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Unraveling Second Language Acquisition Hurdles: A Qualitative Exploration Among University Students in Rawalpindi and Islamabad

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Article Info	Abstract
             Keywords: Second language acquisition, Socio-cultural barriers, University students, English language learning, Motivation	Language learning is a multifaceted process that implies a range of internal and external learner-based dimensions. Although numerous empirical studies have been conducted to acquire knowledge on second language acquisition, one of the neglected areas involves the identification of socio-cultural barriers in Pakistani people. The current research proposal was intended to fill this gap by conducting a qualitative study analyzing the issues of second language learners in Rawalpindi and Islamabad. In the present investigation, we analyze the hurdles university students in Rawalpindi and Islamabad encounter while attempting to acquire Second language acquisition, especially in the English language. To get a better depiction of the situation, we have compiled information through structured interviews with university students of BS. Students face certain problems like pronunciation, a lack of motivation, and resources that may hinder the process of learning English. Furthermore, the influence of students' mother tongue on their English acquisition is quite significant. In addition, we analyzed several teaching methods used in the literature as well as their impact. However, motivation also significantly affects the result, so we explore the relationship between motivation to acquire English and students' progress. Fortunately, there is also some good news. Moreover, we found efficient ways that might help students tackle these problems including peer practice and using multimedia. In conclusion, our study suggests that it might be difficult for university students in Rawalpindi and Islamabad to become proficient in English. However, with the proper support and methods, students can undoubtedly improve their English abilities.

Introduction

For many years, Second Language Acquisition (SLA) was an important field, focusing on how to teach and learn language skills. English has become the lingua franca in today's increasingly interconnected world, where global communication matters most (Phillipson, 1992). Phillipson adds that its global importance cannot be underestimated, as it dominates such fields as education, publishing, media, and creative arts, making effective communication more important than correct syntax (Phillipson, 2016). Similarly, Colemen (2007) points out English has developed into a language of higher education, cultural exchanges, multinational business, globalized industry and long-distance professional as well as personal pursuits. In universities there are English as a second language (L2) courses, reflecting the noticeable increase in global L2 learners over the past two decades (Arkoudis & Tran, 2010).

Since the British colonial period, English has been a status symbol in the subcontinent, persisting after independence in 1947 as a mark of prestige and authority (Haque, 1982). Mastery over English is seen as the path to enhanced employment and wealth creation (Shamim, 2008). English-medium schools are booming in Pakistan today, no doubt fuelledfueled by parental ambition for their children's schooling (Shamim, 2008).

Importance of L1 Language

In every human community throughout the globe, having a common language is crucial for effective communication. As a lingua franca, Urdu is widely spoken in Pakistan, a country with many official languages. It is the medium of instruction in Pakistani schools and a widely spoken language in the country. On top of that, a

substantial portion of the population either know or does not comprehend Urdu, which varies greatly across the nation. Pakistan is home to seventy-two distinct national languages. English is not only the official language and medium of instruction in Pakistan, but it was also recognized a constitutional language of Pakistan in 1971. The English language is highly valued as an international language due to its widespread use as a language of instruction in educational institutions and as an official language in offices. Taken together, improving one's command of the English language is an absolute need.

But the reality is that English is not a first language for most Pakistanis. Having said that, the reality is that learning English as a second or foreign language is no picnic, especially in multilingual nations like Pakistan. Conversely, second language acquisition is typically easier for children than for adults. Not only that, but he picks up a third language or more at a quick clip after the age of twelve, commonly recognized as the key period for language acquisition. From this point on, pride makes learning a sluggish process. It is a magnificent function to play in the educational process, such as in English class, where teachers constantly assist students in developing self-confidence. A youngster, on the other hand, is not self-conscious about his or her privates and will make mistakes with spelling, grammar, and accent in order to acquire a second language. The most important thing is that they still had not mastered emotional interference. Since the percentage of children acquiring a second language is larger than that of adults, it makes sense that there must be strategies for children to acquire new languages with equal success. Instead of understanding themselves and assessing their potential coverage, they focused on language analysis. Furthermore, the issue of extremely stringent grammatical requirements is not being addressed. They make sure that studying a second language does not get in the way of their original languages. A big tendency has already emerged in that direction. Kids do not stress out too much about how they feel about themselves. The reason behind this is that when people learn a second language, it is like their native tongue—a creative process of production. Any explanation for why some people has more success than others acquiring a second or foreign language must take age into account. Because kids can pick up a second language effortlessly and quickly. Eventually, they will be able to speak a second language as well as a native speaker.

