

# Exploring Effective Factors in Learning English in Parwan University

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## Abstract

*It is clear that learners learn or acquire languages differently. Some learners learn a language with less efforts in short time but many learners learn with very hard work in long time. Even English language is learned in numerous ways in the classroom by learners. Specifying the ways and factors can help instructors to treat differently with their learners to learn target language naturally. This study was done in English language department of Parwan University that involves introduction, learning style and personality, methods, oral assessment, writing assessment and conclusion to determine the factors that could help learners to learn English language. The aim of this research is to investigate effective factors that cause to learn English as foreign language fluently and accurately. The data was collected by doing semi structured interview and reviewing some valid books, academic articles and journals from libraries and internet. The qualitative research method is used in conducting this research for analyzing and interpreting the data. It is concluded with the elements which can be effective to improve them in the teaching process for acquiring and learning target languages fluently and correctly.*

**Key words:** *Methods, Learning History, Learning Style and Personality, Writing Assessment, Oral Assessment*

## 1. Introduction

For learning every language especially English language, there are some effective factors which can help a learner to learn or acquire target languages. It is the responsibility of every instructor to know about their students' individual characteristics. As English language instructors we should know how individual learner learns second or foreign languages correctly. There are some factors that impact on learning a language. In this case study, I want to find which factors are more important for learning of second or foreign languages. Finding and observing that factors can help me as an instructor to support them in my language classes. In addition they can improve my knowledge based on how second language or foreign language is learned. This case study is detailed background information of Abdul, a senior student at the Parwan University in English language department. He was born in parwan province which is located in the north of Kabul capital of Afghanistan. He is twenty one years old. His native language is Dari. He can speak three languages Dari, Pashto and English. Pashto language is his second language and English is his foreign language. I chose him for this reason; in senior English language literature class, he is a good speaker of English and Dari languages. He always participates actively in the class activities and he is a curious and prepared student all the time in the classes.

The main purpose of this case study is to find which factors can influence in learning of a language. How to treat with other students who are similar and do not learn languages effectively and properly. Also, to search more details about his background information based on learning English language. Which factors can influence his learning of languages? What causes and principles motivate him to learn English language? This study can give us detailed information about his learning history of English language, his learning style and personality, oral assessment and written assessment. Also this writing can aware us about what are the strengths and weaknesses. As he is an energetic and an intelligent student in the class, I want to know how he has learned English language fluently.

## 2. Methods

I have been a teacher since 2012 in Parwan university English language department. I have been teaching English grammar for eight years. I chose him for this study to know him which kind of a learner he is. In this research I used different tools to help me for collecting data and background information. For knowing his history and background information, I interviewed him. My interview was semi structured interview in which I used questionnaires which were open ended questions. I set fourteen open ended questions in my interview. This interview took about forty five minutes. In semi structured interview I found more information with details from my interviewee. Semi structured interview is flexible and preferred by many researchers to conduct and give extraordinary data than structured interview (Dwosett, 1986). For writing skill assessment, I wanted him to write

an essay about Parwan province. He wrote an essay about Parwan province. Writing essay took twenty five minutes. My interviewee wrote one and half pages description of Parwan province. By writing the essay I could find in which parts of writing he has problems and make mistake. Does he use correct tenses, correct morphemes, and correct words in appropriate places and correct transitions words? By finding writing errors, I could understand to prepare which kind of a task in order to improve his writing. For oral skill assessment, I selected a picture as an activity for describing. I wanted him to describe this picture. He described the picture and I recorded his sounds. Description of the picture took five minutes and I recorded his sound. By this way I could collect data. I transcribed the sounds of him and I found in which parts he has problems or mistakes. For instance, does he pronounce the words correctly? Does he have unnecessary pause on his speaking? Does he use correct tenses and so on? By finding the mistakes, I understood to prepare the tasks to do for solving the problem.

