

Difficulties Jordanian Non-English Major University Students Face while

Learning English as a Foreign Language: A Student Perspective

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Abstract

This study aimed at investigating the difficulties that Jordanian non-English major university students face while learning English as a foreign language. The sample of the study was consisted of (119) female and male students .It was chosen randomly from all the students of LC 111 at Yarmouk University in the first semester of the academic year 2011/2012.To answer the questions of the study, the researcher designed a questionnaire which consisted of 27 items related to three domains (content, instructor and student). The findings revealed that non-English major students face some difficulties. First, difficulties related to the instructors since they don't follow the modern instructional methods while teaching English. Then, they face difficulties related to the course content since the focus is on grammar and vocabulary and not on the four skills of language. Besides, the subjects of the content of the course are not related to students' real-life situations. Finally, students face difficulties related to them since they are generally weak in English. Furthermore, the findings revealed that there are statistically significant differences in the difficulties that Jordanian University non - English language major students face while learning English due to the interaction between gender and college variables in favor to the students of the college of science.

Key Words: Difficulties, Non-English major students, foreign language, LC 100, and 111.

Introduction

English is an international language since it is the most spoken all around the world .It is the language of globalization .Many acknowledge that learning English is a requirement to survive in today's world. Learning English means that we are taking the correct steps towards the present and the future since it is the language that we need to keep up with the information age. Frankly speaking, it enables us to communicate with people from other countries and cultures .It is an international channel of communication (Wallace, 1992 as cited in Hijazi , 2010).

Hasman ,2000; *Bataineh and Ayasreh, 2004*; Hijazi, 2010; Khader and Shaat,2010; Abu-Ghazaleh and Hijazi, 2011; Khan , 2011 and many other researchers asserted that English language plays an important role in today's world and that it should be one of the main basic elements in any educational system especially that we live in a world in which change is the norm .In fact, students need to learn English to cope with the world of technology so that they are not left behind as the world moves on. The Jordanian government recognized the importance of English language .As a result , English is taught to students at public and private Jordanian schools from grade one through grade twelve since the early days of independence .Besides , Jordanian Universities require all first year students to set for a placement test in English before registration and if students fail the placement test , they have to take LC 99 (a remedial course). Also, Jordanian Universities require students from all specializations to take two English courses as major University requirements which are LC 100 and LC 111.

In fact, Jordanian students encounter many difficulties when they learn English .One of the main reasons that leads to such difficulties is their learning environment. English is not their native language and this problem is common in any EFL situation. Students in Jordan do not use English to communicate outside

in their real life since the formal language of communication is Arabic. So, a number of them have little motivation towards learning English .They do not want to be fluent speakers of English. They focus only on what is required to pass their English exams. Honestly, only a small number of them are interested in English; those who want to complete their studies later on in foreign countries especially that the focus in this paper is on students who are English language learners not English language majors.

In addition, there are other reasons that lead to difficulties in learning English by university students such as: their background knowledge in English after ending the school stage and before joining the university, their English materials taught to them at the university level and their instructors of English and the methodology they follow while teaching (Suleiman, 1983; Mukattash, 1983 and Zughoul, 1983, 1987).

Generally speaking, this paper discusses the difficulties that Jordanian university non -English language major students face when learning English. In fact, this problem is really serious among the students and is deserved to be discussed.

Statement of the Problem

Teaching English in Jordan has a special interest from the Jordanian government as an important aspect in any educational system since English is the bridge that allows students to communicate with people from other countries to develop themselves meeting the current requirements of the world nowadays.

In fact, Jordanian university students from all specializations find difficulty in learning English. The researcher discovered that when she conducted a study with her colleague (Diala Abu- Ghazaleh, 2011) about Jordanian graduate and

undergraduate university students' attitudes towards the English language . Both researchers found that Yarmouk University students have positive attitudes towards learning English but they find it really difficult.

Besides, the researcher is an instructor of English at the Language Centre at Yarmouk University. While teaching students, she noticed that there is a serious problem since students suffer from weakness in English. They, for example, fail the same course more than one time (some of them fail the same course for seven times); the thing that caught the researcher's attention and led her to conduct this research to find out the difficulties students face when learning English from their own perspectives.

Questions of the Study

This study attempts to answer the following questions:

1-What are the difficulties that Jordanian University non – English language major students face while learning English as a foreign language from their own perspectives?

