

Challenging Experiences of English Major Students in Language Studies

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Abstract: This study aims to identify the challenging experiences of English major students in language studies classes along with their coping mechanisms. It utilized a qualitative single case study method. The research participants are ten second-year college students taking a Bachelor in Secondary Education major in English who are officially enrolled in the Synchronous and Asynchronous class of S.Y. 2021- 2022. They are enrolled in language studies courses such as ENG 232 Structure of English, ENG 249 Principles and Theories of Language Acquisition and Learning, ENG 254 Teaching and Assessment of Macro skill, ENG 255 Teaching and Assessment of Grammar, and ENG 250 Language programs and policies in multilingual. The study is supported by the collected data from interview guide questions answered by ten second-year English major students in one of the highest private educational institutions in Pagadian city. It was revealed that poor English proficiency, unstable internet connection, and low self-confidence are the challenging experiences of English major students in language studies; looking for a stable internet connection, asking for help, taking a break and strengthening intrinsic motivation are the coping mechanisms. To conclude, English major students' LAD has not yet matured due to these challenges, which is in conformance with the theory of Noam Chomsky. The formulated recommendations were based on a general interpretation of students' challenges and coping strategies and could help the plans of the students, administrator, teachers, parents, and numerous other researchers.

Keywords— Challenges, Coping Strategies, English Language Studies, English Major Students, Challenging Experiences

1. INTRODUCTION

Language is a set of common spoken, manual (signed), or written symbols that people use to express themselves as members of social groupings and contributors to their culture. According to the Oxford Dictionary, language serves a variety of purposes, including communication, identity expression, play, creative expression, and emotional release.

The linguistics department offers an interdisciplinary degree called language studies which intends to provide students with proficiency in a foreign language and a grasp of the general nature of human language. Language Studies is a combination of courses from different but interrelated disciplines like linguistics and languages. Students study one (or more) foreign languages and investigate how human communication and language function. Most college students take it, especially those pursuing a degree in a language. Since stylistics symbolizes the crucial link between literature and English language studies in grammar, speech and cognition. English language studies can assist students in negotiating style, both as readers and writers. The topic of linguistic variation and change is covered in some courses, including history of the English language, ancient English, and American English. The University of Georgia states that other courses include certain ideas and themes relating to the English language, such as English grammar, lexicography,

English language studies, mistake analysis, second language acquisition, style, and language variation.

Several prior empirical pieces of research investigated the oral communication challenges of English as a Second Language (ESL) university students studying in English - speaking nations (Ferris & Kim, 2006). For instance, Ferris (1998) examined how international ESL students perceived their speaking and listening difficulties at three American tertiary institutions. The results showed that the students had problems giving oral presentations and participating in class discussions. The inability to effectively express one's feelings and views can occasionally result in misunderstanding, frustration, and anxiety (Macintyre & Gardner, 2000). However, for various reasons, ESL students in Arabic - speaking English departments struggle with oral communication. The English language departments admit high school graduates without considering their degree of language competency or ability to continue in a program of English study, according to Rababah (2005). Teachers in extensive courses may not be able to give each student their full attention or provide enough opportunities for language use and interaction.

Many academics have emphasized the need to speak effectively and appropriately in English, particularly with people from diverse language and cultural backgrounds. However, although improving oral communication is critical for academic success, professional development, personal effectiveness, and social effectiveness, English language

learners (ELM) frequently focus on improving this aspect of communication (Lafford, 2004, Richards & Richards Renandya, 2002).

Despite many years of language education and the use of many teaching strategies and approaches, speaking appears to be a difficult talent to cultivate Fulcher et al. (2007) in a foreign language context. Communicating in a foreign language can be a highly complicated and multifaceted ability (Khan, 2010).

Although the admirable goal of learning a foreign language is to communicate in that language effectively, scholars observed that ESL learners have formidable challenges in communicating in English. Many researchers have explored the complexities of oral communication in a second language (L2) (Ellis et. al 2003).