For finding Abdul's learning style and personality, I set a questionnaire which is multiple choice. I explained the procedure of choosing multiple choice questions. I asked him to immediately choose one answer from given options. He has done the task. For understanding the personality of him, I set 50 questions. Every question includes five options. My participant chose one option from them. This questionnaire takes about twenty five minutes to answer them. For understanding learning style, I set 30 questions and I asked him to answer them. This questionnaire took twenty minutes. My participant answered them very quickly. By observing Abdul's learning style and personality. I prepared activities based on learning style of him. Learning style can help him to learn language easily and correctly. As an instructor, it is my duties to know my students better and prepare teaching materials based on need of them. One of the problems that I observed in the class is, not engaging students in activities. Some students get engaged in activities but some not. If we prepare different activities, everyone can actively participate in the task.

### **3. Language Learning History and Personality**

Abdul is twenty one years old. He was born in Parwan province in 1993. He completed his primary and secondary school in his hometown. Then he was joined in Hora Jalali high school in 1998. After he graduated from twelve grades in 2009, he passed the Kankor exam and succeeded in Parwan University. He is a senior student in English language and literature department in Parwan University. He never traveled outside of Afghanistan. He passed all his life in war and fighting. Abdul is not his real name of my interviewee. I chose Abdul as pseudonym name to save identity in this study. According Abdul's information, his parents are educated people. His father is graduated from a formal government high school. He had passed the Kankor exam and enrolled in medical university. He studied in medical faculty and he is a pharmacist in nation hospital of Parwan province. This hospital is funded and supported by ministry of public health of Afghanistan. His mother is also educated. She graduated from high school and she is a teacher in Parwan province. She is not teaching at the any formal schools or high schools. She is teaching in the villages and trains the basic knowledge for elder people, girls, and women who did not join in formal schools. His father native language is Dari. He has learned Dari language from environment and family. He can read and write Pashto language texts. He can speak Pashto language fluently. He has learned Pashto language from schools by reading and writing Pashto text books. Pashto language is one of the subject which is setting by ministry of education in school's curriculum for students whose native language is Dari. His mother is the same like his father. Her native language is Dari. She can read and write Pashto language texts. She has learned Pashto language from formal education in schools. So his mother cannot speak Pashto languages because the environment is distance from Pashto language. Social distance is difficult to learn a language, but social contact is easy to learn language (Schumann, 1979).

Abdul's first language is Dari. He learned Dari language from his mother, father and environment where he lives. When he was a child, he learned Dari alphabets and counting from one up to one thousand with its writing by helping of his mother and his father at home. It means that started language which he has spoken was Dari language that acquired from his home and families. When he was four years old, he joined in informal studying in Masjid. He started learning of religious subjects. When he was six years old, he could recite the holly Quran. In that period, just Dari language was his language to speak. When he had joined in formal schools in the first grade class, he found that some students speak other languages too. In this time just a few students have spoken Pashto, but not in the classroom setting. When he was a student in four grades in 2002, he had a new subject by the name of 'Pashto' subject. He learned Pashto just to get high grade in the class. He learned Pashto language in the schools. He can read, write and understand Pashto language but he is weak in speaking because he doesn't have sufficient vocabulary. Pashto language subject is one of the subject that every student should read, write, and understand it correctly.

In 2005, he was a student of seven grades classes. In that time, school subjects are changed and he had new subjects one of them were English language. Although his parents taught him English alphabets and enrolled to private courses to learn English language before come to seven grades. His English language subject was new and difficult to him. He learned English language in schools and out of schools in some private courses. He learned English language by himself. He was very interested and loved to learn English language. He was motivated by himself to learn more and cause to be a good learner. He started learning English language in 2004

and 2005 after fallen of Taliban's government. His informal learning English language is started from a private course which was newly established in Parwan province. He started to learn alphabet letters in beginner text book. He finished it in two months. Then he has joined IRC systems of English language. IRC system of English language includes new intercom, one, two, three, and four. He finished this system in one year. When he finished this program, he has left courses for four years. He has started new ways of learning. This new way of learning is self-learning in which he studied English books, story books, newspapers and sometimes he wrote something about his own life. In his free times he watched some English movies in order to improve his listening skill. He sometimes listened to the radio which broadcasted English language programs such as, VOA (voice of America) and BBC news. These issues caused to improve his English language skills.