2-Are there any statistically significant differences in the difficulties that Jordanian University non - English language major students face while learning English due to their gender and college and the interaction between them?

Purpose of the Study

This study aims at finding out the difficulties that Jordanian University non - English language major students face while learning English from their own perspectives taking into consideration their gender and college .

Importance of the Study

Since there is a profound need to explore the difficulties that Jordanian non – English language major University students face while learning English, this study can be significant for both practice and research into the field of teaching English in Jordanian universities. It may contribute to more efficient English courses since the results of this study may suggest modifications for the content of the English courses taught at the university level. Thus, this study may contribute to the educational knowledge base of university staff and those who are engaged in the process of designing and assessing the English courses taught for non-English language major students at the Jordanian universities.

In addition, this study is hoped to shed light on the difficulties that Jordanian non - English language major University students face when learning English and the levels of such difficulties. Thus, the results of this study may present solutions that target steady and gradual improvements to overcome the difficulties of learning English and to improve teaching English in Jordan. Furthermore, the significance of this study may stem from the fact that no study was conducted in Jordan - according to the researcher’s knowledge- to investigate the difficulties that Jordanian non - English language major university students face when learning English so that the findings of this study can be used as a reference for other researchers to investigate the problem of this study in other Jordanian universities and to conduct further research.

Definition of terms:

- English LC 100 and LC111: Required English language courses that focus on the four skills.
- Non-English Language majors: Yarmouk University students who are specialized in any field except English.

Limitation of the Study

The generalization of the results of this study is limited to Yarmouk University non - English language major students in Irbid who are specialized in any field except English language.

Literature Review

Many research papers have been conducted discussing the difficulties that English language major students face while learning English as a foreign language. Unfortunately, surprisingly, there is a general lack of research on the issues surrounding non-English major students. Noora (2005) asserted that fact in her research about language learning preferences of Iranian undergraduates non-English majors. In her paper, she found that non-English majors are neglected in the literature since the focus is on English language majors. Thus, the question that should be asked in this respect is: can we treat all students from different specializations with the same approach used to deal with English language majors?!

Studies that focused mainly on students who are English language majors, revealed that Arab majors of English face problems in the four main skills: listening, reading, speaking and writing such as the study of Abdul Haq (1982) and Abbad (1988).The later stated that Arab majors of English face difficulties in both speaking and writing. Wahba (1998) mentioned that Arab students face problems in speaking and pronunciation. Such studies focused on English language majors not learners.

Bataineh and Ayasreh (2004) conducted a study about the Jordanian economics and administrative science students' perceptions of the need for business English courses and the potential impact of the use of English as the

predominant medium of instruction on academic achievement. In their study, they discussed many areas and one of these areas is the difficulties students face due to the use of English as the predominant medium of instruction according to their fields of study. The researchers found that the difficulties students face were grouped into instructor, student, language, and content related difficulties.

Noora (2005) found that Iranian non-English major students have positive attitudes towards language learning but negative ones towards language courses taught to them. Students asserted that instructors use traditional methods for teaching language which cannot help them to develop their communicative competence since they said that they do not need to learn English only for academic purposes but also for communication. This study revealed that non-English major students face difficulties related to the content of the courses and the methods of teaching instructors use while teaching.

In a unique study that shares the focus of this study, Shaat and Khader (2010) investigated the reasons behind non-English major university students' achievement gap in English language in Gaza strip. The sample of the study was selected from four universities. A questionnaire of 22 items was administered to the sample. Data was collected and analyzed statistically using the SPSS program. The results revealed that the English language syllabus, the university discipline, the evaluation process and the instructors of English were the main reasons behind students' achievement gap in the English language from their own perspectives. Besides, the results revealed that there were no statistically significant differences in the reasons behind non-English major university students' achievement gap in the English language due to their gender.

Generally speaking, the researcher noticed that most studies in the literature have dealt with English majors, but the fact is that there are far more students

studying English because it is a core requirement at all universities .Thus, this means that the vast majority of students who are studying English at universities are non – majors. As a result, all learners and their needs are of critical importance and should be taken into consideration since the main focus nowadays in Jordan and in the whole world is on the learner –centered approach where each group of students of each specialization has their own special needs that should be taken into consideration.

