

NATIONAL UNIVERSITY OF CHEASIM KAMCHAYMEAR

KAMPONG CHAM CAMPUS

Faculty of Arts, Humanities, and Languages



**CHALLENGES OF LEARNING ENGLISH FOR CAMBODIAN
UNIVERSITY STUDENTS: A CASE STUDY OF THE SECOND
AND THIRD-YEAR STUDENTS AT NUCK**

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**A Research Report Submitted in Partial Fulfillment of the Requirements for the Degree
of Bachelor of Arts in English for Education**

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Dear Sir/Madam,

I have decided to accept your request and would like to do an internship on the topic "Challenges of Learning English for Cambodian University Students: A Qualitative Study of the Second- and Third-Year Students at NUCK, Kampong Cham Campus." You can be sure that the students will provide you with their experiences and useful information. I am confident that my extensive facilities will facilitate a seamless process for the internship. You could begin your research before the deadline.

Good Luck,

Yours faithfully

KINGDOM OF CAMBODIA

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NATIONAL UNIVERSITY OF CHEASIM KAMCHAYMEAR

KAMPONG CHAM CAMPUS

CONFIRMATION LETTER

The National University of Cheasim Kamchaymear, Kampong Cham Campus, would like to certify that **MR. EANG VIREAK, MS. HIM SREYNIT, MS. SEAN NARY**, the students of Bachelor of Arts in English majoring in "Teaching English as a Foreign Language", have completed successfully a study at **NUCK**, focusing on the challenges of learning English for university students for one month from June 15, 2024, to July 15, 2024.

During the study, each of them proved punctual, hard-working, and highly committed to their study.

Date: 17 July, 2024

Executive Director

A handwritten signature in blue ink, appearing to read 'Pisith', with a horizontal line underneath.

CHIN PISITH

KINGDOM OF CAMBODIA

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LETTER OF ACCEPTANCE

I am pleased to accept the appointment to be the supervisor of **MR. EANG VIREAK**, **MS. HIM SREYNIT**, and **MS. SEAN NARY**, the year-four students of the Bachelor of Arts in English for Education, majoring in "Teaching English as a Foreign Language (TEFL) at the National University of Cheasim Kamchaymear (NUCK), Kampong Cham Campus. I will try my best to guide them to write an accurate report on the topic of “**Challenges of Learning English for Cambodian University Students: A Qualitative Study of the Second- and Third-Year Students at NUCK.**” I do hope that the data in the report will be useful for them, the university, the Ministry of Education, Youth, and Sport, and other institutions. It will be particularly useful as a source for future cohorts.

Kampong Cham: 10 June, 2024

Dr. EM SEREYRATH

DECLARATION

It is our solid intention to make it clear that we are the ones responsible for carrying out the project. There is no doubt that it is our masterwork. Consequently, it is a report that has not been prepared before, and we have just sent it over to Dr. **EM SEREYRATH**, who is our administrator. We must constantly keep in mind that our report will receive a failing grade if it is discovered that we have copied or cheated on someone else's work.

Kampong Cham, July 15,2024

MR. EANG VIREAK



MS. HIM SREYNIT



MS. SEAN NARY



KINGDOM OF CAMBODIA

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TO WHOM IT MAY CONCERN

I want to certify that Mr. Eang Vireak, Ms. Him Sreynit, and Ms. Sean Nary who have conducted a study entitled “**Challenges of Learning English for Cambodian University Students: A Qualitative Study of the Second- and Third-Year Students at NUCK.**” are hardworking and well-behaved. During their research internship, I found them careful and responsible for compiling their report. On behalf of their supervisor, I daresay they are careful and punctual.

Date: 16 July, 2024

Supervisor



Dr. EM SEREYRATH

Seen and approved

Date: 17 July, 2024

Executive Director



CHIN PISITH

ACKNOWLEDGEMENT

We are the year-four students, Batch 20 of the Faculty of Arts, Humanities, and Languages, specializing in Teaching English as a Foreign Language (TEFL) at the National University of Chea Sim Kamchaymear. We would like to sacrifice physical strength and spiritual strength to study and conduct research to get knowledge regarding **“Challenges of Learning English for Cambodian University Students: A Case Study of the Second And Third-Year Students At NUCK”** to round up knowledge and use it for our interest and develop ourselves as human resources.

First, we would like to express our most thanks to our parents, who have done us a lot of favors and have brought us up to be full men. They have always offered everything as physical strength, spiritual strength, and things to us; they have tried to do everything without thinking about tiredness or difficulty for us.

Second, we would like to express our gratitude to the school principal for his permission for the study and to the students at NUCK, who attended our study. Without their volunteering to join the study, our project would not have been worked on and appeared.

We acknowledge our thanks to our supervisor, **Dr. Sereyrath Em** has guided and taught us to know what the research is and how to write the report.

We also wish to extend our thanks to all the lecturers of every course who have helped and taught us with great care all the time, especially for having encouraged us to work hard.

Third, our special gratitude is due to all our classmates who have given us suggestions during the writing of this report.

Finally, we also pay our thanks to the future researchers and the readers who will be kind enough to read and comment on the entry thesis and who have made an enormous contribution to the clarity, accuracy, and completeness of this report.

PREFACE

The world currently uses English extensively. A variety of industries, including but not limited to diplomatic affairs, tourism, business, agriculture, and medicine, employ this language primarily for communication purposes. From one academic year to the next, English is the language of choice for all Cambodian university students, and the number of students learning English is growing at an astonishing rate. Students in Cambodia who are learning English as a foreign language face several obstacles throughout their language-learning journey. We can categorize these problems into three categories: educational issues, cultural considerations, and language factors.

Because of the differences between the Khmer language and English, there are linguistic issues that should be considered. We frequently encounter areas of difficulty in the pronunciation, grammar, vocabulary, and sentence structure of Cambodian learners. Another factor that affects their ability to communicate verbally is their lack of exposure to English-speaking situations.

Cultural factors also significantly influence the difficulties faced by Cambodian students. Societal expectations and cultural conventions may discourage learners from actively practicing their speaking abilities, leading to a lack of confidence and desire on their part. In addition, cultural variations in communication methods and social interaction conventions can be a source of difficulty when attempting to adjust to contexts where English is the dominant language.

Another important factor to consider is the level of English language education provided. A significant number of Cambodian students do not have access to teaching at a high level because there are not enough resources or teachers who are competent. The lack of quality instruction they receive may hinder their progress in strengthening their speaking abilities. The existing educational system in Cambodia is another factor that contributes to the

difficulties that students are experiencing. Several factors impede successful language acquisition, including limited resources, overcrowded classrooms, and obsolete teaching techniques. Additionally, examination-focused schooling may prioritize reading and writing abilities over speaking skills.

To address these difficulties, it is necessary to collect the perspectives of Cambodian students themselves. In-depth interviews and surveys can provide insightful opinions on the primary problems that individuals experience, as well as their viewpoints on how they feel about developing their speaking abilities. It is possible to evaluate the effects of limited exposure to English-speaking contexts through observations made in a variety of language-learning situations.

Furthermore, comparative studies have the potential to provide information on the efficacy of high-quality English language instruction in improving speaking abilities. With tailored interventions, it is possible to discover resources or support systems that are available to learners and conduct an analysis of linguistic characteristics that present difficulties. Furthermore, the implementation of various strategies or approaches in language classrooms and the subsequent analysis of their effectiveness can lead to improved teaching techniques. It is possible to detect unique needs and adjust training accordingly by comparing the acquisition of speaking skills among different individuals depending on age, gender, and educational background. Therefore, as fourth-year students at the Kampong Cham Campus of the National University of Cheasim Kamchaymear, we must write a report to graduate with a bachelor's degree. Subsequently, we determined the best report to be "Challenges of Learning English for Cambodian University Students: A Qualitative Study of the Second- and Third-Year Students NUCK, Kampong Cham Commune, Kampong Cham Province." In this study, we focused heavily on identifying the factors that led the students to search for the levels and disparities presented in the report. We are interested in knowing about the kinds of learning strategies and

tactics that the children utilize to learn on their own and achieve success in their academic endeavors. We all made every effort to identify the results, and we've held multiple meetings with the supervisor to receive valuable guidance on writing this report.

In conclusion, we would like to express our hope that this study will be of great use and assistance to scholars in the future as supplemental papers. Despite our multiple attempts to find errors, we believe we still have some. As a result, we would like to express our apologies in advance for any errors we may have made that we did not want to create. We would also like to express our gratitude to all of the readers, researchers, and authors with whom we have received constructive comments.

ABSTRACT

This research report provides an overview of current research on the challenges students face when learning English in four skills at the National University of Cheasim Kamchaymear, Kampong Cham. The case study focuses on the second-and third-year students studying English at NUCK in Kampong Cham province. We collected the data using a qualitative approach. The study aimed to identify the challenges university students faced when learning English. Moreover, the study aimed to explore appropriate solutions to the problems raised by university students. The results indicated that students face numerous challenges when learning English in writing, reading, listening, and speaking. These difficulties include a lack of vocabulary, poor grammar, and pronunciation, a lack of self-confidence, anxiety, shyness, fluency, and the fear of making mistakes. This study is valuable as it enables all students to identify the obstacles that hinder their English learning in four key areas. By precisely understanding these obstacles, students can prevent them from occurring in their learning process, which appears to be a crucial component of the growth of English learning. In addition, it would enable the professor to be useful and learn more about the English writing, reading, listening, and speaking challenges that the students face. Future researchers can use this study to research related topics or more significant aspects, particularly to find solutions to the difficulties university students face in learning English in these four areas.

CHAPTER 1: INTRODUCTION

English language proficiency is becoming increasingly important for university admissions around the world, and Cambodia is no exception. English proficiency is becoming more and more necessary for academic performance, professional prospects, and international communication in the context of globalization and the ASEAN Economic Community. The National University of Cambodia's (NUCK) second and third-year students' struggles to become proficient in the English language are the main subject of this study. Even though English is becoming more and more important, many Cambodian students face substantial barriers that prevent them from learning. These difficulties can have many different facets, including sociocultural, psychological, educational, and linguistic aspects. Understanding these obstacles is critical to devising effective approaches to augmenting English language instruction in Cambodian academic institutions, thereby equipping students for the rigors of the global marketplace. To shed light on the unique challenges faced by NUCK students, this case study intends to assist curriculum creators, educators, and policymakers in their endeavors to enhance English language instruction in Cambodia.

