities to get a good job. The result shows that half of the students agreed that parental education plays an important role in their education but some of the students did not agree that parental education has no role in their education; they connected it to their own learning process. The students want a professional lifestyle, that's why they have agreed to learn English. The other factors are the external factors which are parental roles and it is based on the economy because in education the economy plays a very important role in learning. If someone has no money, then they did not get proper education because the students hire a professional teacher for their learning.

3. Research Methodology

In order to identify the various social issues that are faced by the learner in learning a second language, the researcher thought to identify these issues by taking the view of the students of Higher Secondary Schools of District Dera Ismail Khan, KP. In the previous chapter, the researcher has introduced the topic and the related literature review is discussed. In this chapter, the researcher is going to discuss research design, research type, target population, data collection instrument and sampling.

3.1 Research Design:

The study is quantitative in nature. Quantitative study suits the current study. It is because quantitative research is an analysis of data numerically. Quantitative research is used when the target population is large and it is very difficult for the researcher to take the interview from all of them and then analyze them to reach the conclusion. So, the researcher focuses on quantitative research. Another reason behind the selection of quantitative research is that it enables the researcher to collect the data from the learners easily and it also allows the researcher to collect the data from a very large target population easily.

3.2 Research Type:

The research type is exploratory in order to explore the different social issues that are faced by the students in higher secondary school in learning a second language. Exploratory



research means as the name suggests to explore the topic under discussion. This type of research is conducted to have a better understanding of the existing problems.

3.3 Data Collection Instrument:

The number of students is very high. So, the researcher is not using the interview and arranging meetings to get the view of the students on the topic. The target population is large. The researcher will be using a questionnaire to collect the data. It is very easy because the data is collected easily. So, the questionnaire is the main data gathering tool for this study; the researcher will give it to second year students studying across the District Dera Ismail Khan, KP. The researchers used questionnaires to obtain different perspectives and opinions about the topic through HSSC opinions and standpoint concerning social issues in learning a second language. Questionnaires will be prepared to know how different students feel and think about social issues. Whether they are facing social issues in learning or they are not facing any issues. The questionnaires contains 10 questions regarding the social factors that influenced the learning of HSSC students. The main objective of the questionnaire is to obtain the student's view regarding the social issues and their effect on language learning. The questionnaire is in the form of 'yes' or 'no' questions.

3.4 Data Collection Method:

This part describes how the data is collected from the students. This part describes the target population, also what technique is used to collect the data from the target population and the various tools used in the analysis of tools.

3.4.1 Target Population:

According to Nawaz (2005) "It can be defined as a selected sample of a population studied to gain knowledge of the whole" (qtd. In Saham p. 67). The target population in the current study includes the students of HSSC in District Dera Ismail Khan, KP. There are about 15 colleges that are offering HSSC study to the students. The total number of students in these colleges are approximately 1000.

3.4.2 Sampling:

The number of students is very large and it is very difficult for the researcher to collect the data from all of the students. So, the researcher uses sampling techniques. In the current study, the researcher used a convenient sampling formula. Convenient sampling is that type of sampling in which the researcher collects the data from those students which are easy to approach for the researcher. Moreover, by using this method the researcher can collect the data from more students and also this method is economical and easy for the researcher. So, the data is collected from 5 colleges.

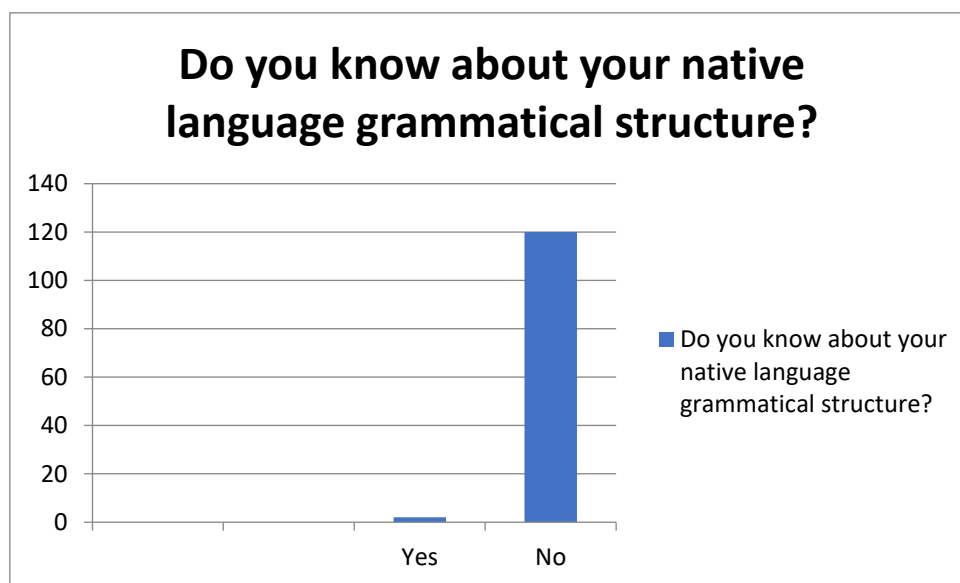
3.4.3 Data Analysis Tool:

For the analysis of data, the researcher uses MS Excel 2007. On the basis of the number of responses made by the students to the question, different graphs are drawn to show these responses with the help of MS Excel 2007. There is a total of ten graphs in the result section in the current study and in each graph, there are five scales named as strongly agree, agree, neutral, disagree and strongly disagree. Higher the graph in the particular section means more the view of the students. It is a very useful platform to analyze the data. The researcher prefers MS Excel 2007 over the other software because this software is very helpful in mathematical calculation. When the data is put into the cell of the software, it gives the total number of the student's response due to which it is very rare to see any sort of calculation mistake in the result when you this software. Moreover, the researcher also prefers this software over all other software because the software is very easy to learn. Anyone who sees the video on YouTube of how to

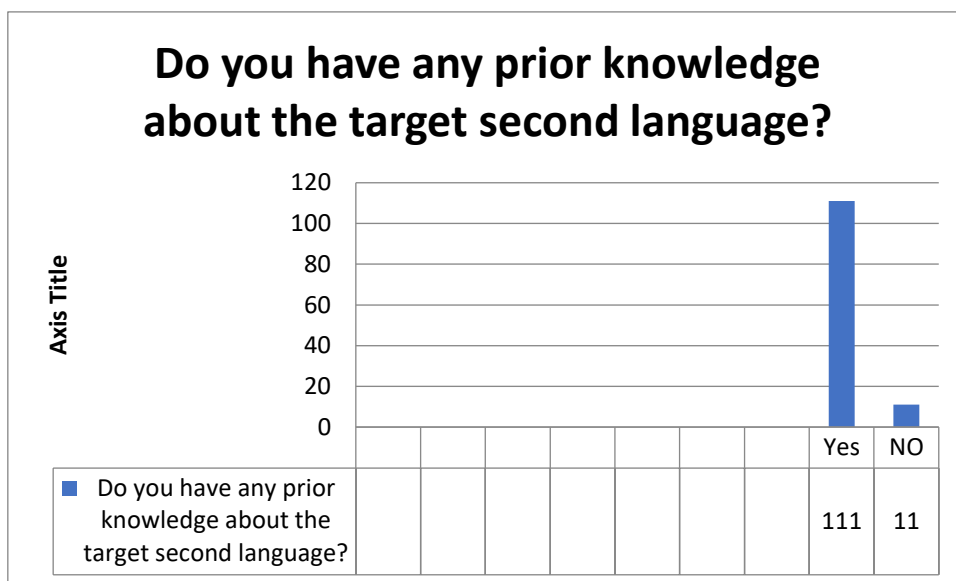
use this software, in one scene you can learn all the necessary steps involved in the use of the software. Another reason for using this software is the visualization. The software gives a visualization of the analyzed data in the form of a graph. These are the reasons that the researcher used this software as compared to other software.