Method and Procedures

This section presents the methodology that the researcher followed in this study. It includes the population, the sample, the instrument and its validity and reliability, the dependent and the independent variables and the procedures of the study.

The population of the study

The population of this study is consisted of all the students of LC 111 at Yarmouk University in the first semester of the academic year 2011/2012.

The sample of the study

The researcher selected a random sample consisted of (119) female and male students. Table 1 presents the distribution of the sample according to the variables of the study.

Table 1

Distribution of the sample according to the variables of the study.

Gender	College	N
Male	Arts	28
	Science	36
	Total	64
Female	Arts	25
	Science	30
	Total	55
Total	Arts	53
	Science	66
	Total	119

The instrument of the study

To best achieve the objectives of this study, the researcher developed a questionnaire after reviewing the relevant existing literature of the difficulties faced by non-English language major students while learning English at the university academic level. Besides, opinions of the students of LC 111 were surveyed by asking them an open -ended question about the difficulties they face while learning LC 111. The researcher, then, adopt the common difficulties that students agreed upon and develop a questionnaire which consisted of two domains in its primitive form:

1- difficulties related to the educational content and. 2- difficulties related to the instructor. After that, the questionnaire was presented to (10) instructors at Yarmouk University from the department of curricula and

instruction and the department of measurement and evaluation. The jury were kindly asked to judge whether the items were enough, appropriate and comprehensive and whether they belong to the domain they come under. The jury suggested adding a third domain about the difficulties related to the students themselves. Besides, the jury suggested to omit a number of items and to add other ones. As a result, the questionnaire in its final form consisted of three domains as the following:

- The first domain: difficulties related to the educational content. (9) Items.
- The second domain: difficulties related to the instructor. (7) Items.
- The third domain: difficulties related to the students. (11) Items.

The reliability of the questionnaire

The reliability of the questionnaire was measured, using Test Re-test strategy, by administering it on a pilot sample consisting of 20 male and female students who were chosen from outside the sample of the study. The internal consistency coefficient was computed using Chronbach Alfa Formula (α) and it was 0, 88 .This percentage is acceptable for the purpose of the study.

The variables of the study

The variables of the study were the following:

A-The independent variables:

- 1-Gender: Males and Females
- 2-College: Arts and Science

B-The dependent variable

1-Difficulties that Non –English language major students of LC 111 at Yarmouk University face while learning English.

Procedures of the study

The following procedures were followed for the purpose of collecting data:

- 1- Determining the purpose of the study.
- 2- Determining the population of the study and the sample.
- 3- Developing the instrument of the study (the questionnaire) and determining its validity and reliability.
- 4- Distributing the questionnaire on the sample of the study.
- 5- Getting the results and analyzing them in light of the questions of the study.
- 6- Drawing conclusions and recommendations according to the results of the study.

The results of the study

The purpose of the current study was to find out the difficulties that non-English language major students face while learning English .The results of the study are presented according to the questions.

Results of the first question

The first question asked about the difficulties that non-English language major students face while learning English.

To tackle the results of the first question, means and standard deviations for the estimates of the sample on each domain of the three domains and on the instrument as a whole were calculated. The results are presented in Table 2.

Table 2

Means and standard deviations for the estimates of the sample on each domain of the three domains and on the instrument as a whole.

No.	Domain	Mean	Std. Deviation
1	instructor	3.75	0.91
2	course content	3.74	0.85
3	Student	3.66	0.88
All		3.72	0.76

It is clear from Table 2 that the mean of the sample's estimates on the questionnaire as a whole is (3,72) with a standard deviation of (0,76). Also, it is clear that the third domain (instructor) was in the first rank with the highest mean (3,75) and the highest standard deviation (0,91). The first domain (course content) was in the second rank with a mean of (3,74) and a standard deviation of (0,85) while the second domain (student) was in the last rank with a mean of (3,72) and a standard deviation of (0,88).

To find out the estimates of the sample on each item of the items of the first domain, means and standard deviations were calculated. The results are presented in Table 3 below.

Table 3

Means and standard deviations for the estimates of the sample on each item of the items of the first domain arranged in a descending order.