1.1. Background of the Study

With the increasing level of connectivity and globalization worldwide, the importance of instant and appropriate communication methods has increased rapidly in this modern world. It is an undeniable fact that there is a need for a common language to communicate with today's ever-growing trade and exchange between businesses around the world. With the rise of computerization and globalization, it has become clear that most people around the world communicate with people in other regions using only one internationally recognized language, which is the most used language between agents and international companies. English, as the world's first language, is considered the world's first lingua franca and the world's most widely used language in international trade, diplomacy, mass entertainment, international

telecommunications, and scientific publications as well as publishing newspapers and other books. Since English is a lingua franca, most native and non-native speakers of English use English as a mode of communication in their business or commercial organizations. English has become the fastest-growing language in this modern world and has taken the position of a language of commerce by connecting East and West and North and South. The English language is popular worldwide in most fields such as science, engineering and technology, medicine, commerce, scientific research, education, tourism, internet, banking, business, advertising, film industry, transportation, and pharmaceuticals. There is no doubt that English occupies a unique position because it is a widely used language and is firmly established as the dominant global language in the fields mentioned above and the dominance of English has become like a snowball too big to stop. Since English has assumed such an important role, several scholars have attempted to coin the term by considering different aspects of English usage in different contexts. Among them, Ahulu (1977) named it “general English”, McArthur (1987) called it “world standard (spoken) English, while David Crystal (1997) coined the phrase “English as a world language” and House (1999), Seidlhofer (2001) call it “English as a Lingua Franca”. Additionally, Brutt-Griffler (2002) coined a new term, “global English”. Of these, the most commonly used terms are English as a world language English as a lingua franca, or English as an international language. Although there are lexical differences in the use of these terms, they almost have the same meaning, which means that English is the most spoken and used language in almost all fields in the world.

English was introduced to Cambodia under the Khmer Republic or Lon Nol regime between 1970 and 1975, and at that time it was also included in the school curriculum (Neau, 2003). It was then forgotten with the onset of the Khmer Rouge or Pol Pot regime between 1975 and 1979 (Neau, 2003). The Khmer Rouge regime collapsed in 1979, but English teaching and learning were not immediately encouraged. Igawa (2008) notes that due to the influence

of communism, the teaching and learning of English and French were banned. Those who studied and taught English or French were considered illegal and arrested. During this period, learning Russian and Vietnamese was quite encouraged. Neau (2003) and Moore and Bounchan (2010) note that English reappeared in the school curriculum in 1989 and remains there today. Currently, English has been included in the curriculum in Cambodia since grade 4 (MoEYS, 2015). There is an intention to introduce English into the school curriculum from the kindergarten level (MoEYS, 2015). Although English has been included in the Cambodian curriculum for over 30 years, challenges in learning and teaching English are still a major problem for English teachers and Cambodian students, especially those living in rural areas. The English language plays an important role in people's lives because it allows them to communicate not only with friends and family members but also with almost everyone in the world (Kim, 2020). Additionally, it is the most widely used language in the world to learn at all levels of study. Students benefit from learning English because it broadens their horizons, develops their emotional abilities, and improves their quality of life by providing them with career opportunities. English is even more special when students continue to study at a higher level at home or abroad. At this level, students must read many documents in English to complete homework and other school assignments. If they do not have a good level of English, they may not be successful in their studies (Ilyosovna, 2020; Rao, 2019a, 2019b). Furthermore, when students, teachers, or authors search for various resources on the Internet, most of these resources are in English (Ilyosovna, 2020). Furthermore, since English is the main means of communication between countries, its use as an international or global language is increasing over time and most countries in the world need the language. This is for different reasons (Ilyosovna, 2020; McKay, 2018; Rao, 2019b). English is also commonly used in literature and media; most authors write in English because the vast majority of readers know English more than any other language (McKay, 2018; Rao, 2019b).

In addition, English is essential when writing articles for publication. If you write in your native language instead of English, your work will only attract a small group of readers, most of whom will be your citizens. On the other hand, if you write in English, your work can attract a global audience (Heng et al, 2021). Although English has evolved from its origins as a mother tongue to become a second, foreign, and global language and has transformed into global English, the challenges associated with learning and Teaching English are still serious for many students learning English, because the foreign language landscape (FLE) is like Cambodia.

1.2. Problem Statements

There are always obstacles and issues with English as a foreign language learner in many places. Cambodia is no different. In Cambodia's history, the educational system has undergone numerous transformations between 1975 and 1979, when the Pol-Pot government brought Cambodia's educational system to its knees. Following a long period of ban on the English language and the end of the Cold War, Cambodia's government and people adopted English as their second language for communication English was removed in 1986. Learners of English may have difficulty understanding and acquiring the language because it is such a novel language in the educational places in the countryside of Cambodia. There isn't technology and effective development of English education, and a teacher in rural areas has limited teaching skills.

1.3. Research Objectives

The research objectives of this study will be to:

1. To find the challenges of learning English for University students.
2. To explore the effective strategies to overcome the challenges of learning English.

1.4. Research Questions

1. What are the challenges of learning English for University students?

2. What are the effective strategies to overcome the challenges of learning English?

1.5. Significance of the Study

This study is significant because there are no research studies in the current review of literature. The result will declare the difficulties in learning English and several strategies to overcome the challenges. Therefore, the result of this study will be useful for learners in terms of improving their learning English language.

This study holds significant implications for understanding and addressing the challenges faced by Cambodian university students in learning English. By focusing on second- and third-year students at the National University of Cambodia (NUCK), the study sheds light on critical issues that impact language acquisition in higher education settings. The findings contribute to the broader discourse on English language education in Cambodia, offering insights into the specific barriers students encounter, including linguistic, educational, psychological, and socio-cultural factors.

Understanding these challenges is crucial for several reasons. Firstly, English proficiency is increasingly vital in Cambodia's globalizing economy, where it facilitates academic success, career opportunities, and international communication. Secondly, by identifying the root causes of these challenges, educators and policymakers can develop targeted interventions and curriculum enhancements to better support students in their language learning journey. Thirdly, the study provides a foundation for future research and initiatives aimed at improving English language education in Cambodian universities, thereby contributing to the overall enhancement of educational quality and students' preparedness for the globalized workforce.

Ultimately, the significance of this study lies in its potential to inform evidence-based practices that promote equitable access to quality English language education, empower

students to overcome barriers and foster a more inclusive and globally competitive educational environment in Cambodia.

1.6. Scope and Limitation of Study

Finding information from Cambodia's Universities is incredibly difficult to generalize because it requires so much time, money, equipment, and material resources. That is why it was limited to NUCK in Kampong Cham province only. As a result, the findings of the study may not apply to all universities in Cambodia. Furthermore, students from the university (second year and third year) were chosen to participate in the research. This study was conducted to coordinate processing better to become more efficient and on time, and the study was conducted between 2023 and 2024.

1.7. Definitions of Key Terms

Language Proficiency: Language proficiency refers to the level of skill and ability a person has in using a language. It encompasses the individual's capability to comprehend, produce, and manipulate the language across various contexts. Proficiency in a language like English involves mastery of vocabulary, grammar, pronunciation, and the ability to effectively communicate ideas and understand others. It's often assessed on a scale that ranges from basic conversational skills to advanced proficiency suitable for academic or professional settings. Proficiency levels can vary widely among learners, from beginners who are just starting to use the language to fluent speakers who can engage in complex discussions and understand nuanced cultural aspects of the language.

Motivation and Engagement: Motivation and engagement in the context of language learning refer to the learner's internal drive and active participation in the learning process. Here's a breakdown:

Motivation: This refers to the reasons why a learner wants to learn English. Motivation can be intrinsic (personal interest, desire for self-improvement) or extrinsic (external rewards

like career advancement, academic requirements). Motivation plays a crucial role in sustaining effort over time and overcoming challenges in language learning.

Engagement: This refers to the learner's active involvement in learning activities. It includes participating in lessons, practicing skills, seeking out opportunities to use English, and interacting with learning materials. Engaged learners are more likely to persevere through difficulties, stay focused during study sessions, and make continuous progress in language proficiency.

In combination, motivation and engagement create a positive learning environment where learners are eager to improve their English skills, willingly invest time and effort in learning activities, and actively seek opportunities to apply what they've learned. Effective language learning strategies often aim to foster and maintain high levels of motivation and engagement to enhance learning outcomes.

Speaking Confidence: Speaking confidence refers to the level of self-assurance and comfort a language learner feels when using spoken English, particularly in situations where they need to communicate orally. Here's a deeper look at what it entails:

Comfort and Ease: It involves being comfortable with initiating conversations, expressing thoughts, and responding to others in English without undue anxiety or hesitation.

Fluency: Speaking confidently also implies fluency, the ability to speak smoothly and naturally, without frequent pauses or disruptions.

Accuracy: While fluency is important, speaking confidently also includes accuracy in using vocabulary, grammar, and pronunciation to convey ideas effectively.

Adaptability: Confident speakers can adapt their language to different contexts and audiences, whether in informal conversations with friends or formal presentations.

Overcoming Challenges: It involves overcoming the fear of making mistakes, handling misunderstandings gracefully, and being willing to learn from language difficulties encountered during conversation.

Building speaking confidence often requires practice in various speaking situations, receiving constructive feedback, and gradually expanding one's comfort zone. Language learning programs and activities that encourage speaking practice and provide supportive environments can significantly boost speaking confidence over time.

Immersion Programs: Immersion programs in the context of language learning refer to intensive experiences where learners are fully immersed in an environment where the target language (in this case, English) is the primary or exclusive means of communication. Here's a detailed explanation:

Full Language Exposure: Immersion programs aim to maximize exposure to the target language by surrounding learners with native speakers and authentic language use in everyday situations.

Language Acquisition: The primary goal is to accelerate language acquisition through constant exposure, forcing learners to use the language actively for communication, both spoken and written.

Cultural Integration: Besides language, immersion programs often involve exposure to cultural aspects of English-speaking communities, helping learners understand social norms, customs, and behaviors associated with the language.

Types of Immersion: Programs can vary in intensity and setting. They may range from short-term language courses in English-speaking countries to local programs where learners interact with native speakers in their home countries.

Benefits: Immersion programs are highly regarded for their effectiveness in improving language proficiency rapidly. They provide opportunities for practical, real-life language use, which can enhance fluency, confidence, and cultural understanding.

Overall, immersion programs immerse learners deeply in the language and culture of English-speaking environments, providing an intensive and effective way to learn and improve English language skills.

Language Exchange Programs: Language exchange programs are structured initiatives where individuals who are learning different languages come together to practice and improve their language skills through mutual assistance and interaction. Here's a detailed explanation:

Mutual Learning: Language exchange programs typically pair participants who are native speakers of different languages. Each participant acts as both a learner and a teacher, helping their partner learn their native language while receiving instruction in return.

Practice and Application: Participants engage in conversations, discussions, and activities designed to practice speaking, listening, reading, and writing in the target language (in this case, English). This practical application helps reinforce language skills in a real-world context.

Cultural Exchange: Beyond language practice, language exchange programs often facilitate cultural exchange. Participants share insights into their respective cultures, traditions, and everyday life experiences, promoting cross-cultural understanding and appreciation.

Flexibility: Language exchange programs can be structured in various ways. They may involve face-to-face meetings, online interactions through video calls or messaging platforms, or a combination of both, depending on the program's format and participants' preferences.

Benefits: These programs offer participants a supportive environment to practice language skills with native speakers, receive immediate feedback, and gain confidence in using

the language. They also foster friendships and connections across cultures, enriching the overall learning experience.