In learning of English language, his parents, especially his mother encouraged him to learn English language. She wanted him to speak English with each other's. He was talking English language. Passing day by day, he improved it. He memorized every single word to improve his vocabulary. He took once again private courses in 2009 and 2010. He had joined in nine months program of English language. He studied daily usable words, daily conversational phrases, English language topics and listening. This course helped him to improve his vocabulary, listening and speaking skills. His major improvement is his interests to learn English language properly. When he had faced with new English language words, immediately checked and found their meaning and pronunciation. For instance; when he saw English written text in the cover of shampoos, toothpastes, biscuits, and any other productions that contains English language immediately found the meaning from dictionaries and memorize them. When he faced with English language text, he read it. He bought a pocket dictionary to find new word's meaning and jotted down on his palm and memorized it.

He graduated from high school and passed the Kankoor examination in 2010. When the result is announced, he had succeeded in Parwan university English language and literature department. He has studied English language since 2011 in English language department. He got a job as English language teacher in a private school in Parwan province from 2011 up to 2012. He taught science subjects in oxford system at private schools. He got another jobs as an English language teacher in another private schools and he taught English language subjects for first up to twelve grades in 2013. He also found another job as a teacher trainer as well as translator in an organization in 2013. He directed many workshops like; pedagogy, learner centered and participatory teaching method, learner assessment, teacher evaluation procedures. He also conducted and translated material for small business support for 330 participants from Parwan and Panjsher provinces. He worked as FAO (Finance Admin Officer) in an organization. He was responsible to prepare administrative documents and work on financial project to write reports on English language. He has been a student in English language department from 2011 up to 2014. He could learn English language very easily. He participated actively in each class activity and he is a good speaker of English language. He speaks as nativelike English speakers.

Abdul mentioned that his father and his mother are literate people. They encourage him to learn English language. His mother told him to talk with each other in English language. His mother sent him with his two old brothers to take English courses and learn English language. When they went to the courses, they discussed and asked questions from each other. This way could help him to improve his vocabulary. In his society students are talking in Dari languages. People are talking and speaking by native language which is Dari language. Even his English language teachers in high schools were talking Dari languages. There are no any opportunities to talk English language in his society. Abdul learned English language and compare its grammar with grammar of Dari language. Both languages' grammar is similar in some parts like: nouns, pronouns, adjectives and adverbs. He thought English language is easy as Dari language. He started to learn English language. He had taken many English language courses, in their exams, he got highest scores. These highest scores persuaded him to learn English language properly. After finishing IRC system of learning English language, he got a job as a teacher of English language. Getting job motivated him to learn English language. The social factors that helped Abdul is: first, easily find the jobs for speaker of English language. Secondly, it is an international language. We can travel all over the world and can easily communicate with them. He said, he has seen many people, they could not find a job easily because they did not understand English language. He could speak English language, so he could easily find many jobs. Learning English language in his society gave prestige to him. He always tried to learn English language vocabulary, speak with others, and improve his writing and so on.

Abdul specified how much languages he can speak. He told that Dari is his native language, from childhood up to now, he has been learning Dari language. He can read Dari language text very easily and he is excellent on it. He is capable to talk and speak with other Dari native language speaker and communicate perfectly. Pashto language is national language of his country. In his society, Pashto language is second languages to learn. He learned Pashto languages in his schools. In the environment where he lives, people do not speak Pashto. So he can read and write Pashto text truly. He cannot speak Pashto truly because there is no one in his family and in his village to speak Pashto with him. English language is foreign language for him. He learned that languages from courses and schools. So needs of English language is remarkable in our society and English language is an international language and there are lots of courses to learn English language. There are a lot of



opportunities for everyone to learn English language not Dari and Pashto language. So by having opportunities he took many courses and improves his English languages. He can read every type of English languages perfectly. He can speak English fluently. He is very good at English language communication.