Second Language Acquisition in Pakistan

Due to diverse linguistic and cultural mixes the circumstances in Pakistan for second language acquisition are complex. While English is the country's second language and still growing in importance (Urdu being spoken primarily as a first language), local ethnic tongues are also spoken across the nation-for example Balochi, Pashto as well as others still.

In short, English in Pakistan enjoys both historical significance and present relevance. It originated in times of British colonial rule and was consolidated by the post-colonial globalization procedures as a language for international business, education, and diplomacy. Used in formal education, government, the media, and business environments; to learn written English becomes a way of entry to high culture.

Most youngsters in Pakistan are now introduced to English as a second language at school, where it is learned as a subject from a very early age. But there is great disparity in the quality of English language teaching around different regions and types of educational institution. In the better off areas of cities or elite private schools you will generally find high standards; on the other hand, for students equally eager to do well but much less advantaged by circumstances between remote rural regions and public sector schools all over Pakistan -and indeed throughout Northern India- it may be relatively difficult. This is because their resources were lower than those of wealthy people who could afford tuition services; nor did they have qualified teachers duly up to date with new methods for teaching foreign languages: it's not just children speaking native dialects every day who can run into snags trying out English!

In Pakistan, English has historically been above the local languages, symbolizing achievement in many areas of life such as work, business, and politics (Rahman, 2001). English-medium education, which is widespread at elite schools and cadet colleges, is considered an investment for the future (Rahman, 1997; Tamim, 2014). This stress on English often sidelines local tongues, giving fluency the air of social prestige and privilege (Rahman, 1997).

Although English occupies a central place in Pakistan's educational system, the effectiveness of English Language Teaching (ELT) methods varies from learner to learner. Some can benefit from approaches, others fail to reach proficiency (Rahman, 1997). In any event, numerous programs and private language schools still concentrate on sharpening language skills and wish to impart to learners both linguistic and communicative competence.

Language learning is a complex process characterized by multiple dimensions internal and external to a learner. Although second language acquisition has been the focal point of many empirical studies around the globe, little is known about the socio-cultural barriers experienced by people in Pakistan. The present research proposal is

aimed at reducing this gap by qualitatively exploring the problems language learners encounter in Rawalpindi and Islamabad while studying an English second language.

Research Gap

In order to address this deficiency, the present research paper sought to analyses the hurdles faced by second language learners in Rawalpindi and Islamabad through a qualitative lens.

Objectives

1. To analyses the hurdles faced by university students in Rawalpindi and Islamabad when acquiring the English language. A critical analysis were conducted to identify and evaluate these hurdles.
2. To examines the impact of students' mother tongue dominance on their language acquisition in Rawalpindi and Islamabad.
3. To examine the impact of varied factors, including the number of students in a classroom, the instructional methodology employed, and the academic environment, on language acquisition among university students in Rawalpindi and Islamabad.
4. To investigate the impact of motivation on the English language acquisition process among university students in Rawalpindi and Islamabad. Additionally, the study aims to explore how these students' overcome hurdles in their language learning journey.