Language exchange programs are widely recognized for their effectiveness in enhancing language proficiency, cultural competence, and global communication skills, making them a popular choice for language learners seeking practical and interactive learning opportunities.

CHAPTER 2: LITERATURE REVIEW

With the relevance of English language ability in an increasingly globalized society developing, research on English language acquisition among university students in Cambodia has attracted more interest over time. It is vital to comprehend the diverse obstacles that learners of English encounter while crafting efficacious pedagogical approaches and regulations. This literature review aims to explore existing research on the difficulties faced by Cambodian students, particularly those pursuing higher education when learning English. Drawing from both local and global research, it will look at the linguistic, pedagogical, psychological, and sociocultural aspects that affect learning English. This review attempts to fill in the gaps in the literature that this study wants to fill by combining the results of earlier studies to offer a thorough picture of the obstacles to English competence in the Cambodian environment.

2.1. Overview of English Language Learning in Cambodia

In an article in the Japan Times, McLaren (2000) reports on Cambodians' enthusiasm for learning English. Referring to the communication skills of the people she met in Cambodia, "from Cyclo drivers to government officials", she said: "English is rapidly becoming a second language for a significant number of people." including Cambodians. » McLaren did not forget to point out the cause of this "boom" in this country, quoting a British English teacher in Phnom Penh: "Learning English in Cambodia is "the key to prosperity". Cambodians can have a better lifestyle if they are educated in English. » This was reported in 2000 and this boom may further increase in the country.

Nowadays, the Ministry of Education, Youth and Sport has included in English into Cambodian curriculum ranging from Grade 4 to primary levels. Even though English has been taught since primary school, students at University still face many problems in their learning. In 2015, the Ministry of Education also stated. Neau (2003) and Moore and Bounchan (2010) pointed out that English re-entered the curriculum in 1989 and remains there to this day.

Currently, English is included in the curriculum in Cambodia starting from the fourth grade of elementary school (MoEYS, 2015). There was an intention to incorporate English into the curriculum from pre-school education onwards (MoEYS, 2015).

Although it has been more than 30 years since English has been included in the Cambodian curriculum, the challenge of learning and teaching English remains a major problem for Cambodian students, especially those living in rural areas. Although English has evolved from its origins as a mother tongue to become a second language, foreign language, world language, and transformed into World English, the challenges of learning English remain acute for many English learners. Linguistic contexts such as Cambodia (EFL) Many of the challenges faced by Cambodian students are related to the social culture, accent, colloquialism slang and grammar, and Lack of resources. In another study, semi-structured interviews were conducted with 30 participants to explore the challenges faced by students at university. Several challenges were identified. These challenges include lack of resources or material, accent, slang and grammar, culture, pronunciation, and idiom. Neau (2003) also found that the lack of teaching and learning materials for English teachers and students in Cambodia is a key challenge in teaching and learning English in Cambodia. This article presents the results of a study aimed at investigating the challenges of learning English for Cambodian University students of Second- and Third-Year Students at NUCK in Kampong Cham province, Cambodia. The study also aimed to find a solution to the problem through discussions with the students at NUCK. Below, this article presents the research methodology, results, discussion, conclusions, and recommendations.

2.2. Challenges Faced by Cambodian University Students in Learning English

English is one of the most important languages in the world. It is the language of global business and is spoken by millions of people around the world. However, English can be one of the more difficult languages to learn. English is full of rules and exceptions to the

rules, making the language difficult to learn. But as millions of people have proven, it's possible. With the help of a great school, you can do the same. Learning a second or foreign language is a long and complex process, as learners need to cover all aspects of the new language, including the structure and culture of the target language. (Brown, 2007) Many people around the world begin learning English while facing linguistic and cultural challenges. All kinds of difficulties affect language learning and create barriers for learners. Therefore, this study highlights the main difficulties that learners face when they start learning English. I mention these difficulties because each has an impact on learning. There are certainly many difficulties such as:

A. Socio-cultural challenges

Language is part of culture and plays a very important role in the development of culture. Some sociologists consider it to be the basis of culture. They believe that without language there is no culture. At the same time, language is influenced by, shaped by, and reflects culture. Therefore, culture plays a very important role in language teaching and learning, and this is widely recognized in the English education community. Culture is about the feeling of belonging or not belonging to a group of people who share a common history, language, traditions, and mythology. Almost every society has a unique culture that is different from others. Jata (2015) stated that today's students need to be prepared for the 21st century. It is generally accepted that culture is a very important factor when learning a foreign language. It is impossible to learn a new language without being exposed to that culture. Learning a foreign language should not only focus on grammar problems and vocabulary of the target language but should also be combined with culture. Students should be taught to communicate well with people from different cultures.

B. Accents

It is important to note that although America has a standard version of English, many versions within its borders can be difficult for immigrants to understand. Some ethnic groups have their dialects, such as the Gullah language spoken by the Geechee people. It is a type of English based on Creole. There is something called pidgin English. Some South Texas residents also speak "Spanglish," a combination of Spanish and English. And many ethnic groups speak English with a native accent. Accent is another problem that English learners can face when learning a language. Accent refers to the way a word is spoken. English includes a variety of accents, including American, British, and Australian. Differences in accent can cause learners problems, affecting their understanding and making learning difficult. As Munro (2008: 193) writes, non-native English speakers are often easily distinguished based on their pronunciation, and their particular L1 background is often discernible even in casual conversation. Munro (2008: 195) argues that accented speech can be differentiated at the segmental level by, for example, omitting or inserting sounds, replacing one sound with another, or producing different phonemes in native phone calls. It goes on to say that it can be perceived. Furthermore, all language learners bring an accent with them.

C. Colloquialism, slang, and idiom

Slang refers to informal language expressions commonly used by a particular group or community that are not found in standard dictionaries or formal documents. Slang can include informal, conversational, frequently evolving words, phrases, and even gestures. Learning colloquial languages can be difficult for second language learners due to their informality, context-specific usage, and regional differences. Some slang words can be difficult to understand because they have multiple meanings or change quickly. English contains many colloquial and colloquial expressions.

Idioms and phrasal verbs are words or phrases that, when combined, have meanings beyond their normal meanings. When I say, "Put your foot in your mouth," I don't mean lift

your foot and put it in your mouth. The general meaning is "I said something I shouldn't have said." This is another challenge English learners face when learning a language, as it is difficult to cover all colloquialisms and colloquial expressions. Thawabteh (2011) explained that idioms are one of the universal aspects of all languages. They are considered an essential part of human communication. Additionally, it confuses beginners a lot. These can cause not only linguistic problems but also cultural and technical problems for non-native speakers. Therefore, these issues can hurt communication. Dixon (1994) states that idioms are essential to successful communication, whether listening, speaking, reading, or writing.

D. Grammar

Every English learner finds grammar complex and difficult. They talk about spending hours in the classroom learning and reciting grammar rules and vocabulary. Even Americans find grammar difficult, so it's no wonder foreigners find it difficult to learn American English. English has several verb tenses. These tenses are in the past, present, and future: simple, continuous, perfect, and present continuous. It can be confusing, especially if you can't directly interpret it in your native language. However, grammar is very important in learning English. This is a set of rules for speaking correctly. It also helps you structure your English correctly.

Students' difficulties in grammar are mainly related to understanding the use of modal devices and reporting language. These problems arise because students have difficulty understanding the use of grammar rules. For example, students find it difficult to form sentences in certain tenses, use pronouns, and write sentences with 11 adverbs. In this case, students must have a deep understanding of English grammar to learn how to use it. Grammar is a set of rules for composing words and constructing correct sentences. According to Linda and Peter, grammar is a theory that explains how language is constructed. A deep understanding of grammar helps learners create complex sentences. However, the reality is that many students still do not understand the application of grammar. Hue-He (2013) states that it

can be influenced by lack of motivation, lack of educational background, lack of family environment, strategic learning, and lack of teaching methods.

E. Pronunciation

Another challenge for learners is to pronounce words in the target language correctly. For learners of a second or foreign language, it is difficult to pronounce this sound like a native speaker, but it is still necessary to pronounce it correctly. Furthermore, pronunciation is strongly related to the mother tongue, as some sounds and sounds may not exist in the first language, creating difficulties for learners. Learners also have difficulty learning sounds that are not pronounced the same way in different words. (Hayat 2009).

2.3. Ways to Improve English Language Skills

When we learn our native language, we first listen, then speak, then read, and finally write. Listening, speaking, reading, and writing are the four language skills that need to be developed for complete communication. Listening and reading are receptive: input, i.e. contact with the authentic language being used. Speaking and writing are productive: the output of, i.e. The process of language production as part of learning a second language. To master these four essential language skills, you need to be surrounded by English. Make English a part of your life at home, at work, and in your free time. Read this article to find tips to overcome the difficulties you may face and improve your English skills. Expose yourself to the language as much as possible: Practice makes perfect. This means that if you want to improve a particular skill, you need to practice. Beginners should master all four language skills (listening, speaking, reading, and writing). English consists of four main skills. Reading, listening, (receptive) speaking, writing (productive). Each of these takes time and effort to master. The next section describes how learners can improve each of these skills.

The techniques that help students improve four skills

Reading, listening, (receptive) speaking, and writing are the four main skills in the English language (productive).

It takes time and effort to learn each of them. The sections that follow will explain how learners can enhance each of these abilities—the ability to listen.

Listening is as important as other skills because it allows learners to receive input and then transform it into output.

Is debating and suggesting some ways to improve listening skills, such as:

- Begin by listening to English songs.
- Read short stories and paragraphs aloud.
- Pay attention to English news on the radio and television, particularly native English channels.
- Another way to improve your listening and speaking skills is to listen to English poems.

Listening is the basic ability in language learning, according to Nunun (1998). ability to write. Writing is a key ability in language that has an impact on the outcome of language acquisition; it is beneficial for learners to choose and use clear words and expressions, avoiding repetition and extended sentences. (According to Johnson, 2009)

The approaches listed below can help students enhance their writing skills:

- Stick to the spelling rules.
- Be familiar with the abbreviations used in the English language.
- Punctuation marks are crucial in the English language because they alter the meaning.
- To overcome the difficulties of writing skills, it is beneficial to write poems and short stories. It indicates that when students understand, follow, and implement the writing procedures, they will improve their writing skills. Some strategies for dealing with English challenges.

A. Practice

If learners wish to be proficient in the English language, they should practice all skills thoroughly. This is because practicing allows learners to get familiar with all parts of the language.

B. Comprehension

Reading can help you enhance your language skills and overcome obstacles. Learners should make it a habit to read every day, as reading can help them develop their other English skills. Every day, English learners should strive to read for 10 minutes. Furthermore, they should begin at a reasonable level; it is best to work your way up from easy to difficult. (Williamson, 2009). Making connections with native speakers is a wonderful approach to improving your English language skills. While native speakers are tough to come by, learners can engage with them through online courses and social media.