No.	Rank	Item	Mean	Std. Deviation
1	5	The assessment techniques used when assessing students' achievement in the course are not objective	3.68	1.53
2	4	The learning content of the course does not meet students' needs.	3.69	1.45
3	2	The content of the course focuses mainly on memorization and recitation than on interference and comprehension	3.76	1.55
4	9	The English learning content of the course is not well organized which make it unconnected	3.64	1.59
5	1	The content of the course focuses on giving students information more than promoting the four skills of English.	3.98	1.40
6	7	Lack of instructional aides used to explain and deliver the learning content.	3.80	1.61
7	3	There is no relationship between the content of the English courses and students' specializations	3.38	1.70
8	6	The course needs more instructional time than it is given now.	3.90	1.45
9	8	The content of the course is not congruent with students' mental abilities.	3.84	1.47
course content			3.74	0.85

It is clear from Table 3 that the fifth item comes in the first rank followed by the third item which comes in the second rank while the fourth item comes in the last rank.

Besides, to find out the estimates of the sample on each item of the items of the second domain, means and standard deviations were calculated. The results are presented in Table 4 below.

Table 4

Means and standard deviations for the estimates of the sample on each item of the items of the second domain arranged in a descending order.

No.	Rank	Item	Mean	Std. Deviation
10	1	Students are weak in English in general	3.40	1.59
11	7	There is a gap between what students learn in school and what they learn in university	3.81	1.44
12	3	Most students tend to pass the course more than making use of it.	3.80	1.62
13	4	Most students feel that they do not benefit from English courses	3.26	1.78
14	5	Students need more than two courses to develop their English basic skills	4.03	1.41
15	2	Most students feel that the learning content of the course is not related to their real life situations	4.05	1.43
16	6	The classrooms are crowded with students	3.28	1.68
	Student		3.66	0.88

It is clear from Table 4 that item number (10) comes in the first rank and item number (15) comes in the second rank while item number (11) comes in the last rank

In addition, to find out the estimates of the sample on each item of the items of the third domain, means and standard deviations were calculated. The results are presented in Table 5 below.

Table 5

Means and standard deviations for the estimates of the sample on each item of the items of the third domain arranged in a descending order.

No.	Rank	Item	Mean	Std. Deviation
17	3	Individual differences among students are not considered when delivering the learning content to the students.	3.91	1.50
18	1	Instructors use lecturing as their main instructional method more than using modern instructional methods.	4.09	1.42
19	11	Instructors do not use intervention programs to remedy students' poor performance in English.	3.43	1.67
20	5	Some Instructors do not have the needed instructional competencies.	3.75	1.47
21	6	Instructors deliver much information in the same class than students can obtain.	3.72	1.52
22	10	Some instructors lack a clear picture about the students' poor performance in English.	3.50	1.59
23	4	Instructors give some examples without being fully explained.	3.86	1.57
24	8	Instructors do not use appropriate instructional aides to deliver the learning content to the students.	3.62	1.62
25	7	Some instructors speak quickly as their students are English native speakers, thus students are not able to follow what the instructor is delivering in the class.	3.71	1.54

No.	Rank	Item	Mean	Std. Deviation
26	2	Instructors' use of English as an instructional language in most class time makes it difficult for some students to understand the learning content delivered for them.	4.03	1.29
27	9	Lack of real interaction between instructors and students.	3.58	1.58
Instructor	3.75	0.91		

From Table 5, it is noticed that item number (18) comes in the first rank and item number (26) comes in the second rank while item number (19) comes in the last rank.

Results of the second question

The second question asked if there are any statistically significant differences in the difficulties that Jordanian University non - English language major students face while learning English due to their gender and college and the interaction between them.

For answering this question, means and standard deviations for the estimates of the members of the sample on the instrument as a whole and according to gender and college variables and the interaction between them were calculated. Table 6 presents the results.

Table 6

Means and standard deviations for the estimates of the members of the sample on the instrument as a whole and according to the gender and college variables.

Gender	College	Mean	Std. Deviation	N
Male	Arts	3.80	0.41	28
	Science	3.66	0.80	36
	Total	3.72	0.66	64
Female	Arts	3.48	1.03	25
	Science	3.92	0.66	30
	Total	3.72	0.87	55
Total	Arts	3.65	0.78	53
	Science	3.78	0.74	66
	Total	3.72	0.76	119

It is clear from Table 6 that there are statistically significant differences in the means of the estimates of the sample of the study on the instrument as a whole and according to gender and college variables. In order to find out the significance of these differences, Two Way ANOVA was used. Table 7 below shows the results.