The reason why he chose English language literature is this; as he followed many courses and got highest scores in the classes. Encouragement of his families especially his mother to enrolled him in English language department and his deep interests to learn English language persuade him to be students of English language department. He was afraid that English language literature is difficult; he will not succeed in its exam. He was concerned about it. One of his relatives who were graduated from Kabul educational university told him to join in English language department. He told him, "Can I pass its exam perfectly. He said you are intelligent and hardworking student; you can easily follow that with getting highest scores". He accepted his relative's recommendation and he joined in English language literature department. In the freshman classes, he got highest scores and set as captain of the class. In the sophomore, joiner and senior classes he got good grade and he motivate himself to be a good university instructor in the future.

When he was students in sophomore class, he tried his best to get highest scores. He always wanted to have more than 95% of score average. In the first and second semester of freshman class, he got more than that what he supposed to have. Day by day he improved his English languages in writing, speaking, reading and listening skills. When he was student in sophomore class, one of his instructor who has master degree from outside of the country university came and observe his scores. He thought, based on relationship, all the English language instructors gave the highest score to him. He brought some changes in attendance sheets. Student whose name was first brought them in the end and students whose name is listed at end of the attendance sheets brought them at the beginning of the lists. When he saw that, he thought this lecturer will fail him in the exam. He was very disappointed and concerned about day by day. He thought if this teacher fail him in the exam, all his hope and desire might be worst. Although he tried his best to learn English language, he could not learn it. This time, he demotivated to learn English language. He thought learning English language is waste of time. He shared this concern with one of his friend. He told him try your best to learn more and more. He said that he should read subject of those teachers who is strict and unsure about his abilities and attitudes. When he finished that semester, he got highest scores in the subject. That instructor understood which kinds of learner is he? He finished sophomore and joiner classes successfully and got good scores. In the joiner and senior classes, he tries his best to learn English language and become university instructors in the futures. Abdul is my student at senior classes. He can speak three languages. He said "If I understand one language, I am one person. If I understand two languages it means I am two person. If I understand three languages it means that I am three person".

#### 4. Learning Style and Personality

All students are not learning second or foreign language in one specific way. Students learn languages by different ways. The concept of learning styles derives from observation that individuals have characteristic and preferred ways of gathering, interpreting, organizing, recalling, and thinking about information. Some learners prefer to work independently, while others do better in groups. Some prefer to absorb information by reading; others like doing by hands ( Davis, 2009). As Abdul is one of my senior students in English language department, he learned English language differently. As an English language instructor, it is my responsibilities to understand learning styles of every individual learners and based on their learning style the class activities and teaching materials should be prepared in order to learning take place. In this study I wanted to understand Abdul's learning style and personality. For understanding strategies inventory in language learning, I use questionnaires that includes fifty questions. These questions are categorized to six columns. Each column indicates different strategy of learning. I asked to read the questions and write response in front of them like, 1, 2, 3, 4, and 5. For selection; (1) never or almost never true for me. (2) Usually not true of me. (3) Somewhat true of me. (4) Usually true of me. (5) Always or almost always true of me. To show the result, I counted the scores of each column and get the averages and I found that Abdul got following scores in learning strategies: the highest score is marked as 5.