C. A positive outlook

All the feelings that inspire learners to continue the practice are referred to as a positive attitude. Some emotions, such as self-confidence, can inspire students to achieve their goals without hesitation. To attain all goals in the language learning process, learners must have all positive feelings and think critically. Cain (2011)

Techniques in English Language Teaching

1. Writing Skills

Semi-structured interviews revealed that weaker students found that guidance from more capable peers helped them develop their writing ideas and improve their proficiency in areas such as capitalization, spelling, grammar, and punctuation. It indicated that you agreed that it was helpful. According to a study by Pyle et al. (2017), peer guidance can significantly improve students' vocabulary acquisition and English comprehension compared to teacher-centered teaching-learning activities. Students also reported that their more competent

colleagues gradually guided them to think critically and creatively and generate keywords related to their writing topic. According to Bean (2011), listing keywords helps students get a more comprehensive idea of what content they want to express in their writing. Additionally, weaker students reported that their more proficient classmates often reminded them about capitalization, spelling, grammar, and correct use of punctuation. According to a study by Yang Yu-Fen (2011), group learning activities allow students to advise their peers and correct group members' mistakes. One student said that the group-based writing exercises helped them learn capitalization, spelling, grammar, and punctuation correctly because they were able to learn and apply the group-based writing exercises and were allowed to discuss with their peers. said. Traditional teacher-centered teaching methods often leave students passive, whereas student-centered learning processes such as discussions and group-based activities help students remember and master specific aspects. (Adas & Bakir 2013). Group instruction allowed me to learn difficult aspects such as grammar more effectively. Peers are important in helping students master specific aspects of knowledge by repeating what the teacher has taught them, guiding weaker students, and providing gradual guidance and feedback to weaker students. (Castañeda-Londoño 2017). After participating in the intervention, students' proficiency in capitalization, spelling, grammar, and punctuation significantly improved. According to a study by Schweiter (2010), English writing skills can be improved using scaffolding techniques, where more able students help weaker students understand important aspects of writing. In these situations, weaker students may ask more experienced classmates to repeat explanations until they truly understand certain aspects of capitalization, spelling, grammar, and punctuation.

2. Listening Skills

Listening is an important skill for English learners because, in oral communication, you cannot communicate without hearing and understanding what the speaker is saying.

Additionally, everyone wants to hear and understand what English speakers say at a natural pace. Everyone wants to understand English movies, TV shows, music, and announcements. In other words, the purpose of learning English is to communicate in the real world. However, listening is a very demanding and challenging skill that learners must master. There are seven main types of listening. They are selective listening, focused listening, dialogic listening, discriminatory listening, listening for understanding, critical listening, and appreciative listening.

Each type helps students improve different skills and strategies.

- **Selective Listening:** Selective listening is when students derive specific information from a text, even if the text itself is far beyond the student's current level of linguistic and content-related knowledge. is to enter information into a task that is intended to help.
- **Focused Listening:** This is a formal task input that aims to draw the learner's attention to features of the language system after the meaning of the text with specific content has been established.
- **Interactive Listening:** Refers to the development of appropriate responses and focuses on cultivating the listener's awareness of cultural styles of feedback and differences in how such feedback is provided. Awareness of listening options and strategies increases learner effectiveness and facilitates participation in collaborative discussions.
- **Differential Listening:** It serves as the basis for all other purposes of listening behavior and refers to differential behavior for hearing and identifying auditory and visual messages.
- **Listen to understand:** To understand information, it is important to avoid critical judgment of the message by assigning the speaker's intended meaning rather than assigning the speaker's meaning.

- Critical Listening: This involves evaluating what is said and differentiating and understanding messages to make judgments about them and accept or reject persuasive appeals.
- Appreciative Listening: It is about enjoying or achieving something.

Sensory impression of the material. Cognitive strategies are problem-solving techniques that learners use to accomplish learning tasks and facilitate the acquisition of knowledge and skills (Derry & Murphy, 1986). Cognitive strategies are related to learning tasks and involve direct manipulation or transformation of learning materials (Brown and Palincsar, 1982; O'Malley and Chamot, 1990). Language learners use cognitive strategies to process, store, and retrieve new information. Among the cognitive strategies, four strategies are analyzed as follows. The first cognitive strategy is used when the listener tries to understand the input task without translating it. Therefore, this strategy draws the listener's attention to the meaning and structure of the target language. The second cognitive strategy focuses on nouns to understand new words.

Listeners create meaning by using their knowledge of words in the target language in sentences. This strategy is especially useful for beginning listeners who rely on a small vocabulary repertoire to develop comprehension. The third cognitive strategy is based on the main idea of understanding the text as a whole. This strategy helps listeners find the topic first and find out more details later. One of the techniques involved in this strategy is skimming.

Learners who use this strategy find main ideas quickly and understand audio input very quickly. The fourth cognitive strategy is to rely on cues (context or language) to infer meaning. Listeners use this strategy when they do not know all the words or cannot understand the overall meaning of the sentence. Both native and non-native speakers use this strategy when they don't hear well enough or when the meaning is not clear.

3. Speaking Skills

Arham et al. (2016) stated that introducing role-playing techniques improved both students' speaking skills and confidence. Osuafor (2017) states that role-playing education is a technique with many benefits.

- The focus of role-playing is on the students.
- Role-playing games can increase students' interest in learning.
- Role-playing games provide many opportunities to practice language and social skills.
- Role-playing games help students develop real-world concepts and deepen their knowledge.
- Role-playing games become a good habit in students' social lives. learn how to act in certain situations

According to Jakob (2018), there are several steps to implement role-playing teaching methods to ensure that they run smoothly in the classroom.

- Describe the technical implementation of role-playing games for students.
- Divide students into groups.
- Tell students a story or situation Role-play in front of the class
- Allow each student to provide feedback to the group

4. Reading Skills

Reading is one of the most important skills when teaching English as a foreign language. EFL experts viewed reading as a receptive and productive skill. As students read, they receive and recognize the content of the text and provide comments, interactions, and suggestions. It also expresses your perspective and appropriate solutions to some of the anticipated challenges in the text, and you will need to creatively solve these situations to understand what you are reading. Reading is a highly complex activity because authentic reading requires deep understanding and the ability to reason, analyze, apply, and evaluate (Yurika, 2008). EFL students must be able to read and process text independently. Jeanette &

Sharon (1999) investigated the effects of using collaborative texts on reading comprehension. They used collaborative strategic reading as an instructional approach in 4,444 multigrade classrooms. In this approach, students learned four strategies within the shared life text: preview, click and click, get the gist, and warm up. Students used the preview before reading the entire text for this lesson and the warm-up after reading the entire text. Two of his other strategies, click-and-click and get to the point, are used twice after each paragraph or as you read the text. The results showed that targeted students improved their reading comprehension significantly more than those who followed traditional methods. Researchers used the CPQS strategy method to improve reading comprehension. CPQS stands for "Clarification," "Prediction," "Question," and "Summary," as explained below.

- "Clarify" means to simplify the meaning of a text to the reader by asking questions, rereading, reformulating, or reformulating. The text is now easier to understand.
- Prediction means using students' predictive powers to know what will happen next in the text.

This strategic reading technique was sufficiently proficient that students were able to actively engage with the reading text. At this stage, students can exchange ideas and thoughts and discuss them in pairs, small groups, teamwork, workshops, etc. Researchers noticed that interest increased as students shared their ideas. The researchers used predictive techniques before and during reading.

- Questioning involves gathering information from students in the form of a brainstorming session before reading the text, supporting and encouraging students to interact with specific paragraphs. researcher used this technique during reading to increase students' active engagement with her paragraphs. The more questions students ask about each paragraph, the more detailed information they will get about the

reading. Rereading - Questions are Strategic Reading Techniques for students to demonstrate mastery and complete understanding of the paragraph as a whole or unit.

- Summarizing asks students to organize and reproduce information from the passage they read to demonstrate their understanding of the assigned paragraph. The researchers used this strategic reading technique during and after the reading process. Researchers tested both her groups. Innovation and control groups before the implementation of the strategic reading program and after the application of the experiment.

Previous studies

Em (2022) conducted a brief research project at Kith Meng Brasat High School in Cambodia, with a primary focus on the difficulties associated with teaching and learning the English language. According to the research findings, the most significant challenges are insufficient teaching materials, a lack of experienced English teachers, and excessive class sizes, all of which have an impact on education effectiveness. Em places a strong emphasis on the necessity of implementing legislative changes, improving teacher training, and enhancing educational infrastructure in order to successfully solve various difficulties.

In a previous, (Em, Yun, et al., 2022) conducted a small-scale survey at a private high school in Phnom Penh to investigate Cambodian students' motivation in learning the English language. The study explored factors such as the perceived usefulness of English, personal interest, and career aspirations influencing students' motivation. It found that while many students acknowledged the importance of English for future opportunities, motivation varied based on individual interests and perceived benefits. The study recommended aligning the curriculum with students' aspirations and creating supportive learning environments to enhance motivation and engagement in English language education in Cambodia.

In a preceding scholarly investigation, (Em, Phann, et al., 2022) surveyed Cambodian EFL university students to examine their perceptions regarding the efficacy of online learning during the COVID-19 pandemic. This study explored students' perspectives on various dimensions of online education, encompassing its perceived advantages, challenges encountered, and overall comparative effectiveness vis-à-vis traditional classroom instruction. Findings underscored a nuanced viewpoint among participants, highlighting benefits such as enhanced flexibility and accessibility, juxtaposed with concerns including technological limitations and diminished interpersonal interaction. The research underscores the imperative for ongoing enhancements in digital learning infrastructure and instructional strategies to optimize educational outcomes in Cambodia, particularly amidst the pandemic's exigencies and beyond.

CHAPTER 3: METHODOLOGY

This chapter details the research methodology used to investigate the challenges faced by second-and third-year students at the National University of Cambodia (NUCK) in learning English. A well-structured methodological approach is essential for gaining accurate and insightful data to address the research questions effectively. The chosen methodology integrates both quantitative and qualitative methods, allowing for a comprehensive analysis of the multifaceted issues impacting English language acquisition. This chapter covers the research design, participant selection, data collection methods, and data analysis techniques. By employing a mixed-methods approach, the study aims to provide a holistic understanding of the linguistic, educational, psychological, and socio-cultural barriers that hinder English proficiency among university students in Cambodia.

3.1. Research Design

A qualitative method was used in this study to achieve the purpose of the study. Qualitative method used for data. The collection consisted of semi-structured interviews consisting of individual questionnaires and classroom observations. In this study, Kirkpatrick's (1998) model for assessing educational programs was primarily implemented as follows: A theoretical framework for guiding fieldwork for this study.