Hence, based on these studies and observations, the researchers had been interested in focusing on this concern. The researcher wants to know what challenges behind those screens that hinders students in English language studies. The researchers will try to identify what are the challenges the students experience that makes them struggle and will try to give implications and try to help the students and stakeholders in addressing these challenges.

1.1 English Language Studies

In most countries where English is used as a second or foreign language, the English language has become an inseparable part of the educational curriculum in the twenty-first century (Akbari, 2015).

According to the official website of University of Melbourne, English language studies is concerned with the English Language in all its aspects including its structure, its diversity, how it changes and evolves, and how people learn and make use of it to communicate in a range of social situations and communication modes.

When one studies the English language, one will develop an understanding of its subtle and intricate grammar and learn about its many social and geographic varieties. One can choose from subjects in grammar, syntax and phonetics and can also learn about intercultural communication, wherein it analyzes the ways in which communicative approaches differ across cultures. This can examine how social and cultural factors influence language and how language construct's identity.

According to the website of University of Georgia, language Studies is a combination of courses from various but related disciplines such as linguistics and languages. Students study one (or more) foreign languages and investigate how human communication and language work. Most college students take it, especially those pursuing a degree in a language.

Because stylistics represents the critical link between literature and English language studies in grammar, speech, and cognition, English language studies can help students

negotiate style as both readers and writers. Some courses, such as history of the English language, ancient English, and American English, cover the subject of linguistic variation and change. It includes English grammar, lexicography, English language studies, and mistake analysis, second language acquisition, style, and language variation.

1.2 Challenges of ESL Learners

The English language is regarded as a global language, and learning it improves opportunities for employment, travel, higher education, and living standards (Harmer, 2001). English language teaching is a difficult task, particularly in developing countries, because English is included in the school curriculum from kindergarten to university level, and everyone must deal with it by hook or crook.

Science and technology, education, health, entertainment, and other human life are all linked to English (Harmer, 2001). Along with these positive consequences of learning English, there are numerous difficulties that learners of English as a second or foreign language face. Learning English in non-English speaking countries is a difficult task.

Because of complex grammatical patterns of language and learners' attitudinal or psychological problems, most students fail English subjects at the high school or university levels (Ahmed, 2015) and According to Thu'aimah (1989), language learning difficulties can occur due to a hearing problem, memory weakness, impaired speech, mental disorder, or more introverted, social, individual, and cultural variation of learners and cited in Sokip (2020), He concluded that learning difficulties are caused by the learners' sociocultural and learning strategies.

According to Ur (2020), speaking appears to be the most important and challenging skill for ESL learners among the four language skills. It is a well-known fact that learning a language implies becoming a competent speaker of that language. In most cases, users of that language must participate in various types of discussions or conversations, so they must be proficient in speaking. According to Richards and Renandya (2002), many of the world's language learners study English to improve their speaking skills. As a result, speaking is regarded as the most crucial skill. In contrast to this fundamental truth, many university students do not speak English fluently.

They also identified teachers' presence and classroom teaching culture as the primary barriers to learning English. Learning disabilities impede the development of language skills such as speaking, listening, reading, and writing. ESL students face a variety of speaking difficulties and causes.

1.2.1 English Speaking Skills

A study on overcoming the problems of learning foreign language skills in the classroom by Sokip(2020) discovered that speaking skills students encounter motivation problems primarily, and students are frequently concerned about making mistakes while speaking, which is similar to the study of Heriansyah and Alam and Ashrafuzzaman. Fear of making mistakes was also identified as the primary issue in their study. Similarly, Anandari (2015) researched Indonesian ESL students' anxiety in speech production: possible causes and remedies and focused on three causes of foreign language anxiety in speaking: fear, shyness, and discomfort, and self-reflection strategy played a crucial role in reducing this anxiety.