Table 7

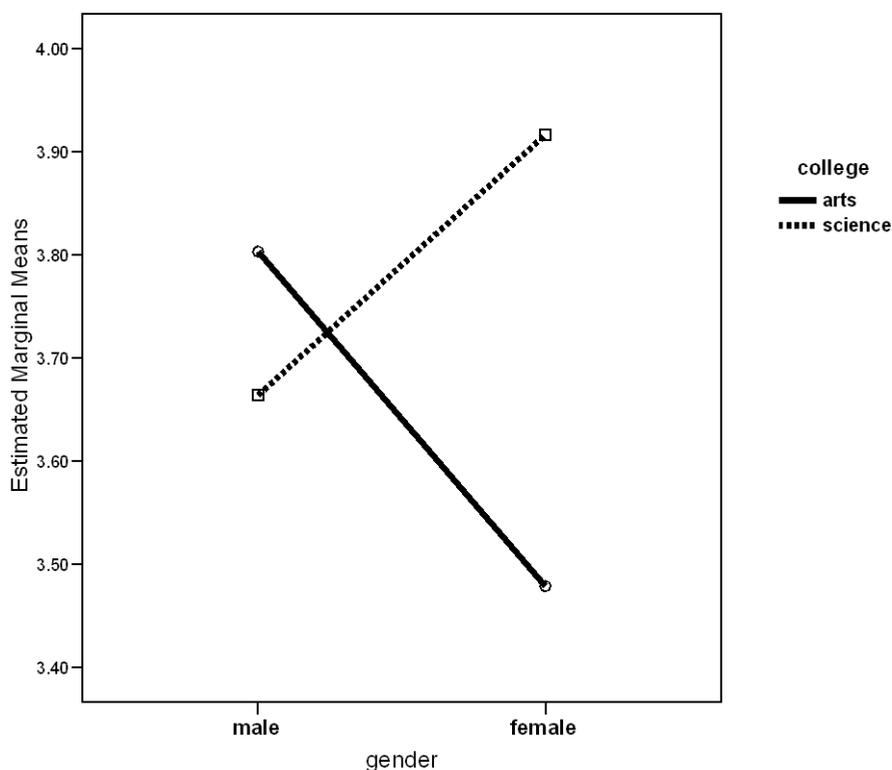
The results of Two way ANOVA for the estimates of the sample on the instrument as a whole and according to the gender and college variables and the interaction between them.

Source	Sum of Squares	Df	Mean Square	F	Sig.
Gender	0.038	1	0.038	0.067	0.797
College	0,650	1	0,650	1,147	0,286
gender * college	2.432	1	2.432	4.291	0.041*
Error	65.178	115	0.567		
Total	68.096	118			

Table 7 shows the following:

-There are no statistically significant differences at ($\alpha =0,05$) between the means of the estimates of the sample on the instrument as a whole due to gender and college variables since the value of the statistical significance was more than 0,05.

- There are statistically significant differences at ($\alpha =0,05$) between the means of the estimates of the sample on the instrument as a whole due to the interaction between the gender and college variables in favor to the students of the college of science and the following figure shows that :



Furthermore, means and standard deviations for the estimates of the sample on the domains of the instrument of the study and according to the gender and college variables were calculated .Table 8 shows the results.

Table 8

Means and standard deviations for the estimates of the sample on the domains of the instrument and according to the gender and college variables.

Gender	college	Mean	Std. Deviation	N
Male	arts	3.86	0.62	28
	Science	3.84	0.88	36
	Total	3.85	0.77	64
Female	arts	3.40	1.03	25
	science	3.79	0.80	30
	Total	3.61	0.93	55
Total	arts	3.64	0.86	53
	science	3.82	0.84	66
	Total	3.74	0.85	119
Male	arts	3.77	0.62	28
	science	3.54	0.95	36
	Total	3.64	0.82	64
Female	arts	3.48	1.07	25
	science	3.85	0.82	30
	Total	3.68	0.95	55
Total	arts	3.63	0.87	53
	Science	3.68	0.90	66
	Total	3.66	0.88	119

Male	arts	3.78	0.60	28
	science	3.59	0.85	36
	Total	3.68	0.75	64
Female	arts	3.54	1.27	25
	Science	4.06	0.79	30
	Total	3.82	1.06	55
Total	arts	3.67	0.97	53
	science	3.81	0.85	66
	Total	3.74	0.91	119

From Table 8, it is noticed that there are statistically significant differences in the means of the estimates of the sample on each domain of the three domains of the instrument and according to the gender and college variables. To find out the statistical significance of these differences, MANOVA ANALYSIS was used .Table 9 shows the results.