3.2. Research Population and Sampling

This study was predictable at NUCK located in Boeung Snay Village, Sombourmeas Commune, Kampong Cham District, Kampong Cham City, Kampong Cham Province, Cambodia. This study took place to attention on purposive sampling on the features of the population to reply to the research goals. According to Tongco (2007), the best way to research cultural fields is with a scientific sample technique. In a qualitative study, deliberate sampling is often employed to find and choose cases with sufficient relevant data on the topic below study. Criterion sampling seems to be most frequently utilized in implementation research,

even though sample procedures can be used for a variety of different reasons (Palinkas, Horwitz, Green, Wisdom, Duan & Hoagwood, 2013). The population covers around 10 students

3.3. Permission with Offer Letter for Data Collection

The Department of English at the National University of Cheasim Kamchaymear (NUCK) granted official permission to conduct this research following the authors' formal request. With the approval of the school principal, the study was authorized to proceed. Consequently, a sample of 10 students was selected from NUCK in Kampong Cham province. This official endorsement ensured that the research could be carried out effectively, providing a valid and reliable basis for investigating the challenges faced by students in learning English.

3.4. Participants

There were 10 students selected to participate in the study. The participants in this study were all university students. They are the students in second year and third year. They participated in the study based on their volunteer basis after they were well-informed about the objectives and research ethics by the first author.

3.5. Research Instrument

The questions for the interview were used as an instrument for this research. The interview questions were in English. The administration of the questions was examined most suitably for the collection of data in this study. Ultimately, data collection was conducted in strict anonymity and confidentiality. Each interview questionnaire was asked of the participants individually. The questionnaire used in this study was made by the authors based on the challenges of learning English and was agreed upon by the supervisor and the head of the English department.

3.6. Data Collection Procedures

The interview questions were used for information recording on the challenges of learning English. The questions were administered to second-year and third-year students at NUCK in Kampong Cham province, Cambodia.

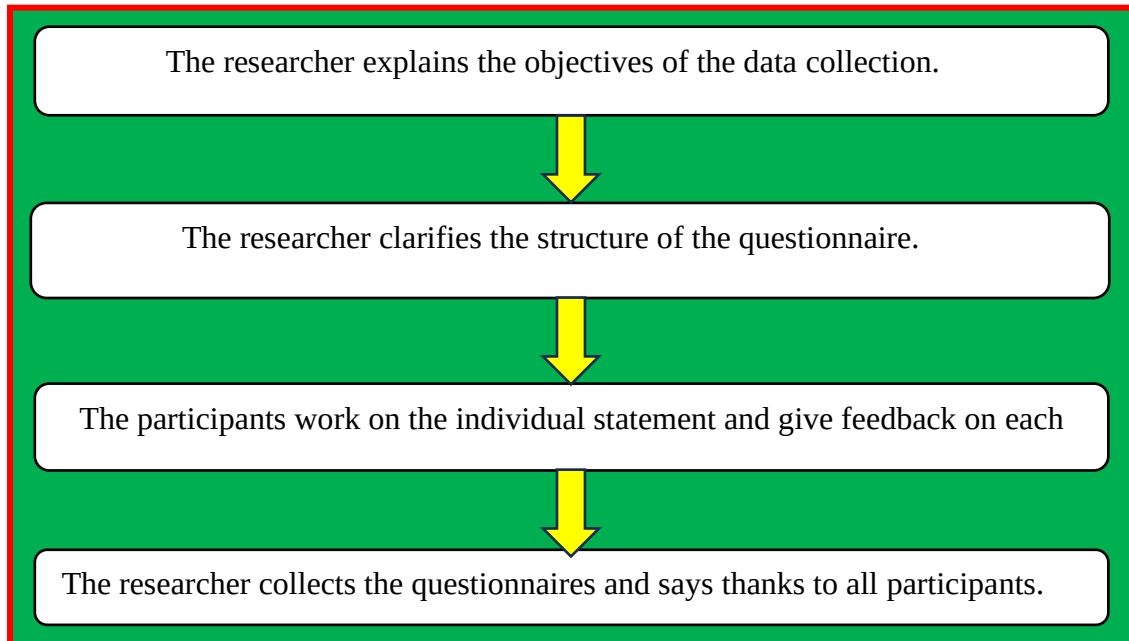


Figure 3.1. Data collection procedure

3.7. Data Analysis

Content analysis allows researchers to quantify and examine the occurrence, meaning, and connections between specific words, themes, and concepts. It is possible to infer information about the meaning of the text, its author, audience, and even the cultural and historical context of the work (Graneheim & Lundan, 2004). After the interviews were completed, the information was collected, reviewed, and organized into themes. Additionally, the researcher evaluated the qualitative information provided by the participants and used thematic data analysis to understand the results. The thematic data analysis used to evaluate and interpret the interview transcripts to answer research questions focused on the challenges of learning English for Cambodian university students.

We aimed to investigate the difficulties that impede learning to do that. Finding answers to research questions requires organizing and categorizing codes, and transcribing and

evaluating participants' ideas. Data interpretation occurred after participant interviews were completed. Once the interviews are completed, the information is collected, reviewed, and organized into themes. Data were collected from 10 target students who agreed to an interview with the researcher. Additionally, the researcher used thematic data analysis to analyze the qualitative data provided by the participants. Thematic data analysis was used to analyze and interpret the interview transcripts to answer the research questions related to the difficulties of learning English university level and the difficulties that prevent students from learning English. Participants' responses and ideas were grouped, categorized, transcribed, and interpreted to provide answers to the research questions. Data interpretation took place after participant interviews were completed.

3.8. Ethical Considerations

To ensure the protection of participants' privacy and uphold ethical standards, several measures were implemented throughout the research process. Participants were instructed not to include their names on the reflection papers, thereby maintaining their anonymity. It was clearly communicated, both in writing and orally, that participants had the option to withdraw from the study at any point without any repercussions. Additionally, participants were informed that they were not obligated to respond to any questions or continue with the interview if they felt uncomfortable, thereby safeguarding their autonomy and well-being.

Confidentiality was a paramount concern in this study. The participants were assured that their personal information would remain confidential and be used solely for the purposes of this research. To further protect their privacy, all collected data would be securely stored and subsequently destroyed five years following the completion of the research. The findings and discussions presented in this study do not include any participants' names or other identifying details, ensuring that individual privacy is maintained.

By implementing these ethical safeguards, the research aimed to create a respectful and secure environment for all participants. These precautions not only complied with ethical research standards but also fostered trust and openness, allowing participants to share their experiences and insights freely. Such ethical considerations are crucial for the integrity of the research process and the validity of the study's findings.

CHAPTER 4: FINDINGS

This chapter presents the findings from the study on the challenges faced by the second and third-year students at the National University of Cambodia (NUCK) in learning English. Through a comprehensive analysis of survey data, interviews, and classroom observations, several key themes and patterns have emerged. These findings illuminate the multifaceted obstacles that students encounter, encompassing linguistic difficulties, educational system inadequacies, psychological barriers, and socio-cultural influences. By examining these challenges in detail, this chapter aims to provide a nuanced understanding of the factors impeding English language acquisition among Cambodian university students. The insights gained from this analysis will inform the development of targeted strategies to enhance English language education in Cambodia.

4.1. Participants

Table 4.1. Participants

Codes	Genders	Years	Other information
S1	F	Year 2	Primary school teacher
S2	F	Year 2	Primary school teacher
S3	F	Year 2	Primary school teacher
S4	F	Year 2	Primary school teacher
S5	F	Year 2	Primary school teacher
S6	F	Year 3	Primary school teacher
S7	F	Year 3	Primary school teacher
S8	F	Year 3	Primary school teacher
S9	F	Year 3	Primary school teacher
S10	M	Year 3	Primary school teacher

Note: S = Student, M = Male, F = Female

Ten primary school teachers participated in a study on obstacles to English language acquisition and solutions at NUCK, Kampong Cham Campus, Cambodia. Nine female participants and one male participant made up the group; five were in their second year, and five were in their third year of university education. This varied cohort, which was predominately female and evenly distributed throughout academic years, contributed insightful comments on the difficulties and methods related to learning English, drawing from their experiences as both teachers and students.

4.2. Challenges of Learning English

The participants uncovered different sorts of dilemmas that they experienced in their learning English. The words are transcribed as follows.

S1 revealed the difficulties in her learning English, such as a lack of vocabulary, poor pronunciation, fluency, and grammar.

S1 stated: "The difficulties I encountered when studying English in these four skills were primarily related to my limited vocabulary in writing and my poor proficiency in grammar." As a result, I frequently make mistakes in my writing, even though the vocabulary I use is straightforward. It is because of my vocabulary skills. Furthermore, my speaking skills often falter when I want to express myself in English but lack the necessary vocabulary. And sometimes I try to pronounce some words and repeat them to the teacher or dictionary. I don't spend much time learning grammar, and I can't remember all of the forms. It has a lot of forms and functions. Therefore, it is hard to learn and remember. Listening skills are also difficult for me. It has a lot of idioms, slang, verb patterns, and different accents. Therefore, it is not easy for me to understand the meaning. It does not affect my reading skills.

From S1's perspective, she demonstrated the challenges she faced in speaking, writing, listening, and reading, including a lack of vocabulary, poor grammar, and

poor pronunciation. Because of her lack of practice, she also had problems with pronunciation and fluency. Regarding the concept of S1, she demonstrated challenges in learning English in these four areas: vocabulary, fluency, grammar, and pronunciation.

S2 stated, "I have studied English for ten years, but my English is still not good. I encounter numerous challenges in acquiring proficiency in these four areas of English. The problems I have in learning English include poor pronunciation, poor vocabulary, a lack of confidence, and low motivation. I don't know some words, so it makes me understand their meanings when I read, write, listen, and speak. I do not spend much time practicing the English language. Especially speaking skills. I feel shy when I want to speak English. The difficulties when I speak English are many. I only recall a small portion of the vocabulary, and I rarely consult books to expand my knowledge. I find it hard to pronounce the words when I speak them. In the English language, many words are difficult to pronounce.

As mentioned by S2, she demonstrated her ability to recall a limited number of words. Furthermore, she encountered difficulties with speaking, writing, and listening.

In another point of view by S3, she highlighted the difficulties that she faced when she learned English, such as a lack of vocabulary, grammar, pronunciation, and fear of making mistakes.

S3 revealed: "In my four skills of the English language, my writing is not good due to various difficulties, such as not knowing a lot of vocabulary and not being clear and understandable about grammar." So, I always make a lot of mistakes in writing. Regarding my speaking abilities, a deficiency in vocabulary and grammar significantly hinders my ability to communicate effectively. I am afraid of making mistakes. Sometimes, when I speak, I feel very shy, and I don't have enough confidence

to talk to people. In terms of listening skills, I am very bad at it. Because I know a few words and have poor grammar, I do not understand clearly when the teacher, friends, and foreigners speak. Especially because they have different accents, it is very difficult to understand what they say.

In response to S3, she explained the origins of her English learning, stating that she believes her lack of vocabulary, poor grammar, poor pronunciation, lack of speaking practice in the past, and shyness are the main factors.

Another participant, S4, also revealed the causes that create difficulties in her English learning in these four skills: vocabulary, grammar, lack of practice inside and outside the class, lack of confidence, and fear of making mistakes.

S4 stated, "I barely remember the vocabulary and find it difficult to learn grammar." Knowing a few words has an impact on my writing and speaking. When I attempt to write or speak, I struggle to do it effectively. I don't know how to write or speak English. My struggles often stem from a deficiency in vocabulary. One more thing: pronunciation is also a problem. Many words have a similar sound. So, it is very difficult for me to define the meaning of that word while I am listening to another person's speech. On the other hand, I do not have enough confidence to talk. I fear making a mistake."