4.1 Results and Discussion:

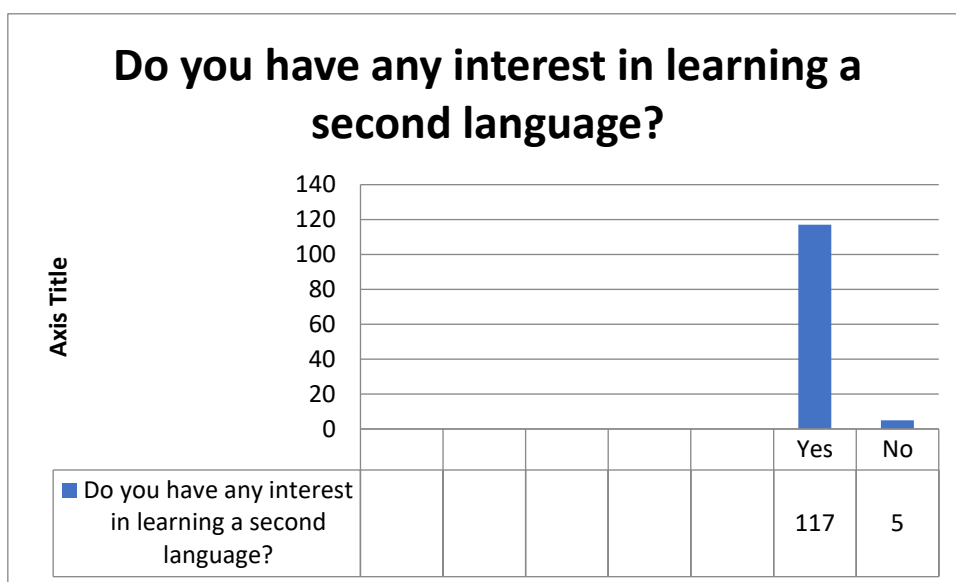
The students were given a questionnaire which contained different questions regarding the possible social issues that could be faced by the students. The students share their view on the issues in the form of 'yes' or 'no' to the question. After collecting the questionnaire, the researcher analyzes the response of the students to get the results. The result of the current study is displayed in the form of graphs that are made with the help of MS Excel 2007.



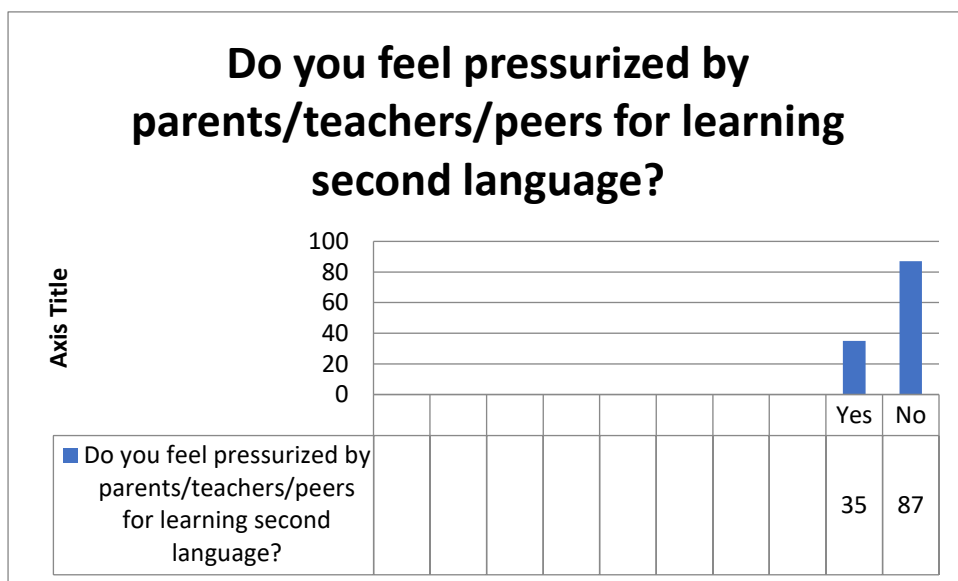
Graph 1: The above graph shows that among the higher secondary level students at Dera Ismail Khan 1 student Yes and 120 students No that they did not know about their native language grammatical structure. This means that the majority of the students do not know about the grammar of their native language.