Research Question

1. What specific Hurdles do university students from Rawalpindi and Islamabad have while trying to study English as a second language?
2. For University students in the Rawalpindi and Islamabad areas, how does the dominance of mother tongues and the fact that English is a second language make it difficult to acquire a new language?
3. How do factors like class size, teaching methods, and educational environment influence language acquisition for college students in Rawalpindi, Islamabad, and Rawalpindi and Rawalpindi?
4. How effectively do university students in Rawalpindi and Islamabad acquire English as a second language, and what factors influence, and how do students overcome hurdles on this path?

Purpose of the Study

This article examines the hurdles that impede my English language acquisition at the undergraduate level in Rawalpindi and Islamabad. The study indicates that students at an advanced level have difficulties in learning English as a second language due to the presence of many mother tongues and regional languages spoken in addition to the national language at addition to speaking their native language, the students at these schools also learn English as a second and foreign language, which helps them strengthen their linguistic skills. This research examines the many factors that influence the challenges faced by higher-level students in public sector universities when learning English.

This research especially targets adult second language (L2) learners who are currently enrolled in English undergraduate programs at public universities. These individuals are L2 learners who aspire to achieve exceptional proficiency in their second language (L2) to excel in their L2 classes, professional endeavors, or intellectual pursuits. The participants in this study are adult second language (L2) learners, namely individuals who have completed high school and are at least above 18 years of age.

Significance of Study

The process of qualitative research is cyclical in nature, involving the coding of data, identification of patterns, and derivation of their underlying meanings. Important qualitative research enables the following:

•   It permits a comprehensive examination of the sociocultural challenges encountered by Pakistanis when pursuing SLA. The insights provided are replete with real-life experiences.

•   The evaluations can be utilized to develop instructional strategies that are more culturally suitable for Pakistani students.

•   By amplifying the perspectives of language learners, this research contributes to a more comprehensive understanding of the SLA process.

Delimitation of the Study

The present study possessed the capacity to evaluate the extent to which internal and external hurdles to the target language hinder effective communication among graduate students. The present research was conducted at a public sector university that is currently enrolled in BS program.

Literature Review

Urdu is the open language of Pakistan and people of Pakistan talk in more than 70 diverse dialects like Punjabi, Sindhi, Pushto, Balochi and Saraiki, etc., it is straightforward that learners learn articulation of foreign language by amalgamating the target language with their first language, local or provincial dialects. Language transmission describes the equitable intercession of the first language in L2 language learning. Learners apply information from their native languages to assimilate an unknown dialect in the EFL study hall. This point can be supported to some extent in understanding and using the target language, but it can also be a barrier to accurately achieving the L2 rules, sentence structure, vocabulary, and pronunciation. On the same line of action Krashen (1981) has furthered that sentence errors in grownup execution establish a dialogue with the first language in the student's life and this influence lasts for a long time in the mind of the learners.

Adult second language learning is more difficult than children's. It depends on a Critical Period Hypothesis as proposed by Lenneberg (1967) who thinks that the so-called critical period of language acquisition must end by about the age puberty just after Cerebral Localization has been established. With the establishment of cerebral lateralization of function, language acquisition will be qualitatively different. If an individual acquires any more in a second language after the age of puberty than he does in his native tongue within the first seven years having a CPH, French L3, that is due to artificial constraints imposed on the neural systems involved. One of the characteristics of such development is obviously that adults are slower and less successful in learning a second language than children are. Language ego is a prevalent factor with adult language learners, which makes them less successful learners. The above mentioned is just one of many factors that affect language learning in adults.

The biggest obstacles to successful second-language learning are always ego-related problems, which brings about powerful emotions in an adult learner's mind that ultimately slow down or even halt the learning process. As a result, adults are no more successful learners of L2 than small children are. For the more they think, the less they will fail. They do not speak to anyone at all. They feel shy and tongue-tied to do it. If they do not pronounce their vocabulary correctly and speak without fluency, they think that people will laugh at them. If they make any mistakes in grammar, they believe that others would make fun. Under these circumstances, a person's language ego is often very poorly served indeed. It is one of the major factors that hurt native-language learning. This does not mean that language ego is the only specific reason many people have problems in learning second languages. But it is a major factor. Along with many other factors that rigidify people to learn a new language, when adult learns that language L2, the dominant factor often is ego it generates strong feelings in an adult's mind and or slows down the learning process. Whenever they think about speaking, they hear the advice aimed at a peasant as issued by Francoise Sagan: Do not move on a day that will be full of changes.