Alam and Ashrafuzzaman (2018) conducted a study to determine the challenges of developing speaking skill through classroom interaction of ESL learners and discovered that nervousness, fearfulness, inattention to the class, and grammar mistakes were the most common issues encountered by ESL students. Similarly, Heriansyah (2012) identified a lack of vocabulary and a fear of making mistakes as the primary barriers to developing speaking skills. The findings of a study on factors influencing students' English-speaking skills conducted in Pakistan by Bashir et al. (2011) differ from previous studies. The study discovered that students and teachers use English as a medium of instruction (EMI) in the classroom to improve speaking skills; both teachers and students use interactive techniques to improve speaking skills.

This study's findings are more in line with previous studies mentioned above. In his study, Al-Roud (2016) stated that university-level students primarily face four domain problems: social, psychological, instructor, and linguistic domains. The study also stated that the speaking problem is the fault of students, teachers, parents, and the entire community. This study has covered a wide range of topics, including the classroom and the community and family environment, which is distinct from the other studies mentioned above. In another context, a study was conducted to investigate the causes of speaking difficulties (Nakhalah, 2016). Fear of making mistakes, shyness, anxiety, and lack of confidence was identified as the major problems encountered by students while speaking English in this study.

As a result, mastering speaking is considered the most challenging skill in a second language. When it comes to mastering speaking skills, students face various challenges. According to Ur (1991), the following issues students face when learning to speak: are inhibition, lack of words, low or uneven participation, and use of mother tongue. Learners are frequently inhibited in the classroom when attempting to express themselves in a foreign language, worried about making mistakes, and fearful of criticism. Similarly, even if learners are not inhibited, they cannot say anything because they lack motivation and do not have anything to say. The third major issue for students is low or uneven participation in class. Talkative or brilliant students may dominate the class;

even if that dominance is managed, they may not have enough time to talk in the classroom.

Speaking mastery can be influenced by various factors, such as a lack of vocabulary, grammar, and classroom culture. The following are the major causes of speaking difficulties, according to Richards and Renandya (2002) age or maturation constraints, aural medium, sociocultural factors, and affective factors. Age is regarded as the most influential factor in language learning among so many variables.

Several scholars, including Krashen, Long, and Scarcella in Richards and Renandya (2002), argued that learners who begin their second or foreign language at a young age might learn it more quickly than those who learn it later in life. Oyama in Richards and Renandya (2002) also notes that many adults fail to achieve native-like proficiency in a second language if they begin learning it late in life. Adult learners may have difficulty speaking due to interference from their mother tongue.

1.2.2 Learning in a New Normal

Online learning, which is seen as the solution to the Covid-19 outbreak, is fraught with difficulties (widayanti, 2021). Internal and external factors can both trigger each other. Also, Students' internal factors include motivation, learning attitude, study habits, and personal practice, and Students' motivation is affected by their time management (Suarjanaya, 2021). Loss of management skills can lead to a loss of motivation (Suardana et al., 2016). External factors originate from outside the students and are related to the students' surroundings.

External factors include the media that students use, as well as the environment in terms of financial difficulties and the study environment (Widayanti,(2021).

Students face a variety of challenges when participating in online learning in a variety of settings. Online learning provides many tasks with deadlines, putting pressure on students to complete the tasks and causing them to burn out (Ferri et al., 2020). This lack of readiness fosters a negative attitude toward online learning (Aji & Windhiyana,2020). Online learning, which relies heavily on internet access, requires parents to provide their children with gadgets, internet quotas, and a stable network connection (Andel et al., 2020).

1.3 Usual Coping Strategies of ESL Learners

Coping is viewed as a stabilizing factor that can aid in psychosocial adaptation during stressful situations (Bamuhair et al., 2015). Certain students find it difficult to cope with stress and tend to fall behind, whereas others see it as a challenge to work hard. Using the appropriate coping style effectively will assist students in reducing their stress level (Yusoff, 2010)

The use of a strategy is frequently dependent on the person's surroundings, personality, and personal preference for how they may be able to reduce their own anxiety (Burger, 2000). Kondo and Young (2004) identifies five-dimensional coping strategies such as preparation, relaxation, positive thinking, peer thinking, and resignation.