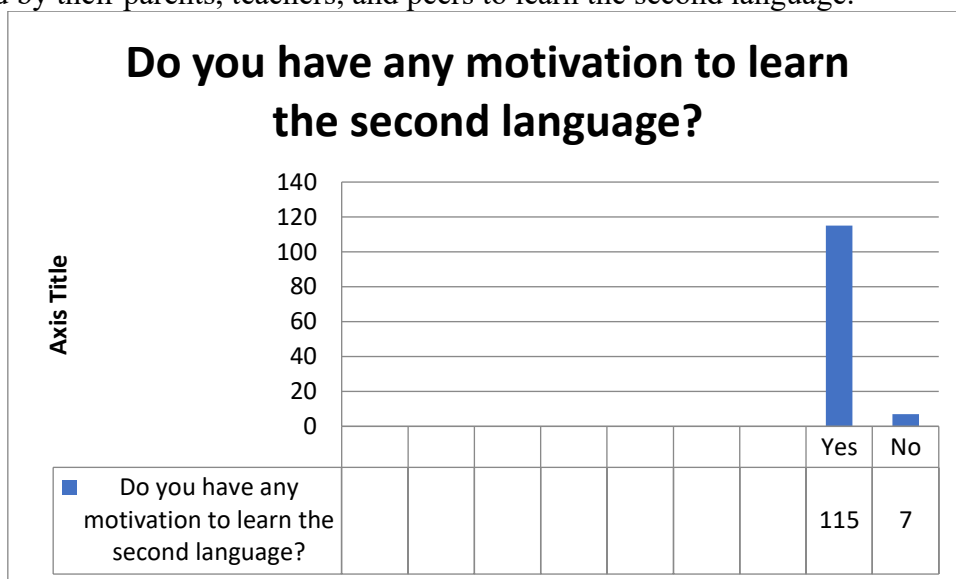
Graph 2: The above graph shows that among the higher secondary level students at Dera Ismail Khan 111 students put a tick on Yes and 11 students No that they have any prior knowledge about the second language. The graph shows that the majority of the students have prior knowledge about the target language.



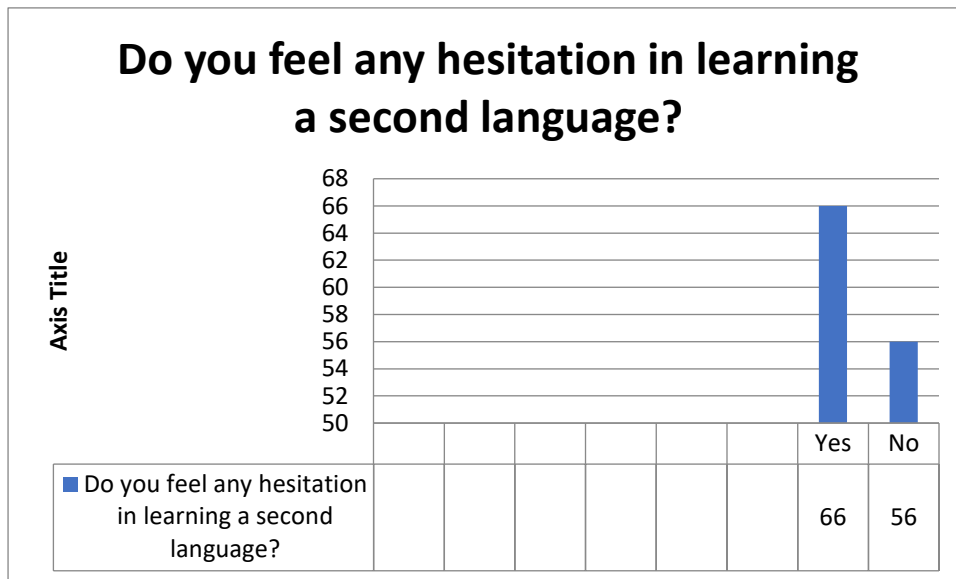
Graph 3: The above graph shows that among the higher secondary level students at Dera Ismail Khan 117 students Yes and 11 students No and shows interest in learning a second language. The above graph shows that the majority of the students say 'yes' that they have interest in learning second language.