They are in fact nervous about speaking, thinking that if they are not smooth speakers, the public will make fun of them. People will tease them after this They will be the butt of jokes and what recourse would there be even when fluency itself is not enough beyond Oh yes with all that kind of question torturing his mind is it any wonder that a being is faced with a blank page in his memory be! In such circumstances, becoming children, by contrast, never experience feelings. They are no different from anyone else. They may just stumble into it without thinking about what they wanted to say or even how others reacted when some incomprehensible sentence issued forth from their mouths. A child sets about learning the language without any holdback that is why he learns better than adult second language learners to speak any effectively and easily Another advantage is that children can not only learn languages more easily but also acquire a sense of ease in using them (Harley,1986, p. 4).

Since they are more malleable in terms, however, children can produce native-like accents when they learn a second language. This is a significant barrier for an adult learning to read and speak a second language with native fluency. "Those children who pick up a second language after the age of five may have an advantage over adults to the same extent that it is physically possible to control phonemics in another language. Thus, while the plasticity in adult brains may still be there all over the place, judging from the evidence children speak as though they were native speakers but"": they do not unless get it worse " (Brown, H. D., 1994, p. 5). Language ego has a strong and negative effect, for adults in second language learning. This it makes skill acquisition impossible and Second Language acquisition fluency are at bottlenecks detours levels Thus, most adult second language learners feel frightened As a result, the adults feel pressured in using an oral language While on the other hand child learners never have this kind of feeling and for that same reason they learn instantly in no time because their language egos are unshakable.

External barriers include pronunciation, grammar, vocabulary, rules of grammar, classroom environment and role teachers play in teaching students to speak the language. Latha (2012) is sure that if learners' grammatical competence is good, they will be able to correctly understand this configuration of L2 and that it leads learners into

fluency and accuracy. It has also been reported that L2 learners are at a disadvantage in talking, not being able to communicate proper grammar in their speaking. Larsen Freeman (2001) then emphasizes pronunciation as he believes that its importance lies in speaking practice. If a single sound or word is mispronounced, meanings can easily be confused. Or if the stresses and intonations are used incorrectly this could lead to serious misunderstandings between speakers. Likewise, as Nation (2001) concludes, one key factor for developing speaking skill is to have enough exposure to a wide range of words or vocabulary. Non-native students are often faced with many challenges when they are trying to find a word that properly fits the meaning or occasion. If students' receptive vocabulary is low, however, they are likely to find it difficult to use their vocabulary productively.

Methodology

The present study has used an interpretivist paradigm to focus on the participants' lives and their perception of the language learning process. Ontological perspective that there is no single reality and reality is created by individual. Epistemological that reality needs to be interpreted. The chosen view is particularly applicable to multidimensional social constructs, considering socio-cultural boundaries encountered in SLA. When conducting qualitative research using structured interview, the research paradigm typically adheres to interpretivist, which assumes that there is no single reality and reality need to interpret on the basis on individual.

Population

The study's population was located in the twin city's retail complex. We recruited native speakers for this study. The research comprised a sample of 100 individuals, each falling within the age range of eighteen to twenty-five years. The recruitment process involved convenience sampling at the University named IST (KICSIT Campus), FJWU and IIUI of Twin cities, which was conveniently located and offers access to a wide range of individuals within the desired age bracket.

Interview

The selected participants responded to structured interviews, which were conducted either face-to-face or through a video conference based on the convenience and preference of the participants and the researcher. The interviews are framed based on the interview guide, ensuring that each question is framed in the same manner.