According to Kondo and Yang (2004) Preparation gives the students time to plan out what they will say and how they will deliver their message. Relaxation is when students feel safe in their surroundings, they are more likely to be composed and to go above and beyond in their language education. While positive thinking can be very influential, such as appreciating students' efforts, encouraging learners that it is okay to make mistakes in second language, and displaying a teacher's positive attitude, one way to outsource external motivation is to display a teacher's good attitude. When motivation is established, self-confidence is reciprocated in return. Peer thinking, on the other hand, is one way to lighten the load or burden of completing learning tasks in L2 (Kondo & Yang, 2004). This is accomplished by providing opportunities for students to brainstorm, discuss, and exhaust ideas in groups or teams.

Similarly, Fujii (2017) used a four-dimensional anxiety-reduction strategy in one hundred fourteen undergraduate participants at a national university in Sapporo, Japan. His research investigation introduced two student-oriented strategies: cooperation with others and confidence building. Fuji (2017) found that when students participated in small group activities or collaborated with others, they felt less anxious. Students felt less anxious when they worked collaboratively with their peers or classmates. They also felt less anxious when they thoroughly prepared for any English task. This tendency helps students gain confidence in their second language.

This is in conformance with Saltmarsh (2017) view. Saltmarsh (2017) said that the brain is shaped as it interacts with the environment. When the learning climate is non-threatening and comfortable, students are less anxious. In a friendly environment, students have the chance to maximize their full potential because they become more willing to explore and participate Saltmarsh (2017)

The cooperative learning strategies were also found effective as coping mechanisms in reducing English language speaking anxiety (Nagahashi, 2007). These involve learning situations like small-group, real-life, or task-based activities, which set the learning climate to be interactive and communicative.

The review of related literature presented above demonstrates the importance of English-speaking skills in English language studies. Speaking is a necessary part of the learning process. Oral communication is constantly present. In addition, previous research has revealed some common challenges in English language studies that affect some

students' English-speaking skills and performance in English language studies. The researchers now want to know if those challenges are the same one' English majors facing in their English Language studies class. The researchers wanted to know if the students' English-speaking skills were a significant challenge in their English language studies class.

2. Method

2.1 Research Design

The qualitative research design is used in this study. This research design focuses on providing a clear description, exploring the meaning of human experiences, and creating the possibility of change through increased awareness and purposeful action (Taylor & Francis, 2013). Furthermore, it encourages close interaction between researchers and participants, allowing researchers to gain deeper insights into the collected data. It also gives participants access to their thoughts, feelings, and desires. This research design is thought to be the best fit for this study, which seeks to investigate and determine the challenging experiences of major English students in language studies in the new normal. This allowed the researchers to collect enough data to answer the questions and complete the study's objectives. Furthermore, a case study method was used in this study, including data analysis and collection. This study, in particular, adheres to Sharan B. Merriam's case study methodology. According to Merriam, a case study is used to gain a comprehensive understanding of the situation and its implications for everyone involved (1998). Thus, using Sharan Merriam's case study technique and data triangulation, the researchers collected data from various sources, allowing them to investigate and improve their understanding of the experiences of major English students in language studies through interviews. The researchers used this method to convey information that would help readers understand students' circumstances participating in this new way of learning.

2.2 Research Environment

The research was conducted in one of the private higher educational institutions in Pagadian City, Philippines.

2.3 Research Participants

The participants were 10 Second-year BSED majors in English students who are officially enrolled in Synchronous and Asynchronous class of S. Y. 2021-2022 and are enrolled with language studies courses such as ENG 232 Structure of English, ENG 249 Principles and Theories of Language Acquisition and Learning, ENG 254 Teaching and Assessment of Macro skill, ENG 255 Teaching and Assessment of Grammar and ENG 250 Language programs and policies in multi lingual.