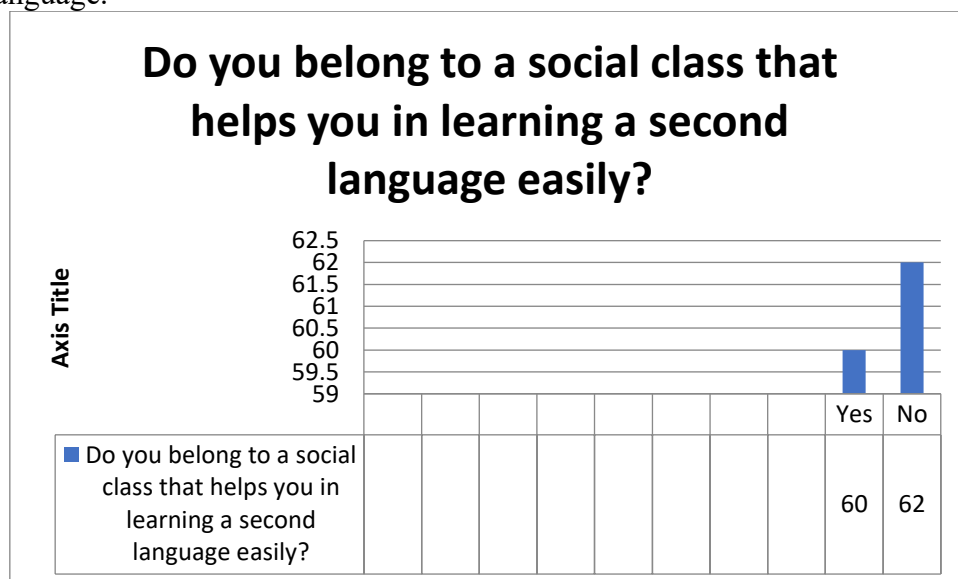
Graph 4: The above graph shows that among the higher secondary level students at Dera Ismail Khan 35 students Yes and 87 students No that they feel pressured by parents/teachers/peers to learn a second language. The above graph shows that the majority of the students are not pressured by their parents, teachers, and peers to learn the second language.



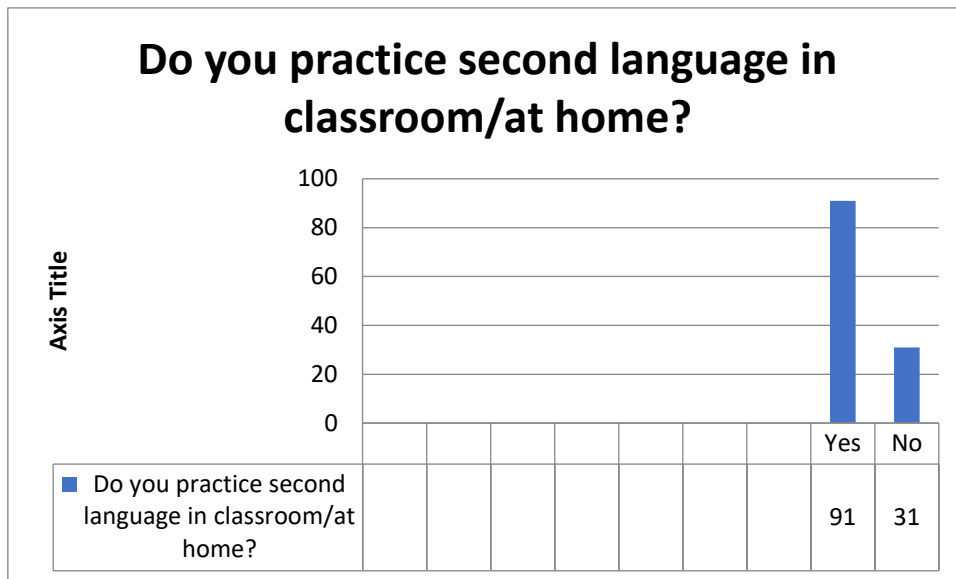
Graph 5: The above graph shows that among the higher secondary level students at Dera Ismail Khan 115 students Yes and 7 students No that they have any motivation to learn the second language. The response of the students shows that they are well motivated for learning the second language.