According to S4, her obstacles to learning English stem from poor grammar, pronunciation, a lack of vocabulary, a lack of confidence in others, and a fear of making mistakes.

S5 revealed her difficulties in learning English, such as vocabulary, grammar, pronunciation, lack of confidence, shyness, and not having enough time to practice.

S5 identified that despite having studied English for seven years, she only practices for one hour a day. She stated, "My struggles with learning the English language are

the primary reason I believe I am poor at grammar." Grammar is so difficult for me. It has many functions that are hard to learn, and I don't know clearly which tense I should use in any situation. Furthermore, I struggle with understanding the meaning of various words. A single word has many parts of speech. So, sometimes I don't understand what those skills mean. One more thing is pronunciation. I always miss the pronunciation of difficult words. I lack confidence and feel a little nervous, particularly about my speaking skills. I am always shy when speaking with other people, like teachers or friends.

S5's response indicated that she struggles with vocabulary, grammar, pronunciation, and practice. In addition, she lacks confidence and is shy.

S6 stated, "I have learned English since 2016, and I practice the language 8–10 hours a day. Because I teach English at a private school and the school principal does not allow me to speak Khmer while I am in school, it is a good way to practice my English language every day. Despite my extensive practice, I continue to encounter numerous challenges in my English language learning. In terms of speaking skills, I don't have much trouble because I speak with my students every day, which makes me fluent but not accurate. Some problems I faced in learning English were pronunciation, lack of vocabulary, and grammar. My writing skills suffer due to poor grammar and a lack of vocabulary, which negatively impacts the quality of my work. Sometimes I write an incorrect sentence with the wrong meaning. I want to write something that has a deep meaning, but I just know that in my language, I cannot write in English. Pronunciation is difficult for me. Some words are challenging to pronounce.

According to S6, her challenges in learning English were primarily related to grammar due to its multifaceted nature, and she also encountered issues with vocabulary and pronunciation.

In a similar vein, S7 stated, "I have been learning English for just three years." In my English learning, I faced a lot of problems, such as vocabulary, grammar, pronunciation, and shyness.

S7 demonstrated that "I struggle with writing skills due to my limited knowledge, particularly because each word carries multiple meanings, resulting in frequent errors during writing." When it comes to speaking English, one of the biggest challenges I encounter is vocabulary. I'm not good at vocabulary, and it has a lot of meaning, so it's hard to remember. One more thing is that pronunciation. Some words are hard to pronounce, so when I hear some foreigners say something, I cannot define what they mean. The final challenge I face in learning English is my constant shyness. I want to speak, but I feel nervous. I always think that when I talk to them, I am afraid they don't understand what I am saying because of my poor pronunciation.

As S7 mentioned, she showed that she has problems with pronunciation, grammar, and vocabulary. Moreover, she feels shy when she wants to talk with other people.

S8 noted, "I have studied English since primary school." I had many difficulties learning English. I struggle with the English language due to a lack of vocabulary, poor grammar, poor pronunciation, and a fear of making mistakes. Speaking English presents a challenge for me as I consistently mispronounce difficult or unfamiliar words. My limited vocabulary and difficulty remembering grammar structures often lead me to speak incorrectly. Sometimes, when I want to practice my speaking skills, I am still afraid of making mistakes. Pronunciation is also challenging for me. Even when I listen to teachers or foreigners, I still struggle with pronunciation. I found myself puzzled by some of the words and sentences they were discussing. The grammar makes it difficult for me to understand the meaning.

As S8 mentioned, she illustrated that she faced a problem with pronunciation because some words are hard to pronounce and easy to confuse when she listens to other people speak, especially foreigners. In addition, she also lacks vocabulary, grammar, and a fear of making mistakes.

S9 stated, "I studied English for three years, and I practice twice a day." Despite having studied English for many years, my proficiency in these four areas remains inadequate. In learning this language, I faced many problems, such as a lack of vocabulary, poor grammar, fear of making mistakes, pronunciation, and environment. S9 begins, "My writing skills are hindered by a lack of vocabulary and poor grammar, resulting in a simplified meaning." In terms of listening skills, I can understand what others are saying to a certain extent, but I often struggle to respond due to my own pronunciation, my fear of making mistakes, and the complexity of their pronunciation. Based on S9's perspective, she illustrated the difficulties she faced when learning English, such as vocabulary, grammar, and fear of making mistakes. She also had problems with pronunciation. Sometimes she felt less confident and shy, too.

S10 expressed five concerns about his English learning difficulties, which include a lack of practice, a lack of vocabulary and grammar, a lack of self-confidence, and a lack of pronunciation.

S10 highlighted that "I have learned English for ten years, and I practice it only one hour a day. I think speaking, writing, and listening are hard skills to learn in these four areas. I lack vocabulary, so when I want to write something like an essay or a paragraph, it is hard for me. In writing, speaking, and listening, one needs to know a lot of word grammar, structure, and pronunciation. Because I lack this knowledge, my English skills suffer, leading to frequent confusion and misinterpretation of words and sentences. Speaking is, in my opinion, an important skill. I learned English for

ten years, but I am still afraid and shy about speaking. I am afraid of making mistakes, and that someone who is listening to me will not understand because of my poor pronunciation.

Based on his response, he believes that his limited vocabulary, poor grammar, difficulty with pronunciation, fear of making mistakes, and lack of confidence are the factors preventing him from being proficient in English.

From the transcriptions of the participants' words, they can be themed as in Table 4.2.

Table 4.2. Challenges of Learning English

No.	Challenges of Learning English	Participants
1.	Lack of Vocabulary	Themed from [All participants (S1-S10)]
2.	Poor Grammar	Themed from [All participants (S1-S10)]
3.	Pronunciation Issues	Themed from [All participants (S1-S10)]
4.	Lack of Confidence and Fear of Making Mistakes	Themed from S2, S3, S4, S5, S7, S8, S9, and S10.
5.	Shyness	Themed from S2, S3, S4, S5, S7, S8, and S9.
6.	Insufficient Practice	Themed from S5, S7, S9, and S10.
7.	Listening Difficulties	Themed from S1, S3, S4, S7, S8, and S9
8.	Fluency Issues	Themed from S1 and S6

These themes reflect the multifaceted nature of the challenges faced by the participants in learning English, encompassing aspects of vocabulary, grammar, pronunciation, confidence, practice, listening, and fluency.

4.3. Effective Strategies to Overcome the Challenges of Learning English

The participants uncovered different sorts of strategies that they would suggest to solve the challenges of learning English. Their words are transcribed as follows.

As S1 discovered solutions to her problems, she made an effort to read, write, speak, listen, and research more about the vocabulary and grammar in use. I particularly strive to practice it as often as possible.

S1 detailed: "I need to spend much time focusing on my studies, especially my reading, speaking, and writing, to enhance more ideas to develop my English skills, participate in the quiz discussion group, and try to talk as much as I can both inside and outside of the classroom."

Based on S1's perspective, she found solutions to overcome her challenges, including enhancing her speaking, listening, writing, and speaking skills by reading books, observing new vocabulary, practicing grammar, and speaking as much as possible.

S2 stated, "In order to solve the problem, I need to read a lot because reading exposes us to new words, sentences, and so on." Additionally, we should commit to daily writing. We should choose one topic and try to write about it every day. Try to speak English every day, listen to my pronunciation better, practice a lot, and watch videos or movies on YouTube that use the English language.

As S2 mentioned, she needs to practice her English in four skills every day: writing, listening, reading, and speaking. It is the best way to improve the English language. One more thing: watching films or listening to music is also important for improving her speaking and listening skills.

S3 provided her with effective solutions to overcome her challenges in learning English, including diligently expanding her vocabulary, taking grammar tests, and consistently honing these four skills daily.

S3 stated, "To address these problems, I need to work hard to overcome my weaknesses." For example, when I have difficulty speaking and listening, I need to pay

attention and look for recordings of native speakers speaking online to build my listening and speaking skills.

Based on S3's response, she believes that exploring more, being brave, and practicing as much as possible will help her become proficient in this language.

S4 identified "my solution" as reading books every day, writing, listening to audio, practicing speaking with friends and teachers, and not being afraid of making mistakes. Reading makes me see a lot of new vocabulary and new, necessary sentences. Practice with ourselves and try to remember the grammar form or spelling role. The important thing is not to be afraid and care about what we are saying, right or wrong.

According to S4's explanation for her learning English, she should read books, learn new vocabulary, practice, and be confident when speaking with others.

S5 pinpointed that I need to learn more about grammar in use and read more to improve my fluency and accuracy in this language. I need to practice my speaking and listening. A lot of listening helps me pronounce some difficult words correctly. To improve my writing skills, I need to write every day, such as essays and paragraphs.

According to S5's answer, she demonstrated some keys to solving her struggle, including expanding her reading, listening, training to speak, and practicing writing every day.

Another participant, S6, revealed her solutions to her problems, as did S5.

S6 mentioned that reading and speaking are not very hard for me, but writing and listening are. The solutions to all my difficulties lie in improving my areas of weakness, practicing daily, engaging in more grammatical exercises, actively listening to native speakers on social media, and honing my writing skills to further enhance my abilities.

S7 pointed out that to improve my English language abilities, the first thing is to try to read books in English as much as I can, learn grammar forms and spelling rules, and

make a note of them. Listening every day helps us a lot, especially with pronunciation. Even if you're speaking alone, try to speak.

As S7 mentioned, she solves the difficulties in learning English by trying to remember grammar, practice, and learn vocabulary. Moreover, she should strive to speak confidently, avoid shyness, and practice these four skills daily.

S8 stated, "For me, I'm poor in grammar, vocabulary, and pronunciation and afraid of making mistakes." So, the first thing to do is read. Reading helps me a lot. It introduces us to a lot of new vocabulary and phrases. The second is writing. After reading, I can apply the knowledge I gain to improve my writing skills. The third is listening and speaking. I need to practice these two skills every day and be brave with them. Listening can help to improve pronunciation.

According to S8's solution to her learning English, she answers that she tries to read, write, listen, and speak. Practice every day and be brave. Do not hesitate or be afraid of making mistakes.

S9 declared that some of his explanations for the solution are similar to those of S5 and S7.

S10 stated: "To solve the problem of learning English, I must study hard and try to practice these four skills in daily life, such as writing, reading, listening, and speaking, every day. Reading books gives us more new words and helpful phrases. Reading makes us fluent, and we try to speak without hesitation to feel confident. Listening helps us have a clear pronunciation.

According to S10's solution to his learning English, he should try to read books and write every day, listen to audio about something in English to improve his pronunciation and speak every day even though he is speaking alone.

From the transcriptions of the participants' words, they can be themed as in Table 4.3.