Recording and Transcription

The interviews conducted and participants gave consent to record their voices, and responses were recorded for better understanding of the exact situation. The responses transcribed verbatim to record participants' verbal communication as well as non-verbal aspects to get integrated expressions of the responses.

Data Analysis

The analysis employed thematic analysis to identify, analyze, and categorize patterns and themes within the data.

Discussion and Analysis

The following thematic analysis is based on the provided responses concerning the most significant hurdles while learning English:

Pronunciation

One person indicated pronunciation as a particular hurdle. This factor suggests that it is common for people to face difficulties in terms of the pronunciation of words or sounds in English.

Lack of motivation

Two people indicated lack of motivation as a hurdle. This suggests that it is challenging for some people to remain interested and inspired while learning English.

Fear of mistakes

One person indicated a fear of being wrong as a hurdle. Thus, many people would be insecure about using English and making experiments in the practice; limited resources – one person indicated limited resources as a challenge. Specifically, this could be learning material or a place to practice, organization and structure in writing.

Lack of individual attention

One person indicated large class sizes. Therefore, one of the hurdles is that learners are not provided with individual support and guidance.

Finally, diversity of language abilities – one person indicated differences in language abilities in the class. Therefore, the instruction cannot be efficient. Thus, all the identified themes show numerous barriers to learning English, both linguistically-related and motivational and environmental.

Difficulty and obstacle

People who answered "A lot" or "It gives me far too many difficulties" show that these problems make it hard for them to learn languages. This theme says that the problems that have been pointed out are big problems.

Lack of vocabulary

Two respondents said that lack of vocabulary is biggest hurdle for them to learn and understand English while reading any novel and newspaper a lot of words that is not understandable for them.

Inability to show skills

One of the people interviewed said it was hard to show off their language skills because of these problems. This shows that people don't show off their language skills because they don't want to or because they don't have many chances to use English.

Interaction and understanding discouraged

Another person asked said that having a lot of people in a class makes it harder for everyone to understand and participate. This theme says that things like class size and different skill levels make it hard to be active in education. As a result, you either don't understand everything or are left out completely.

Failure to catch up due to fast-paced lessons

According to one interviewee, class moves at a pace that not all students can keep up with. This means that the speed at which the lessons are taught might not work for all types of students, leaving some behind who never catch up.

Lack of motivation and speech problems

Someone else said that not being motivated makes you give up and not be able to speak. This theme emphasizes the mental impact that learning a language has on a person: it not only makes them sad, but they also quit wanting to or being unable to employ their new skill in public.

Interference in L1

Some responders said that interaction with L1 was one of the biggest problems. The acquisition and usage of English appear to be significantly impacted by the first language (L1) of the newcomers. This means that their native language may affect their English writing.

Some respondent said that use of L1 is helpful for them to learn English because trough this way they learn more.

Effect on Accuracy

Three respondents said that native language impact on their fluency and accuracy because when they learn language in their language so they cannot to speak fluent.

Methods of Teaching (GT Method)

One person said that the GT Method, which uses their mother language as a teaching method, makes it hard for them to learn English. This shows that the L1 background or learning habits might not always help with learning or improving English.

Putting the focus on English education

Another person said that their first language doesn't really affect how well they learn English because English has been the main focus since grade school. It is thought that learning English from a young age can help get rid of or at least lessen the problems that your mother tongue can cause, even if you speak English.

Differences in Grammar and Words

One person who responded said they were having trouble with certain parts of Urdu language and words. This shows how the differences between their first language and English could be a problem.

Problems with Pronunciation

Another person raised the problem of speech, pointing out that Urdu does not have all the sounds that are found in English. This shows how differences in the sounds of different languages can make it harder for people to speak English well.

Phonological Challenges

Many of the people who answered said that making some English vowel sounds was hard for them because of their home language. Exactly this happens because of a different difference in auditory patterns: short vowels get longer and longer ones get shorter. This finding shows that the way sounds are organized in a person's first language will affect how well they learn and use English sounds.