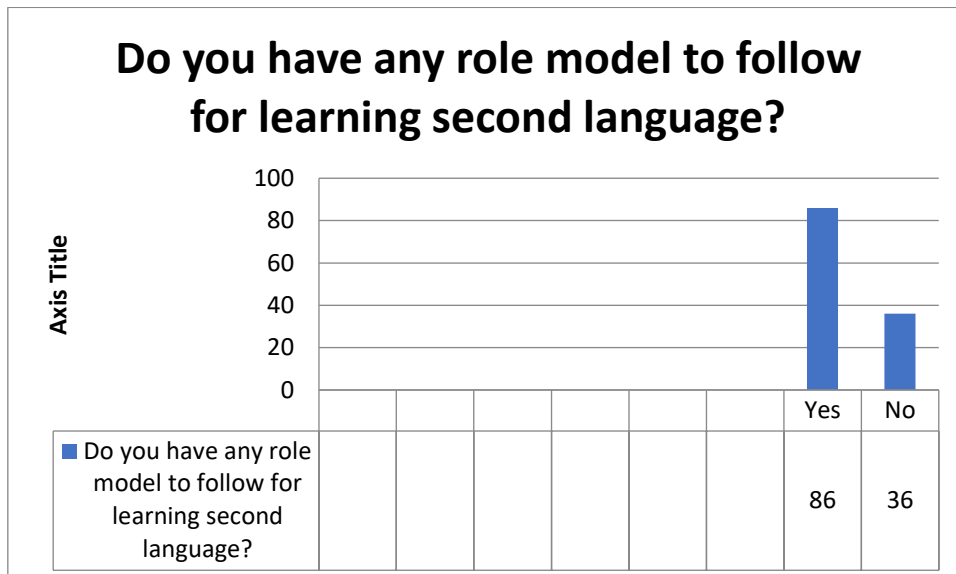
Graph 6: The above graph shows that among the higher secondary level students at Dera Ismail Khan 66 students Yes and 56 students No that they feel any hesitation in learning a second language. The above graph shows that the majority of the students feel hesitation in learning a second language.



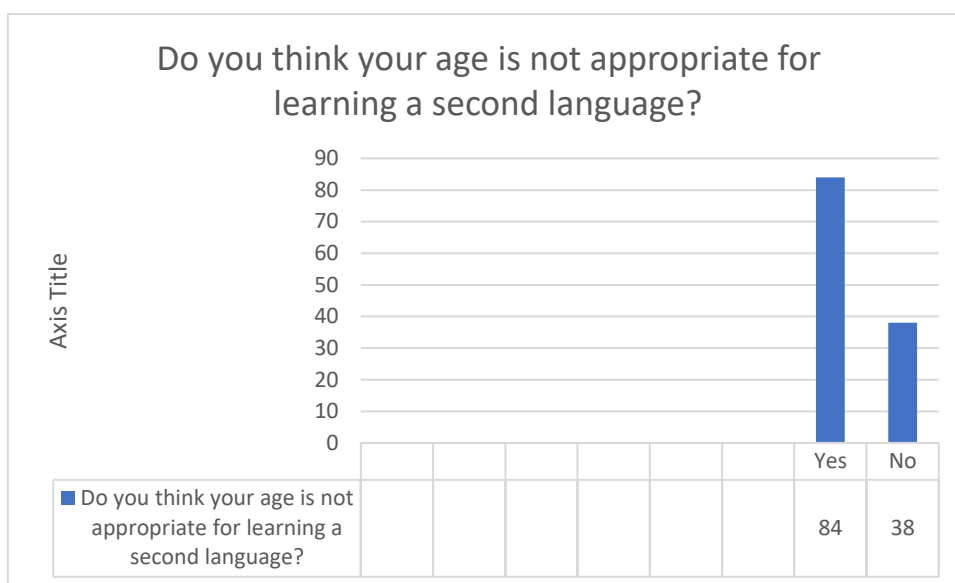
Graph 7: The above graph shows that among the higher secondary level students at Dera Ismail Khan 60 students Yes and 62 students No that they belong to a social class that helps you in learning a second language. The above graph shows that the majority of the students are not belonging to a social that support the learning of the second language.



Graph 8: The above graph shows that among the higher secondary level students at Dera Ismail Khan 91 students Yes and 31 students No that they are practicing their second language in the classroom/at home. The response of the students shows that they are practicing the second language in the classroom and also at home.



Graph 9: The above graph shows that among the higher secondary level students at Dera Ismail Khan 86 students Yes and 36 students No that they have any role model to follow for learning a second language. The above graph shows that the students are having role models for learning second language.



Graph 10: The above graph shows that among the higher secondary level students at Dera Ismail Khan 84 students Yes and 38 students No that they think your age is not appropriate for learning a second language. The response of the students shows that they believe that their age is not appropriate for learning a second language.

4.2 Discussion:

In the first question the researcher asked the students, “Do you know about your native language's grammatical structure?” Almost all of the students responded that they do not know about the grammar of their first language. Native language means the mother tongue of the students. The proficiency of his/her mother tongue will greatly impact the learning efficiency of SLA, because language transfer often happens during the learning process of SLA. (Sun, 2019). Language transfer refers to the fact that in the process of second language learning, the learner takes the help of the first language in order to learn the grammar and sentence structure of the second language.