Table 4.3. Effective Strategies

No.	Effective Strategies	Participants
1.	Daily Practice and Consistency	Themed from [All participants (S1-S10)]
2.	Reading	Themed from [All participants (S1-S10)]
3.	Writing	Themed from S1, S2, S5, S6, S8, and S10
4.	Listening and Speaking	Themed from S1, S2, S3, S5, S6, S7, S8, and S10
5.	Vocabulary Expansion	Themed from S1, S2, S3, S4, S5, S6, S8, S9, and S10
6.	Grammar Practice	Themed from S1, S3, S4, S5, S6, S7, and S8
7.	Overcoming Fear and Building Confidence	Themed from S2, S3, S4, S5, S7, and S8
8.	Utilizing Multimedia Resources	Themed from S2 and S3
9.	Engaging with Others	Themed from S1 and S4

These themes reflect a comprehensive approach to addressing the challenges of learning English, emphasizing consistent practice, engagement with diverse resources, and building confidence through active use of the language.

CHAPTER 5: DISCUSSION

The discussion chapter critically analyzes the findings of this study on the challenges encountered by second-and third-year students at the National University of Cambodia (NUCK) in learning English. This chapter explores the implications of the research findings within the broader context of English language education in Cambodia. It examines the underlying factors contributing to the identified challenges, considers the implications for educational policies and practices, and suggests potential strategies for improvement. By engaging with the complexities and nuances revealed through the study, this discussion aims to deepen understanding and stimulate further dialogue on enhancing English language proficiency among Cambodian university students.

5.1. Summary of the Findings

The current study was conducted at the National University of Cheasim Kamchaymear in Kampong Cham province and found many challenges that students faced in English learning such as lack of vocabulary, poor grammar, less practice, poor pronunciation, and confidence. The report also revealed a good solution for these challenges toward English learning in four skills fluency and accuracy.

5.2. The Discussion of Challenges of Learning English

The comes about appears that there are a parcel of challenges relating to understudying English learning at the university students' level. Pronunciation, vocabulary use, articulation, familiarity, fear of making a botch, environment, and shyness are among the challenges they said. Most of the members continuously confront these sorts of troubles when they learn the English language. Pronunciation is one of the biggest issues for them. The foremost common causes of elocution troubles among college understudies are a need for presentation to English, frail phonological aptitudes, and impedances from their local dialect. Moreover, understudies may battle with articulating particular sounds. These troubles can be credited to variables such

as an awful sound framework, a constrained lexicon, and a fear of making botches in communication. The causes of these blunders incorporate impedances, intralingual exchange, and formative blunders. Generally, the challenges in elocution confronted by college understudies can be credited to a combination of etymological and mental variables, as well as the learning environment. The understudies were still battling with vocabulary. At that point, there were moreover a few typos in their composing. Besides, they uncovered that I couldn't talk well because of bashfulness.

According to Mohamed Dalem (2017), bashfulness, uneasiness, and need for sure are the students' most exceedingly bad fears. It causes them to lose their preparation of thought or disregard what they were planning to say. It is a component of English learning, especially in speaking skills. In addition, our members claimed that being perplexed by making a botch is additionally one of the troubles that prevent them from learning. When they discover it troublesome to communicate their thoughts in English, they are inclined to dodge utilizing the dialect and instead express themselves in their possess tongue. It's like Ahmed Maher Mahmoud AlNakhalah (2014-2015), assist states that learners' wavering to talk in English is mostly due to their fear of making a botch. This talk points to investigating the common challenges confronted by understudies in learning talking aptitudes and proposes potential arrangements to address these troubles.

The think-about includes different components that contribute to students' battles, counting dialect obstructions, the need for certainty, constrained introduction, and ineffectual instructing strategies. Furthermore, this inquiries about recommends a few techniques and mediations, such as joining intuitive exercises, giving true dialect encounters, utilizing innovation, and upgrading learner independence, to advance viable talking ability improvement. Talking aptitudes play a significant part in moment dialect securing, empowering successful communication and interaction. In any case, numerous understudies

experience deterrents while endeavoring to secure and refine their talking capacities. Distinguishing these troubles and actualizing fitting arrangements can essentially upgrade students' talking proficiency. One more thing is listening. Sympathetic tuning in is the foremost challenging shape of tuning in and happens when we attempt to get it or encounter what a speaker is considering or feeling. Sympathetic tuning in is particular from thoughtful tuning in. Because of the lack of vocabulary and more words having similar sounds it makes the listener hard and miss understanding some information. In writing skills, students also face many problems in their writing. Lack of vocabulary, lack of confidence, afraid of making mistakes are the common factors and challenges in writing.

We are exceptionally beyond any doubt you'll be able to type in that article, but we do not have thoughts or focuses to type in on. It happens to everyone, and the great news is that there's an arrangement to this. Underneath are a few ways to urge thoughts on what to compose. Typically, the foremost unsafe problem that can torment an essayist. It doesn't matter how gifted we are or how much experience we've got; we won't go so distant unless we're sure of what we have to offer. Being sure isn't almost fair knowing simply know our stuff, it is additionally approximately being prepared to request what you're worth. When you're certain approximately your abilities and what you're worth we won't permit ourselves to urge paid fair anything. We may joyfully request what we're worth since we know our benefit will come about. Fear is one major figure that brings approximately need of certainty in budding scholars

Language Barriers:

One conspicuous challenge confronted by understudies is dialect obstruction, particularly within the case of learners considering a moment or remote dialect. Articulation, lack of vocabulary, grammar, and spelling. Language structure and spelling are some of the most common causes of dialect boundaries in composed communications. In case you send or get an e-mail with language structure mistakes and spelling botches, it is likely that the recipient

will not get it or will decipher the mail in a distinctive way than is planned. Furthermore, the fear of making botches regularly restrains learners from practicing their English learning as well.

5.3. The Discussion of Effective Strategies

After finding the challenges of learning English for university students, we illustrate some effective strategies to overcome these problems. There are some potential solutions for practicing learning English in these four skills.

Potential Solutions for Writing Skills

Survey linguistic use and spelling essentials

Language structure and spelling shape the establishment of great composing. Composing with legitimate linguistic use and spelling communicates your professionalism and consideration to detail to your peruser. It too makes your composing less demanding to understand. Additionally, knowing when and how to utilize less-common accentuation, like colons, semicolons, and am-dashes, can open better approaches to structuring sentences and raise your writing. If you're looking to fortify your language structure and spelling, begin by counseling a piece manual. *The Components of Style* by William Strunk and E.B. White has long been considered a staple for scholars. You'll be able to discover comparative assets at your neighborhood library, bookstore, or online

Perused what you need to compose.

Knowing what a wrapped-up piece of composing can look like can direct your claim. If you're attempting to compose a funny brief story, perused amusing brief stories. Composing a book review? Discover several and take note of how they're organized. Pay consideration to what makes them great and what you need to imitate (without plagiarizing, of course). In case you're working on a school task, you'll be able to ask your instructor for cases of fruitful pieces from past understudies. Make reading a portion of your way of life to make strides you're

writing. Try perusing the news in the morning or picking up a book sometime recently before you head to bed. On the off chance that you haven't been an enormous peruser in the past, begin with themes you're inquisitive about, or inquire about companions and family for proposals. You'll steadily start to get what subjects, sorts, and creators you appreciate.

Edit

Whereas it's enticing to yield work as long as you're done with it, construct in a few times to return to what you've composed to capture blunders enormous and little. Here are many editing tips to be beyond any doubt:

Set your work aside sometime recently you altered. Attempt to step absent from your writing for a day or more so you'll come back to it with new, more objective eyes. Crunched for time? Indeed apportioning 20 minutes between composing and editing can permit you to approach your work with reestablished vitality.

Begin with simple fixes, then advance to greater changes. Beginning with less demanding changes can get you within the rhythm for editing, permit you to peruse through your work once more, and clear diversions so you'll be able to center on greater alters. Examined through your work to capture incorrect spellings, irregularities, and language structure mistakes. At that point address the bigger issues with structure or unbalanced transitions.

On the off chance that you may say something in fewer words, do so. Being superfluously tedious can cloud your message and confound the peruser. Pare down expressions that are repetitive, monotonous, or self-evident.

Examined out boisterous. Perusing out boisterous can assist you in discovering unbalanced expressions and regions where your composing doesn't stream well.

Potential Solutions for Listening Skills

Read, read, read, read, read, read. Everyone else said this also because it's true. But not just anything, read various styles of writing, and create a basic taxonomy of styles of writing that you can refer to mentally, in a mindset that's more like concentrated practice than just breezy reading. Pay attention to structure, tone, form, use of (or willful disregard for) grammar, and cadences, etc.

Learn how to break down basic sentence structure. Know what a gerund phrase and subordinate clause are, or a sentence splice. You can ignore the "rules", but you need to know them.

Clarification to #2 that's the most important: identify instinctively the subject, verb, and object of your sentences. Every sentence has 'em, at least subject and verb. This isn't a firm rule but there's an excellent chance that your sentence's perceived meaning hinges on them, no matter how complicated. That last sentence was "there" "is" and "chance" mind you, not the thing that looks like a sentence and follows the word "that." Now that you know what they are exploit them. Chances are there's a better verb than variations on "to be" like "is" "was" "has been" to be had, for one example.

Write. But don't just write whatever comes to mind (though you should do that too): write to form. Now that you're being observant of how certain styles are structured and their conventions you can try for yourself. Attempt to mimic the way certain kinds of prose are written.

Potential Solutions for Speaking skills

One unmistakable challenge confronted by understudies is dialect obstruction, particularly in the case of learners considering a moment or remote dialect. Elocution, lexicon, language structure, and sentence structure contrasts can block successful communication. Moreover, the fear of making botches regularly restrains learners from practicing their talking aptitudes.

Phonetics and Articulation

Joining phonetic works out and articulation drills can help understudies overcome elocution obstructions and create clarity in discourse.

Lexicon Development: Empowering lexicon extension through relevant learning, word affiliations, and mental aid strategies can improve learners' capacity to specify themselves precisely.

Mistake Redress: Making a steady environment where mistakes are viewed as learning openings instead of disappointments can cultivate certainty and energize understudies to effectively lock in talking exercises.

Lack of confident

Numerous understudies battle with self-confidence when it comes to talking in an outside dialect. Fear of being judged or scorned by peers and instructors can prevent their readiness to take an interest in taking exercises

Slow Presentation

Giving understudies progressive presentations to talking errands, beginning with low-pressure exercises and continuously advancing to more complex errands, can offer assistance in constructing their certainty.

Positive Support

Advertising useful criticism and positive support for students' endeavors can boost their certainty and persuade them to proceed with practicing their talking abilities.

Role-playing and Reenactment

Locks in understudies in role-playing and recreated real-life discussions can make a secure environment for practicing and building certainty.

Potential Solutions for Reading skills

Perusing familiarity is the capacity to peruse out uproarious precisely, at a great pace (not as well moderate or as well quick), and with expression. “Although it's ordinarily measured in school when understudies begin perusing on their claim, such as after beginning with the review, perusing familiarity is something guardians can begin working on with them. Instructors regularly give deficiently openings for learners to hone English in educating perusing. To make the circumstance more regrettable, both instructors and learners regularly utilize dialect throughout English classes.