2.4 Research Instruments

The instrument in this study were the researchers aided with an interview guide question. The researchers virtually asked the selected English major students through google meet. The researchers used vernacular language for the interview and were willing to translate English into vernacular. The collection of data was through the video recording feature of the google met, and participants' cameras are turned off if they wish to.

2.5 Data Gathering Procedure

First, the researchers asked permission from the Dean of the College of Teachers Education of Arts and Sciences (CTEAS) to conduct the research within that premise. Triangulation of data was applied in this study to assure that the results were well supported. The researchers administered interview guide questions. Before that, the interview guide questions for the participants have undergone validation and approval from the researcher's research advisers to ensure the guide questions' relevance to the study. Afterward, the researchers administered the interview guide questions to the participants through google meet. The questions were answered virtually, orally, and recorded through the video recording feature in google meet, and participants had a choice whether to turn or off their cameras.

Informed consent was also disseminated to the participants and collected a day before the interview. It serves as a written agreement about some considerations for the interview. After the conducted interview, the researchers transcribed the information provided by the participants in the interview.

2.6 Data Analysis

The researcher gathered the collected transcript data from the interview with research participants. After that, the researchers interpreted the data gathered and analyze the data and look using thematic approach and categorize the information by theme.

2.7 Ethical considerations

The researchers ensured the confidentiality of the participants provided information, so the researcher ensured that there is no purpose for the information other than for the study. Their opinion is not used against them in any cases and scenarios. Their image and profile are secured and protected. Furthermore, Participants are protected from any harm and danger through ethical conduct of research.

Respect for Research Participants. The study's participation is entirely voluntary. Participants can stop answering the questionnaire at any time during the interview. They are not required to respond if they refuse.

Beneficence and Non-Maleficence. Research should be worthwhile and provide value that outweighs any risks or negative consequences. The researcher's goal is to maximize the study's benefit while minimizing the risk of harm to participants and researchers.

Anonymity. It is an ethical practice intended to protect human subjects' privacy while collecting, analyzing, and reporting data. To be more specific, it refers to data collection without the collection of any personally identifiable information.

Informed Consent. It usually requires that research staff and participants be provided with comprehensive information about the study. The information should include the research procedure, purposes, risks, anticipated benefits, and a statement stating that the participant will be able to ask questions and withdraw from the study at any time (Jama 2004).

3. RESULTS AND DISCUSSION

The study investigated the challenging experiences of Major in English students in language studies and their coping mechanisms.

3.1 Challenges of English major students in Language Studies

The participants provided the following responses about the challenging experiences they faced in language studies and three themes emerged. These themes are the following: (1) *unstable internet connection*, (2) *poor English language proficiency*; and (3) *low self-confidence*.

Unstable internet connection. This is one of the challenges of English major students that is related to internet connection. According to them, the internet often becomes unstable in the middle of the class and interrupts their learning. Most of the participants had encountered this which makes them struggle in participating in language studies class and sometimes makes them left out. Here are the responses:

First issue is a problem with my internet connection; I'm having a difficulty listening to my instructor. As a result, I'll be left out and so there are lessons that I missed and when the connection stabilizes, I can no longer follow the lesson proper. -R1

Just like others' I am also bothered with the poor internet connection here in our area. -R9

It is the internet connection, especially during oral recitation since it is beyond our control. This new setup is a huge challenge for me because, as we all know, we rely more on oral recitation and there are times when our internet connection doesn't Favor us. -R8

My internet stability since it is not always stable because I live in a rural area with slow internet. That is why I am unable to keep up with those subjects sometimes and be left out.]-R10

It is revealed that participants did consider their internet connection, as one of the challenges that English major students have encountered in language studies in this new normal. According to some participants, sometimes they are left behind in the class due to the poor internet connection. According to Zhong (2020), some factors such as insufficient access and internet availability have significant effects on the implementation of online learning. It is difficult to provide an environment free of problems (Hermanto et al., 2020). However, According to Andel et. al. (2020) online learning, relies heavily on internet access and requires parents to provide their children with gadgets, internet quotas, and a stable network connection. Thus, stable internet connection is indeed important and problem with unstable internet connection is undeniably affecting many students during this new set up.