Table 9

The results of MANOVA ANALYSIS for the estimates of the sample on each domain of the three domains of the instrument and according to the gender and college variables and the interaction between them.

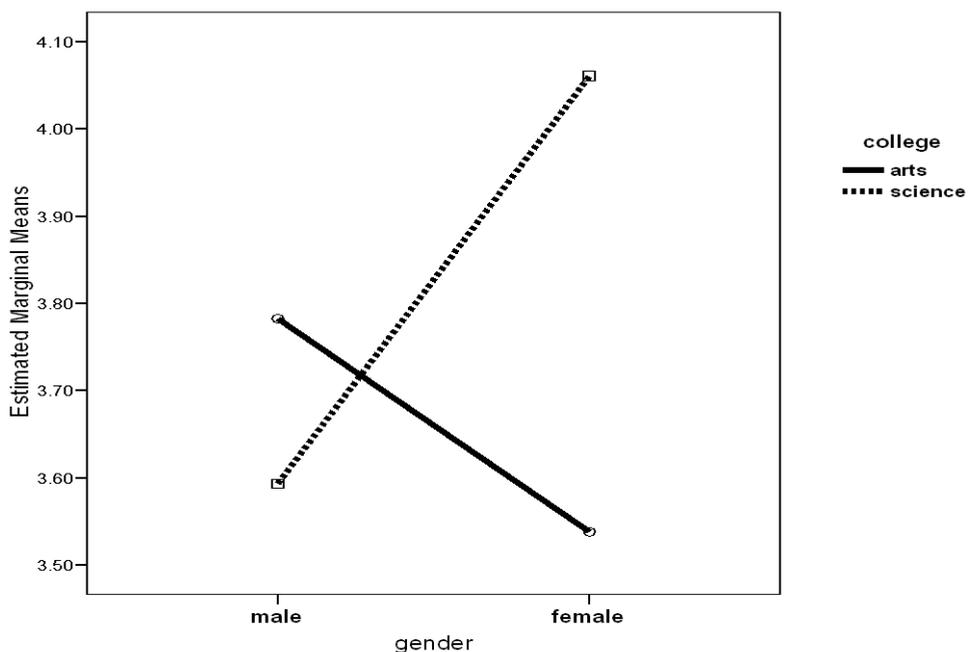
Source	Dependent Variable	Sum of Squares	Df	Mean Square	F	Sig.
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Gender	course content	1.874	1	1.874	2.640	0.107
	Student	0.004	1	0.004	0.005	0.943
	instructor	0.363	1	0.363	0.455	0.501
Hotelling's Trace 0.61	course content	1.000	1	1.000	1.409	0.238
	Student	0.166	1	0.166	0.215	0.644
	instructor	0.812	1	0.812	1.018	0.315
College	course content	1.164	1	1.164	1.639	0.203
	Student	2.579	1	2.579	3.339	0.070
	instructor	3.699	1	3.699	4.636	0.033*
gender college * Wilks' Lambda=0.958	course content	81.641	115	0.710		
	Student	88.833	115	0.772		
	instructor	91.770	115	0.798		
Error	course content	85.679	118			
	Student	91.582	118			
	instructor	96.645	118			
Total	course content					
	Student					
	instructor					

Table 9 shows the following:

- There are no statistically significant differences at ($\alpha = 0,05$) between the means of the estimates of the sample on each domain of the three domains of the instrument due to gender and college variables since the value of the statistical significance was more than 0,05.

- There are statistically significant differences at ($\alpha = 0,05$) between the means of the estimates of the sample on the (instructor) domain due to the interaction between gender and college variables in favor to the students of the college of science and the following figure shows that:



Discussion of the Results

1-Discussion of the results of the first question:

The results of the first question showed that the domain of (Instructor) was in the first rank followed by the domain of (course content) which was in the second rank while the domain of (student) was in the last rank. The researcher explained this by the following :

1-The instructors at Yarmouk University may not be trained appropriately on the modern instructional methods which take into account the individual differences among students. So, the instructors may be following a traditional way in teaching English (lecturing) regardless of students' level in English and the

individual differences among them. In fact, this result agreed with the result of many researchers such as the result of the study of Noora (2005) who found that Iranian instructors use traditional methods for teaching language which cannot help students to develop their communicative competence. Her study revealed that non-English major students face difficulties related to the methods of teaching instructors use while teaching.