Two sets of aptitudes are particularly important to instruct. The primary set incorporates comprehension-checking aptitudes that include readers checking their proceeding handling for conceivable comprehension disappointment and taking medicinal activity when disappointments happen. Comprehension disappointments can happen at different levels, counting: specific words, specific sentences, relations between sentences, and relations between bigger units. For each kind of disappointment, there are particular medicinal activities perusers can take.

The moment set of preparing skills that can be instructed includes utilizing clues within the content to produce, assess, and reexamine speculations approximately current and future occasions within the content. Familiarity is subordinate to the capacity to interpret the content (counting phonemic mindfulness, phonics, and lexicon capacities), and familiar perusers work with significant units such as expressions and clauses as they are examined. Perusers end up more familiar when they can rapidly and precisely interpret the content with ease. Once perusing familiarity is created to an automatic/proficient level, readers can center much less on translating and more on the comprehension of content.

5.4. Contribution to the Fields

There's right now the small question that governments, schools, and guardians around the world underwrite the requirement for learning English as a portion of fundamental

instruction, English can bring get to instruction and employment, advance social portability and interface individuals. At its best, English can bestow numerous benefits. English is always instructed within the best conceivable way to figure out these benefits for learners. The most recent SHAPE Live occasion brought together three unmistakable researchers to wrangle about the issue: In numerous parts of the world English is regularly one piece of the etymological collection of a community, which incorporates mother tongues and other dialects. It is, in this manner, critical to create stipends for connections between the dialects and cultures in which English is inserted. In some cases, be that as it may, when English is taught in other societies, it is approximately appraisal instead of adjusting the values that are present in that culture. So, when advertising an English dialect educational module in an instructive framework or a school, it's vital to guarantee that it complements instead of competes with educational modules within the national or neighborhood dialects. Something else, it can disturb national instruction approaches and practices in non-English talking countries. Interestingly, the gathering of people within the talk thought that a few of the best partners who drive requests for English in instruction, specifically, governments, guardians, and administrative bodies, are too the most resistant to changing the part of English in instruction. English instruction is becoming increasingly vital within the essential school setting and numerous states are considering whether they ought to present English as the medium of instruction from essential. There are challenges with this approach for many understudies who don't experience English exterior school and, as a result, their capability is restricted. In these cases, their perusing comprehension, which is the spine of instruction, may endure. Instead of 'getting misplaced in translation', instructors can utilize the multilingual assets as of now created in their understudies to move their learning to a modern dialect such as English.

CHAPTER 6: CONCLUSION AND RECOMMENDATION

This chapter synthesizes the key findings of the study on the challenges faced by second and third-year students at the National University of Cambodia (NUCK) in learning English. By reflecting on the insights gained from the research, this chapter concludes the multifaceted barriers to English proficiency among Cambodian university students. Additionally, it offers practical recommendations for educators, policymakers, and curriculum developers to address these challenges and improve English language education in Cambodia. These recommendations aim to create a more supportive and effective learning environment, ultimately enhancing students' language skills and academic success.

6.1. Conclusion

This report aims to investigate the habitually experienced issues that happened among the understudies learning English in four abilities, which were experienced by lower auxiliary understudies themselves. After Chapter IV's examination of the investigation information is completed, it can be concluded that numerous challenges arise when understudies learning to talk in English, such as the need for lexicon, destitute linguistic use, articulation, mother-tongue utilization, need for certainty, uneasiness, modesty, familiarity, fear of making botches, familiarity, classmate judgment, teachers' educating technique, and un back environment. These are common challenges that understudies experience with their learning English. Moreover, the investigation uncovered the foremost impediments that understudies consider as the visit issue such as lexicon, elocution, language structure, the need for certainty, bashfulness, fear of making botches, and environment. At long last, this consideration demonstrated the causes behind those troubles as well. After collecting, portraying, and analyzing the information from our members, we at long last found that missing hone, moo support, small perusing books, unsupported environment, destitute linguistic use, articulation, mother-tongue utilize, need of certainty, uneasiness, bashfulness, familiarity, fear of making botches,

familiarity, classmate judgment, teachers' educating strategy, unsupported environment and need of fabric to do any inquire about that make numerous battles in their learning English talking. When all is said and done, it is suggested that investigating students' challenges to memorize English in an essential level setting ought to be able to burrow out all the students' impediments in their learning English in arrange to help and caution essential school understudies to be more cautious and discover the ways to alter each single one of those issues in arrange to progress the students' allure as great English in four skills.

6.2. Recommendation

As an individual with an enormous part in instructing and learning, instructors must be specific and imaginative in utilizing approaches. To make the understudies more intrigued with the English talking course the instructor ought to have great ways of instructing the process so that, the understudies don't feel bored. The instructor ought to be able to recognize students' issues and be able to discover figures that were hindering their English in learning four skills execution in arrange to create and develop a positive air. Additionally, the instructor ought to help them to overcome those calculation issues and boost students' certainty by giving them inspiration and more time to plan all ought to perform before the lesson. In addition, in commenting, the educator ought to be able to find the correct time and the proper way to rectify students' blunders in their learning English in these four skills as well (see Em et al., 2021).

English learning is a boring subject when we don't have good inspiration to memorize it. This sense of English isn't our dialect it's an outside dialect for us. Subsequently, the understudies ought to be mindful and be able to discover what causes their troubles in learning English in all skills, whether it came from inner or outside components to play down the impacts of those stresses. Moreover, understudies ought to attempt to overcome and create their capacity in English learning. In expansion, the understudies must do more to talk, write, listen, and read in English, learn modern lexicon and use them as much as conceivable, hone to

articulate English words accurately, be more certain, don't fear making botches, and must express their thought in talking English. They too need to consider almost language structure in arrange to know the English structure and syntactic sentences hence they can use the English language accurately and familiarly.

Based on the comes about, for long-standing time investigation, the analyst proposed to conduct this inquiry in other fields or levels of school or college, to know the other challenges confronted by the understudies in their English learning. In most of the considers, information collected by semi-structured was taken as a subjective approach. It is therefore recommended that in future investigations a quantitative inquiry about approach ought to be utilized. This could be accomplished by conducting an overview with a huge of members to pick up a bigger body to investigate the components and reasons that contribute to the challenges of students' future considering English learning in four skills. Most vitally, since this finding was centered on students' challenges, so we trust that individual analysts will be able to utilize this inquiry as a key and light to discover the arrangements for coping with these issues as well.

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APPENDICES

ESSENTIAL INTERVIEW QUESTIONS

1. How long have you been learning English?
2. How many times do you practice your English language in a day?
3. Did you ever speak with foreigners?
4. What are the problems when you speak with foreigners?
5. What do you think about your four skills?
6. What is your perspective toward English learning in these four skills such as listening, reading, writing, and speaking?
7. What are the difficulties that you face when you listen, read, write, and speak?
8. In your opinion, why do those barriers occur to you?
9. What are the obstacles that you rarely meet?

INTERVIEW CONSENT FORM (S1)

Challenges of Learning English for Cambodian University Students: A Case Study of the Second and Third-Year Students at NUCK

Researcher(s): Sean Nary

Email Address: seannary13@gmail.com

Phone Number: 097 322 5266

Introduction

You are invited to participate in a research study exploring the challenges faced by Cambodian university students in learning English. Please read the following information carefully before deciding whether to participate.

Purpose

The purpose of this study is to identify and understand the difficulties Cambodian university students encounter while learning English at NUCK. Your participation will contribute to improving language education strategies and support services for students.

Procedures

- Participation involves a one-on-one interview lasting approximately [estimated time].
- The interview will focus on your experiences with learning English, including challenges you have faced and strategies you use.
- With your permission, the interview may be audio-recorded for accuracy in data analysis.

Voluntary Participation

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Confidentiality

- Your identity will remain confidential in all research outputs. Data collected will be anonymized, and no personally identifiable information will be disclosed.
- Only the researcher and authorized personnel may have access to the data. Data will be securely stored and retained according to [your institution]'s data retention policies.

Benefits

- By participating, you will contribute valuable insights to improve English language learning experiences for future students.
- You will have the opportunity to reflect on your language-learning journey.

- **Risks**

There are minimal risks associated with this study, such as discomfort in discussing personal experiences with learning English. If you feel uncomfortable at any time during the interview, you may choose to stop or skip questions.

Use of Data

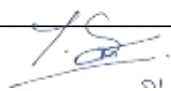
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Consent

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Participant's Signature: _____

Date: 11/07/2024



INTERVIEW CONSENT FORM (S2)

Challenges of Learning English for Cambodian University Students: A Case Study of the Second and Third-Year Students at NUCK

Researcher(s): Sean Nary

Email Address: seannary13@gmail.com

Phone Number: 097 322 5266

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Date: 11/07/2024

INTERVIEW CONSENT FORM (S3)

Challenges of Learning English for Cambodian University Students: A Case Study of the Second and Third-Year Students at NUCK

Researcher(s): Sean Nary

Email Address: seannary13@gmail.com

Phone Number: 097 322 5266

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Use of Data

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Participant's Signature: _____

Ruth

Date: 11/07/2024

INTERVIEW CONSENT FORM (S4)

Challenges of Learning English for Cambodian University Students: A Case Study of the Second and Third-Year Students at NUCK

Researcher(s): Eang Vireak

Email Address: eangvireak2020@gmail.com

Phone Number: 088 233 0633

Introduction

You are invited to participate in a research study exploring the challenges faced by Cambodian university students in learning English. Please read the following information carefully before deciding whether to participate.

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- You will have the opportunity to reflect on your language-learning journey.

- **Risks**

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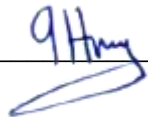
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Participant's Signature: _____



Date: 11/07/2024

INTERVIEW CONSENT FORM (S5)

Challenges of Learning English for Cambodian University Students: A Case Study of the Second and Third-Year Students at NUCK

Researcher(s): Eang Vireak

Email Address: eangvireak2020@gmail.com

Phone Number: 088 233 0633

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Participant's Signature: _____

Date: 11/07/2024

INTERVIEW CONSENT FORM (S6)

Challenges of Learning English for Cambodian University Students: A Case Study of the Second and Third-Year Students at NUCK

Researcher(s): Eang Vireak

Email Address: eangvireak2020@gmail.com

Phone Number: 088 233 0633

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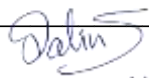
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Participant's Signature: _____



Date: 11/07/2024

INTERVIEW CONSENT FORM (S7)

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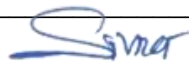
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Date: 11/07/2024

INTERVIEW CONSENT FORM (S8)

Challenges of Learning English for Cambodian University Students: A Case Study of the Second and Third-Year Students at NUCK

Researcher(s): Him Sreynit

Email Address: sreynithim77@gmail.com

Phone Number: 088 981 1256

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INTERVIEW CONSENT FORM (S9)

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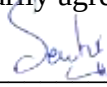
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