Pronunciation of Vowel Words

Many responded pointed out that they had trouble pronouncing English vowel words. This shows that the differences between the vowel sounds in their native language and those in English make it harder for them to recognize English sounds properly, which makes it harder to speak quickly.

Working Fluency vs. Professional English

One respondent said that growing up in an English-only setting might not teach anything other than conversational English. This shows that being exposed to English from a young age can help with basic communication, but that it takes even more work and input to become fluent in formal or specialized settings.

Distinct Vowel Sounds

Yet another responder gave an example of how the fact that Urdu doesn't have distinct vowel sounds affects how English is pronounced. Because English vowel sounds are different from those in one's own language, it is hard to tell which vowel group words like cat and cot belong to. This shows how phonological changes between languages make it harder to pronounce words correctly in English. The respondent also talked about how hard it is to learn new phonemes because of things that were left out of early schooling. This shows that a lack of resources can make it harder to learn a language.

These cases show how differences between native languages and English, especially in phonology and pronunciation, can make it hard to learn a language. They stress how important focused practice and exposure are for getting past these problems and becoming fluent in English.

Native Language Experience

Two of the people interviewed said that spending more time with expert speakers could help them learn a language better. This means that regular touch with English speakers who are good at the language might help someone who is learning English get better at it and become more immersed in how it is used and how it sounds in everyday life.

The direct teaching

Someone who was interviewed suggested that the direct teaching method be used to teach languages. This means that a method that is more open and full of information would likely help people learn natural languages.

A contextual approach to content and integrated learning

Another person we talked to pushed for learning that is based on the situation, especially Content and Language Integrated Learning (CLIL). As part of CLIL, subjects like history, science, and so on are taught in English. This gives students a bigger range of national or style languages to use and practice English. The person being interviewed stressed the importance of using a concurrent language strategy in addition to CLIL. This would help with testing students' language skills and filling in information gaps.

Interactive and hands-on classes

One responder made a guess about how the size of the class and the way the language is taught might affect language learning. People thought that long lectures stopped people from interacting and giving comments, which stopped natural learning. The person who was interviewed suggested that lessons be more interactive so that students could actively use English (i.e. use English to think and act with other students). This makes me think that interactive and interesting ways of teaching might work better than old-fashioned lecture readings.

All of these ideas point to events that are good for learning, ways of communicating, learning in real-life situations, and teaching that involves everyone. If we use all of these methods in our lessons, students may be able to get past language hurdles more easily, learn a language more deeply, and become better at it.

Less interaction in large classes

Some of the respondent are not in the favor of large classes because they think that large classes create trouble for them to learn English.

Motivation impact

Most of the respondent said that motivation of getting job and learn in foreign countries to keep them motivated to learn English.

Learn from other speakers

Some of them said that during these challenges. They get motivated by other person and their experience that they did not give up and learn a lot of languages.

Dedication

Some said dedication and believe in theirs get them motivated and afterwards they speak English because they did hard work.

Practice Daily

Some respondent said that they did practice daily to learn English to overcome their English speaking hurdles.

Reading English novels

Some respondent said that they read English novel for beginners to improve their English. English novel is a best way to enhance vocabulary and learn English accurately.

Practice English with peers

Some of them said that they practiced English with their peers. When they practiced with peers so it gave them motivation, encouragement and confident to speak and learn English. This is the best way to learn English with peers and you get confident and motivated because both of us encouraged each other.

Watch English documentaries and animated movies

One respondent found that watching English documentaries helped him to improve English. Especially with English subtitles because subtitle will give you more understanding because in starting as we did not have command to listen them properly because of their accent so subtitle helped him to learn English.

Some of the respondent found animated movie with subtitle helped them to learn English. It is a interesting way to learn English.