Poor English language speaking proficiency. This refers to the challenge that involves the speaking proficiency of the participants. This includes their poor pronunciation, vocabulary and grammar when speaking English. According to them, this challenge hinders them from being orally vocal of their thoughts in the class. They expressed how their poor English language proficiency became one of their challenging experiences in language studies and here are their answers:

I am not that fluent in English which is particularly the structure in language which is one of my obstacles. - R7

The most challenging for me as a student is I could say I'm not really fluent when conversing using this medium or the English language and there is so much more that I must learn, especially the structure of English. - R1

Whenever I speak, I stutter because it could lead to a misunderstanding or wrong message and that makes me sad, and another thing is mispronunciation during oral recitation because many words is just the same spelling but not the same sound that makes it difficult to pronounce. - R5

It is revealed now that participants are struggling in expressing their thoughts orally using the English language and it is said to be because of poor English vocabulary and bad pronunciation of some English words or poor English language proficiency in general. And according to Ur (2002). It is a well-known fact that learning a language implies becoming a competent speaker of that language. In most cases, users of that language must participate in various types of discussions or conversations, so they must be proficient in speaking. According to Richards and Renandya (2002), a large proportion of the world's language learners study English to improve their speaking skills. As a result, speaking is regarded as the most important skill. In contrast to this fundamental truth, a massive number of university students do not speak English fluently. The linguistic theory of Noam Chomsky which describes language as composing grammar that is significantly independent to language use and acquisition. Moreover, Heriansyah (2012) identified a lack of vocabulary and a fear of making mistakes as the primary barriers to developing speaking skills. All these words

describe the situation of the students that what they are experiencing are normal.

Low-self-confidence. Aside from poor English-speaking proficiency, this challenge is also a challenge that hinders participants to orally express their thoughts in class. According to them, they don't usually voluntarily answer in the class orally because they get nervous, shy, trembling, out of ideas and even afraid to be judged on their speaking skills. Self-confidence is a major factor to consider in language studies. Confidence, to express their thoughts in English when being asked. The following statements convey the essence of this theme.

Ione of the challenges that I encountered is my self-confidence. I'm not really used to oral recitation because I'm not really good at grammar, so I feel nervous and sometimes I'm afraid to be judged. - R4

I got shy when speaking in front of people even in online class. Just like now, my hands are shaking, my face is blushing, my heart beats so fast and my mind is out of ideas. - R5

I lack of confidence; I'm afraid of answering sometimes. - R3

To be honest, I don't want to participate much these days because I have lost the confidence in answering. I am hesitant to raise my hand during oral recitation and when I do, it's sometimes difficult for me to explain my answers. - R2

It is revealed that participants do not usually participate that much in oral recitations because they get shy and nervous. They were revealed to have low self-confidence, making them struggle to answer some questions orally when needed. Anandari (2015) focused on three causes of foreign language anxiety in speaking: fear, shyness, and discomfort. Moreover, Sokip (2020) discovered that in speaking skills, students encounter motivation problems primarily, and students are frequently concerned about making mistakes while speaking and also according to Nakhlah (2016), fear of making mistakes, shyness, anxiety, and lack of confidence were identified as the major problems encountered by students while speaking English. So, from all the word these experts it can be confirmed that low self-confidence is quite common for ESL students. Something that has been experienced by the participants.