- In organizing and evaluating his learning 5
- Using all mental process 4.5
- Learning with other 4.5
- Managing his emotion 4.33
- Compensating for missing knowledge 3.83
- Remembering more effectively 2.55

By observing these learning strategies Abdul is a good organizer of his learning. He uses his mental process and learns English language with others. As I see the history of learning English language of Abdul. He is extrovert and introvert learners. He can learn English language from others and by himself. For introvert learning strategies, he mentioned that he learnt English language through reading books, watching movies, reading English language texts and find new words from pocket dictionary and mimic the words is evidence of introvert learners. Also he told in his learning history that his mother encourage him to talk with his brother and take many courses to improve English language skills. He took English conversation course to improve his speaking

skills shows that Abdul is extrovert learners too. As I compared the learning history of Abdul with result of questionnaire, they approved that he is both extravert and introvert kinds of learners.

It is clear that all students do not learn second language in one ways. As an English language instructor, I have experiences that some students like lecturing, presentation, discussion, reading individually, and writing. Some students try to learn second language through writing. Some students learn a language by doing and some students by listening. In this study I wanted to find Abdul's learning style. As Abdul is a learner of English language, he may learn language differently. In this study I wanted to find which kinds of learning style does he have? For answering this question, I used perceptual learning style preference questionnaire which is written by Joy Reid. This questionnaire includes (30) questions. These questionnaires consist of five options. My participant chose one option and I set 1, 2, 3, 4, and 5. These questionnaires are divided in six columns. I wanted from Abdul to read the statement, if you are strong agree mark it with (5), agree (4), undecided (3), disagree (2) and strong disagree (1). I sum up the scores of each column. The highest score is 50. I found that he is...

|         |    |               |    |               |    |
|---------|----|---------------|----|---------------|----|
| Visual  | 42 | Auditory      | 48 | Kinesthetic   | 42 |
| Tactile | 50 | Interpersonal | 42 | Intrapersonal | 42 |

Abdul is a tactile and auditory learner. He is also being able to learn English language by himself and by discussing with others. He is major learning style preferences. As in the history section mentioned he learnt English language by himself and discuss with his brothers. These questionnaires proved that Abdul is auditory learners. As I teach him grammar syntax subject, in each class activities he participates actively and can easily present the lesson immediately after me.

### 5. Oral Skill Assessment

For oral assessment to find general level of knowledge in specific parts, I had an interview with Abdul whom is a student of senior classes in English language department in Parwan University. This interview took five minutes to talk about the pictures. The pictures indicated the uses of present continuous tense and had different activities that performed by people. He talked about the pictures and I recorded his sound. This interview clarified that Abdul has lots of vocabulary and he could use them in appropriate places. He used grammar perfectly in his speaking with good pronunciation that listener can easily receive the messages. I can say that Abdul is a high level learner of English language. The purpose of this interview is to understand the ability of Abdul in spoken language. This interview could help me to explain the oral skills of him and to find the strengths and weaknesses in using vocabulary, pronunciation and grammars.

Abdul has enough vocabulary to communicate well in his daily activities. He used correct vocabulary in his talking. He explained each pictures properly. For instance, he said "Two men are greeting with each other. Greeting is a culture of afghan people". He has variety of vocabulary to use them for forming meaningful and correct sentences. For improving his vocabulary, he explained on the language learning history. He learned most of vocabulary through listens to the radio, watching TV, translate English to Dari and reading for pleasure. He improved his vocabulary by reading every English text and found the meaning and pronunciations of new words from dictionary. Based on Lightbown and Spada(2006) the best ways to increase the vocabulary is reading for pleasure. It means that learning vocabulary from text can help learner to growth their vocabulary and use them in its correct places. Listen to the radios and watch TV could help him to use affixes in his vocabulary and use them properly. This is the evidence to help Abdul for having plenty of vocabulary and use them in proper ways in his daily communication and speaking.