Reading novel to enrich vocabulary

They read noel to enrich their vocabulary as they found novel is the best way to enhance vocabulary and improve their English.

Implication

Pronunciation Problems: For many learners, pronunciation can be a particular stumbling block. In order to improve students' spoken English, it indicates that concern focuses on this.

Motivational Problems: A lack of motivation is a common problem. Educators should look for ways to raise motivtion, such as incorporating interesting activities, giving learner's realistic targets for learning, and proving the practical benefits of good English ability.

Fear to Make Mistakes: Fear of mistakes can stifle fear or taking chances in conversation. By creating a supportive learning atmosphere that does not judge people, it is possible to help learners relax and be willing take on using the language.

Limited Learning Resources: The issue of lack of resources, such as learning materials and practice opportunities, is an important consideration for equitable access to language learning resources.

Classroom Coup Dynamics: large class sizes are a barrier to personal attention and active participation for students. For instance, smaller group activities and personalised teaching strategies may help to counter this problem.

Diverse Language Capabilities: Differences in the classroom skill level of students mean there are many different levels. Differentiated teaching methods for learners at various stages of ability can create a more integrated environment that caters to everyone.

First Language Interference (L1): The critical role that a student's mother tongue plays in acquiring English makes it necessary to both recognize and resolve the phenomena of language transfer. Direct instruction on contrast and similarity between languages can make learning of English more effective.

Effective Teaching Methods*:* Using varied student-centered teaching methods, such as Content and Language Integrated Learning (CLIL) and direct teaching methods, may increase the out-of-class engagement in English lessons of learners.

Peer Learning and Mutual Support: encouraging peer interaction and combining can bring a strong sense of unity among learners so that they work together to improve in language.

Utilization of Multimedia Resources: Incorporating multimedia resources, such as English documentaries with voice-over, animated movies dubbed into English, English books subtitled in Chinese or all three, can offer learners many varied and interesting experiences of the language, which in turn aid in understanding for every word acquisition. These vary from story books to first vocabulary lists and help bring both reading ability as well as listening skills up.

By dealing with these implications for language learning, educators can better help students overcome difficulties and eventually achieve a high standard of English communication.

Conclusion

In conclusion, this research endeavor was undertaken with the primary objective of elucidating the hurdles encountered by students in Rawalpindi and Islamabad during their acquisition of English proficiency, while critically examining the contributing factors to these challenges. Several noteworthy findings have emerged from our investigation. Firstly, students grapple with various difficulties in learning English, including issues related to pronunciation, diminished levels of motivation, apprehension concerning linguistic errors, inadequate access to proficient instructors, and enlarged class sizes. These findings underscore the imperative for targeted interventions tailored to address the individualized needs of students and foster an environment conducive to English language acquisition across diverse contexts. Secondly, the pervasive influence of students' native languages poses a substantial
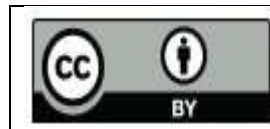
hurdles to English acquisition, underscoring the importance of comprehending and mitigating the impact of the first language on the acquisition of language system skills. Thirdly, classroom dynamics, pedagogical approaches, and institutional settings exert significant influence on students' language acquisition endeavors. Recommendations are thus proposed to enhance learning efficacy, including the implementation of differentiated instruction and collaborative learning modalities, such as small group activities or online interactions with proficient English users, aimed at mitigating feelings of isolation. Moreover, motivation emerges as a pivotal determinant in English language acquisition, with peer support, personal commitment, and consistent practice being identified as potent motivational catalysts, transcending the hurdles encountered in the language learning process. These findings underscore the necessity for a comprehensive approach to support university students in Rawalpindi and Islamabad throughout their English acquisition journey, encompassing targeted learning strategies, nurturing learning environments, and motivational interventions tailored to address the diverse needs of learners. By integrating these factors holistically, educators and policymakers can cultivate an inclusive learning milieu conducive to the development of English proficiency among students.

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