3.2 English major students' Coping Mechanisms

Coping is viewed as a stabilizing factor that can aid in psychosocial adaptation during stressful situations (Bamuhair et al., 2015). The researchers interviewed 10 participants about their coping mechanisms in dealing with the said challenges they encountered in language studies, and at least four themes emerged. These themes include: (1) *looking for a stable internet connection*, (2) *asking for help*, (3) *taking a break*; and (4) *strengthening intrinsic motivation*.

Looking for a stable internet connection. This is one of their coping mechanisms that addresses the challenge of unstable internet connection. In this aspect, participants look for a much more stable internet connection. Some even transferred homes, went to their relatives' houses and prepared extra sim cards. This helps aid the issue of having an unstable internet connection. These are evident in the following information:

I look for an area with a much more stable internet connection. Sometimes I go to my aunt's or grandmothers' house. - R1

I looked for a location with a much stronger internet connection. I looked for a house with a much stronger internet connectivity. - R8

I look for a stable internet connection. I find ways on my own because re-enrollment would be extremely difficult. - R10

It is revealed that participants did deal with the challenging experiences in various ways to help solve the challenges and prevent them from reoccurring. Other participants look for a much better place where internet connection is stronger as their coping mechanism in the challenge of intermittent internet connection. According to Adedoyin et al. (2020) To do online learning, a conducive learning environment is required. Also, Online learning, which is heavily reliant on internet access, requires parents to provide their children with gadgets, internet quotas, and a stable network connection Andel et al., (2020).

Asking for help. This refers to another coping strategy which according to participants is to ask help from experts, peers and parents to help aid the challenge of being left out from unstable internet connection. Most participants used their friends or classmates as their motivators and source of additional ideas. Together they face the challenges, together they survive. These are manifested in the following responses:

I am that type of person who will usually reach out to my peers when something in the lesson confuses me. I genuinely seek clarification from them on how to proceed. - R8

I usually inquire with my classmates about what has been discussed. I ask them if they have researched something about it, and their understanding so that I can add it on my pre-existing knowledge about the topic. - R10

My coping mechanism is my classmates because they are funny, especially in our group chat. The others are playful and the others are encouraging that we can do it. And also, the families that are always supporting me. - R4

Well, normally, I'll find a solution to my problem with the help of my teacher. I'll send them private messages via messenger but sometimes they are quite busy but I have at least close friends in the class and so we just help each other hoping that we can just address the concern. - R1

It is shown that participants used to approach their friends and classmates to know what lesson they missed and clarify

some things about what happened in the class. Others even considered their classmates as their source of comfort in the room. They are asking for help as a form of coping strategy to help aid the issue of not feeling confident and left out. According to Richards and Rendaya (2002), learning can be influenced by various factors such as classroom culture. Thus, it is crucial to building collegial classroom culture and environment. Moreover, according to Kondo and Yang (2004) Peer thinking is one way to lighten the load or burden of completing learning tasks in ESL class. This is accomplished by providing opportunities for students to brainstorm, discuss, and exhaust ideas in groups or teams. Also, Fuji (2017) found that when students participated in small group activities or collaborated with others, they felt less anxious. Students felt less anxious when they worked collaboratively with their peers or classmates. Thus, it is really helpful for students when they ask for help, may it be from instructors or classmates.

Taking a break. This refers to a coping strategy which involves relaxing, resting and taking a break for a while from the stress and all the challenge which according to some participants is a strategy that can help recharge and regain enough energy again to finish the task, learn more and improve more. Most participants had emphasized the importance of taking a break. Here are the participants responses:

Honestly, I cope by resting and making myself calm, move on, and continue. - R9

Take a break and get plenty of sleep, unwind and study again, but not too hard; just hard enough to learn. -R5

I will relax myself for 5 minutes, reflect and read quotes about what happened and then go back from the start. - R4

I just rest, sleep and avoid doing unfinished tasks in the meantime, but when wake up in the morning, I will condition myself to finish the pending tasks. - R1

It is shown that other participants deal with other challenges by taking a rest or break sometimes. They emphasized the importance of recharging oneself and having a break to deal successfully with those challenges. According to the study of Korpela, et. al (2016), a relaxing break can help to facilitate recovery, by returning your mental and psychical functional systems to their baseline. Additionally, a relaxing break can help to reset your mood, thereby promoting positive well-being and reducing stress one will more likely to be composed and to go above and beyond in their language education (Kondo & Yang, 2004) Thus relaxation or taking a break is indeed helpful enough to help cope from these challenges or any kind of other challenges.