While Abdul was talking about the pictures, he used different tenses. Using tenses relate to the grammar points. Grammar is also important to be aware in speaking and writing. In this interview, he used simple present tense and present continuous tense. Like, "They are talking about their lesson" and, "In this picture, there is a man" he used two tenses in his explanation. During his explanation he made some errors in simple present tense. For instance, 'the first picture show the afghan people'. One of the problem our students made not adding (s or es) for third singular person. In Dari which is his native language, there is no anything to add for third singular person. First language acquisition influence on second language learning, Lightbown and Spada(2006). This problem is caused due to first language acquisition. The problem, which was observed not adding determiners in correct places. For instance, 'there is a man who riding horse', 'the all people in the picture', 'there is afghan man who sitting on the chair' instead of there is a man who is riding a horse, all the people, there is an afghan man who is sitting on the chair. These errors are transfers error from first language. So in Dari language, learners do not use determiners this caused not to use them in English language truly.

During the explanation of pictures, I observed and listened to the Abdul's pronunciations. Over all pronunciation was good and he is a high level speaker. These high level of pronunciation skills were promoted through listening to the radios and watching TV by native English language speakers. He imitated that how words are pronounced. In this study, I found some mistakes in pronunciation of some words like, the, there, other, that, think, thing, third, their, and another. When he pronounced these words, /th/ sound is pronounced like/ da/ as Dari language. This problem causes as transfer errors from native language. Comparing it to English language /th/ pronounced in two different phonemes which are /θ/, /ð/. But in Dari language they are same as/da/ sound. Overall pronunciation of Abdul was perfect. Most of his pronunciations were developed by

listening to the BBC world news and watching TVs. As conclusion I can say Abdul is an advanced level of English language learner who can communicate easily with producing meaningful and understandable sentences in his speaking. He also used correct grammar tenses and could distinguish between present simple and present continuous tenses in appropriate places. In pronunciation, he was good and could pronounce the words properly.

### **6. Writing Skill Assessment**

For writing skill assessment, I set an assignment for Abdul to write an essay about Parwan province. Writing skills is more important than speaking skills because in speaking skills, the speaker can use body language and using gestures to transfer messages properly. In written language there is no any gesture and body language to use them (Hughes, 1989). So it is necessary to find Abdul's level of writing skills. Writing skill interview took about 25 minutes to complete it. The purpose of this study was to find general proficiency and strengths and weaknesses points of him. Abdul is in general an advanced level learner of English language in writing skills too.

Abdul had chosen a topic to write about Parwan Province. He wrote a persuasive essay to persuade others to come to Parwan province and visit it because it has good season and whether. The writing has been done and submitted to me. When I assessed it, I found that organization is not well organized. For instance, he did not organize thesis statement in his essay which is important part in writing an essay that help readers to know the discussed topics. Besides of thesis statement, the topic sentences in each paragraph do not support with body paragraphs. There is just a conclusion part which has new ideas. He did not used transitional words to link the previous paragraph with new one. As he explained in language history, he improved his writing skills through writing his biography, interested story of his life in format of a story. As I observed his writing of the essay, it was like writing a story which does not need thesis statement, topic sentences and so on. For instance, in position of thesis statement, he wrote, "It contains good and hospitable people, good security, weather, facilities and nice location for academic tours and picnics for people". In thesis statements there should be at least four paragraphs. But is has three paragraphs with different topic sentences. In writing skill assessment he is intermediate level learners. Abdul used related vocabulary in his writing but still needs to work on organization of writing essay.

In using vocabulary in his writing, he used correct vocabulary choice. For instance, "hospitable people, weather, facilities, location, knowledgeable, interested, security situation" these vocabulary is related to introduce a province for others. Using correct vocabulary in this writing was caused to learn vocabulary from native speakers. He clarified the correct choice of vocabulary in his language learning history. He told that he had listened to the radios and watched which TVs helped him to use the vocabulary in appropriate places. According Lighbown and Spada(2006), reading text for pleasure can help learners to increase their vocabulary. Abdul improved his vocabulary through reading for pleasure. Learning and growth vocabulary from context can help learners to increase their vocabulary and use them in appropriate places. Abdul is advanced level learner; he could use variety of vocabulary in his writing.