In the case of learning a second language there are two types of transfer. One is called positive language transfer where the mother tongue boosts the learning of the second language because of the similarity in the structure of two languages. The second type of transfer is called negative transfer where there is a difference between the two languages of the learner and it has a negative impact over the learning of the learner. So, by knowing the grammar of the first language one can take the advantage of it in learning the second language and vice versa. Sun (2019) further states that one should try to find the reasons for negative transfer and turn it into positive transfer.

In the second question the researcher asked the students “Do you have any prior knowledge about the target second language.” Prior knowledge plays an important role in the learning of the language. (Eidswick, 2010). In the current study the response of the students was very positive and majority of the students agree that they have prior knowledge of the second language. Prior knowledge is the knowledge that the students have about the language in advance. In the current study the students are having prior knowledge about English because English is compulsory in the education of Pakistan. However, Brantmeier (2006) is of the view that the students have prior knowledge of the language because of their interest in the language.



Interest plays a major role in the learning of the second language. “Heightened attention and emotional engagement that emerges when a person has a positive interaction with a content area or a task is called interest” (Hidi & Renninger, 2006). In the current study the researcher asked the students that they have interest in the learning of the second language. Majority of the students agree with it. Generally, in our daily life the things in which we have interest then we can do it easily and can get better results from that and vice versa. Similarly, those students who learn second language with their interest achieve better results as compare to other. Hidi, (2001) is of the view that both reader and text based interest have been found to positively and consistently influence comprehension and learning in a wide range of conditions. There are two types of interest one is individual interest and the other is situational interest. Individual interest is inclination to re engage with specific objects. While on the other hand situational interest is short lived because it is produced in the person by the quality of the object. Eidswick (2010) is of the view that the knowledge that we get from engaging with other is different from academic knowledge. Ainley, Hidi & Berndorff, (2002) introduced a third type of interest which is known as individual interest which is the interest of the learner towards the specific object. Asgari, et.al (2019) is of the opinion that the interest of the learner results in more interaction and increase motivation and concentration of the learner to learn the language.

In the next question the researcher asked the students whether they are pressurized by their relatives for language learning or not. Where the majority of the students tick ‘no’. It means that the students are not pressurized by someone but the learning of the language is their decision. Young (1990) concluded that the students get anxiety due to their peer group. Bailey (1983) is of the opinion that the students get depressed as well as get anxiety from their peer group when they compare themselves with others. However, in the current study majority of the students are of the view that they are not affected by their peers, families etc.

In the next question the researcher asked the students, “Do you have any motivation to learn a second language.” Hall (2011) suggests that motivation is a key factor in order to accomplish a particular activity. He states, “It is difficult to imagine anyone learning a language without some degree of motivation.” (qtd. In Ghamdi 2014, p. 02). In the current study, the majority of the students agree that they have motivation for learning the second language. There are two types of motivation one is intrinsic motivation and the other is extrinsic motivation. Intrinsic motivation means when a learner is motivated internally and extrinsic motivation means when a person is motivated externally by someone. A learner who is motivated can learn the language very quickly as compared to the other learner. However, a learner who is motivated internally can perform better than the one who is motivated externally. So, the language learner should be having a mixture of both types of motivation.

Hesitation is another factor that affect the learning of the students. In general, when the speech takes place between more interlocutor then the speech between them is not continuous but having pauses. Watanabe and Rose (2010) are of the opinion that the extreme level of discontinuity can be studied under the shadow of pausology and hesitation. Generally, the learner gets less hesitation when they are writing the second language but the learners are more hesitant when they speak with other in second language learning. In the current study majority of the students are of the view that they feel hesitation in learning second language.

Social class is another factor that affects the learning of the students. Those students which belong to a higher and educated social family can easily afford tuition and other academic requirements while in contrast those students which belong to a lower social class, they can't fulfil their academic requirements. In the current study majority of the students are of the view



that they do not belong to a social class which supports them means they belong to a low social class. Arikan (2011) found that students with higher socioeconomic status show higher academic accomplishment, and also apply for the best universities as opposed to those students with lower socioeconomic status. (qtd. In Rodríguez & Vanesa 2015, p. 21). Similarly, nowadays people consider English to be the language of high social class. Khattak et. al (2011) investigated that the students belonging to poor socio-economic backgrounds believe that the English is only made for rich students. One of the students in his study says, "I think only the rich can learn the English language effectively." So, it means that in the current study majority of the people belong to poor social class due to which they face problems in learning a second language.