Strengthening Intrinsic motivation. This refers to a coping strategy that involves the intrinsic motivation of the English major students. They encourage themselves always to always be motivated in improving themselves and to never give up despite the challenges felt. After the challenging

experiences they faced, most participants revealed that their coping mechanism is motivating and encouraging themselves to be better than they were.

I try to motivate myself and avoid procrastination. I promised to just read whatever is needed to be read, answer whatever is needed to be answered and I'll try to participate in class if necessary. I always tell myself to participate because all of this is just for me. I always end up getting back up and motivating myself to look forward. - R2

Maybe believing in oneself and try not to be afraid of committing mistakes after all instructors will not judge but will correct me. - R3

I'll be really affected sometimes, but I put limits on myself because it will just worsen the situation especially that there are so many activities waiting to be done, I really put limits on myself, just control myself and emotions always. - R9

It is shown that participants strengthen their intrinsic motivation and encouragement to deal with the said challenges successfully. They said, it is important to control oneself, control emotions, always be motivated and always encourage yourself to help avoid and prevent challenges. And According to Suarjanaya (2021) Students' internal factors include motivation, learning attitude, study habit, and personal practice. Students' motivation is affected by their management Suarjanaya (2021). Loss of management skills can lead to a loss of motivation (Suardana et al., 2016). Kondo and Yang (2004) emphasizes that positive thinking and self-motivation can be very influential, such as appreciating one's efforts, encouraging oneself that it is okay to make mistakes in second language, and displaying a positive attitude are one way to outsource external motivation is to display a good attitude. When motivation is established, self-confidence is reciprocated in return. Based on the words above, strengthening intrinsic motivation indeed can help a student or someone survive against any circumstances.

4. Implications of the Study

The study's findings revealed the various challenging experiences the participants faced and their coping mechanisms. It demonstrates that language studies are a challenging field that tests students' English fluency skills, confidence, motivation, and independence. According to the participants, these challenges come in various forms that they deal with using various coping mechanisms.

These challenges taught students to be independent and strong and to always take the initiative to act to survive and improve. Waiting for others to assist them is not a good option.

Teachers and administrators may be inspired to develop non-academic programs or classroom activities that will assist students in improving their English proficiency and even self-confidence.

This may also inspire parents to devise simple interventions to assist their college students. Parents will be

more aware of their students' challenges in language studies and will encourage and support their child's studies.

5. CONCLUSION

English major students in language studies faced various challenging experiences and handled it with various coping mechanisms too. Aside from unstable internet connection, the majority of the students are challenged with their poor English-speaking proficiency and low self-confidence that according to them has affected their performance.

These students studied English and are expected to acquire English language and are also expected to at least know the technicalities of English for them to be able to use the said language properly especially that they are soon to be an educator for this language. According to them they are aware of the technicalities that they have learned ever since they started to learn things in this world. They are aware of some technicalities of grammar, proper pronunciation and gained vocabulary. However, they said their knowledge about these aspects are just not enough.

What happened to the English major students can be explained by the linguistic theory of Noam Chomsky which According to him, each individual ever since born has the capacity to learn language with the use of their LAD (language acquisition device) and that the only role of the environment is the maturation of that language acquisition device. In the case of the English major students in this study, it is revealed that the students' LAD is there helping them learn the technicalities of the English language however, with the other challenging experiences they faced from their environment, the maturity of their LAD has also been negatively affected which then affects their usage of the language.

6. REFERENCES

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