In this assignment besides of vocabulary, I focused on grammatical points which are essential for transferring of messages. Grammar errors and mistakes caused to misunderstand the writer's aims and goals. I assessed Abdul's grammatical points, in general there was not any mistakes to avoid sending messages but minor mistake occurred in his writing like " Parwan province is one of the Afghanistan's province, which is 60 km away from Kabul ( capital ) of Afghanistan". Instead 'Parwan province is one of the Afghanistan's provinces which are located at 60 Km'. This mistake does not cause to misunderstand the messages. Overall Abdul is a high level learner and he learned grammar just by reading the books for pleasure. He learned grammar as integrated skills through reading books; listen to the radios and watching to the English movies. In conclusion, I can say, the writing assignment of Abdul was meaningful and easy that can transfer messages to the others. This essay can persuade others to visit Parwan province. Describing the feature of Parwan province is understandable and readers can easily gain information about it. In organization of this essay, there is something to be considering. Like writing an essay is different from writing a story. In essay writing, the introduction, thesis statement, topic sentences and concluding paragraph should be included. Using transitional can help reader to understand the essay completely. Abdul is overall an advanced level learner, who knows variety of vocabulary and use them in correct places. In grammatical points, he has minor mistakes that can correct them in their speaking and writing skills through reading for pleasure.

### **7. Finding**

For learning English language effectively, there are many factors and elements that could be useful to develop them in the language learners. Every instructor of English as foreign language ought to concentrate the following factors in his or her teaching process to improve learner's accuracy and fluency of the target languages.

Encouragement is one of the factors that can help learners to improve the language. The roles of families are very essential to encourage their children to take private courses and study with their selves to learn the



language. The instructors should encourage their learners to increase their knowledge and skills by persuading specific strategies and methods for improvement of four skills of a language. Such as, for grow of vocabulary, encourage the learners to read different books, story books and novel. For improvement of listening skill, it is best to listen to the radio and watch TV programs.

Motivation is another factor that help learners to learn a second or foreign language. It is duty of instructors to increase the intrinsic motivation of the learners for learning and acquiring the languages. If learners feel the need of something, they can get them. The need of understanding a language should be specified for learners and they must know the importance of learning that language. For instance, speaking English language can help us to get numerous jobs in our country. If someone can speak English language, he or she has more opportunities for obtaining jobs with high salary and so on.

Having specific goals for future also can be useful to learn a target language. To reach the aims, learners need to follow the steps and procedures to get them. Every learner must have goals for the future and get preparation for them. Without hardworking, it is not possible to achieve the goals. Language instructors must increase the awareness of their learners and encourage them to have goals for future and follow them. Sometimes fear and anxiety can be useful for learning a language. For instance, someone chooses the goals to achieve them. When some obstacles occur to prevent the goals, the learner feels fear for not achieving the goals. In such cases the learner fears for losing of that goals, he or she tries hard which can help him or her to learn the language.

Most of the learners are bilingual in our country. When they start to learn another language, they compare the grammar of languages. Comparing grammar of native language with second or foreign language can help learners to learn target language. For instance, tenses, words order, parts of speech, sentence structure of most of the human languages are somehow similar. Comparing one language with another help learners to learn a new languages.

Learning language with him/herself also can be effective to follow. For instance, when learners face with new words, immediately check the meaning and pronunciation of the words in the pocket dictionary or in phone dictionary. When seeing the English text, think of the meaning and messages. Learning language from other learners is also possible to improve it. Most of the learners do not have or have less self-confidence to learn a new word by himself. They need to share it with others or to talk with peer can learn a language. Having interaction with other learners can develop the skills of languages. Every students need to know and evaluate the skills of the language to improve them. Sometimes these skills can be evaluated by language instructors and prepare a task to improve the learners' skills.

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