Practice is major factor that affect the learning of the individual. The more one practice over something, the more proficient he/she will become. Like if someone want to become a good driver, the best for that is he/she must practice over driving more. However, for language learning practice is very much important. Swain in 1990 put forward his hypothesis of output which states that the process of language learning occurs through the output of the learner. It means that the more the learner practice over the language, the more they can learn language. In the current study, majority of the students are practicing over the language which means they can learn the language better than other. Pannell et.al (2017) are of the view that when the students are pushed for input then they not only focus on the meaning of their utterances but also on the grammar of their utterances which improve the learning of the learner.

All kinds of role models exert considerable influence on the values of the learner. Generally, role models are discussed in the field of celebrated personality. But here we are talking about role models in the field of language learning. The response of the students shows that the majority of the students are role models for learning English as a second language. Muir, et. al (2019) in their research also found that 68 percent of the students are having role models for learning the English language. They also found four key dimensions of role models of the learner which include paralinguistic features, overall command of English, accent/variety of English and personal attributes. Role model is a very influential component of the psychological context of second language learning.

In the last question the researchers asked the students that "you think your age is not appropriate for learning a second language." Majority of the students are of the view that their age is not suitable for the learning of language. Snow (1998) performed studies that showed that "the earlier the first language learning, the better the second language general fluency." (qtd. In Rodríguez & Vanesa 2015, p. 21). It means that the earlier childish age is the best age for learning the second language soon after the first language. Research conducted in a naturalistic learning setting gives proof of the above statement. Lenneberg proposes the critical period hypothesis. In this hypothesis, he states that there is a period in the developmental stages of the child during which he can acquire the language more easily than any other stage. This stage ends when puberty starts. He further added that when the children reach puberty then it may be difficult for them to learn the second language because the brain then lacks the ability to learn and adopt the language. In contrast to the above, Fathman, (1975) described that those researches that are carried out in the environment of the classroom give opposite results to the above researches. Adults are better in syntax and morphology than children in the case of classroom learning. (qtd. In Hasinah, 2014).

5.1 Conclusion and Suggestions



The study has explored the different social factors that affect the second language learning of the students. The researchers prepared a questionnaire containing different questions regarding the social issues that affect the learning of second language of the students. The students give their view on these questions in the form of 'yes' or 'no' to the question. The researcher used a convenient sampling method to collect the data from 122 students studying at District Dera Ismail Khan, KP. After analyzing the data, the researcher arrived at the conclusion that the students are facing several issues in their second language learning. At first, the students agree that they have no knowledge about their first language. Different researchers are of the view that when the students are having first language grammar knowledge then they can easily learn a second language. The second issue is the social class of the learners. The students agree that they do not belong to a social class that supports the learning of a second language. The third issue is the age of the learner. The students are learning a second language at the age of puberty while researchers suggest that the learner can't get native like proficiency in language when they reach puberty level. At the end the students agree that they are having hesitation in learning a second language.

5.2 Suggestions:

After identifying the different issues faced by the students in second language learning at Dera Ismail Khan, the researcher gives several suggestions to deal with them. The researchers suggested that different seminars about the first language should be arranged for the students and also the course designer should introduce the first language writing and grammar in the course in the early stages of student's education. Hesitation destroys everything. If one feels hesitation in front of others then one can't move forward in any field of your life. The researchers suggested that the students should not feel hesitation because it is natural that the early learner in a language commits errors. The students should not focus on them and should move forwards to achieve their goals. At last, they will come on the stage where they will be second to none. Similarly, the majority of the students agree that they do not belong to a social class that could support their learning of a second language. The students should be given different scholarships from the government side as well as from the institution side so that they do not face any financial difficulty as they belong to low social class. Similarly, the students believe that their age is not good for second language learning. The researchers suggested that the students should be given the opportunity to learn the language at the early stage of life. As other different researchers are also of the view that the students can learn language at an early stage very easily. At the current stage the students are almost at puberty and the researcher believes that the learner can't get native like proficiency at this stage.

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