Besides, students complain that most of their instructors speak English all the time during the lecture so that they cannot follow up which makes it difficult for them to understand well. In fact, the researcher is really worried about this point since she discussed it with a large number of her students. Most of the students said that they don't know anything in English to the degree that some of them are not able to produce a single sentence in English without errors. They said that they want their instructors to use Arabic (mother language) besides English in order to understand. In fact, the researcher believes that using a bilingual method for teaching English is a wrong methodology which may affect the learning process as a whole negatively. But at the same time, the researcher don't blame the students since she thinks that the problem refers to the school stage; English is not taught properly at that stage in Jordan. During the twelve years of school, teachers use Arabic while teaching English and don't encourage students to practice English only; they always try to explain everything in Arabic. As a result, at the end of this stage, Jordanian students cannot achieve fluency or mastery over the English language. So that when they enter to the university environment they may find it too difficult to listen to an instructor who speaks English all the time when teaching LC 100 and 111 courses especially that those students are of different specializations except English and most of the courses taught to a large number of them is in Arabic especially in the faculties of Arts and Education.

2-The content of LC 111 focuses on giving information more than promoting the four skills of language and focuses on memorization rather than on comprehension. Frankly speaking, the researcher finds that the problem is not in the content of LC 111 since the book (Total English) taught to the students contains subjects that promote the four skills such as writing, speaking, listening and reading exercises but the problem is in the syllabus which shows a lack of balance in the subjects that instructors have to give while teaching the course. This syllabus requires the instructors to give only reading texts, vocabulary and grammar exercises in a certain period of time. Honestly, speaking, writing and

listening exercises are excluded from the syllabus for many reasons such as the lack of time needed to cover the whole material, the large number of students in each class and the limited number of cassette recorders and the lack of other university facilities that students need while learning.

In fact, surprisingly, the adopted methodology for language teaching in Jordan is claimed to be based on the communicative approach since language is for communication, but because of neglecting speaking, writing and listening it is more likely to be based on the Grammar Translation Method. In such case, the focus will be on memorization and rote learning rather than on comprehension and creativity. In this way, students will memorize information, reproduce it in the exam halls and forget it in the same day. This result agreed with the result of Shaat and Khader' study (2010) who investigated the reasons behind non-English major university students' achievement gap in English language in Gaza strip and found that the English language syllabus is one of the main reasons behind students' achievement gap in the English language .

3-Jordanian students, in general, are weak in English .This maybe due to several factors such as the inadequate learning through the school stage before joining the university, the instructors' teaching methodology, the lack of practicing English in real- life situations and many other factors. Besides, the subjects given in LC 111 are not related to students' real –life and authentic situations so that students said that they do not really make use of LC 100 or 111 either in their specializations or in their real –life so they study such courses for the purpose of passing the test and not to face real life situations and as a result, a large number of them fail such courses more than one time.

2-Discussion of the results of the second question:

Results of the second question revealed that there are no statistically significant differences at ($\alpha =0,05$) between the means of the estimates of the sample on the instrument as a whole and on each domain of the three domains of the instrument due to gender and college variables since the value of the statistical significance was more than 0,05. Frankly speaking, The researcher found that the previous result is expected since all the students of this study (males and females) are learning in the same way and under the same circumstances and as a result no differences appeared among them.

On the other hand, the results revealed that there are statistically significant differences at ($\alpha =0,05$) between the means of the estimates of the sample on the

instrument as a whole and on the (instructor) domain due to the interaction between gender and college variables in favor to the students of the college of science. In fact, this result is so logical since in the college of science, English language is used as a medium of instruction. Therefore, students of this college study courses that prepare and train them to work through English so that those students are more capable to follow –up with the instructors since their English language fortune is better somehow than those students of the college of arts where Arabic is the medium of instruction and most of the courses they study are in Arabic.

Recommendations:

In light of the previous results, the researcher recommends the following:

1-Re-training the instructors of LC 100 and 111 courses at Yarmouk University through conducting training programs to train them on the modern teaching methods which take into consideration the individual differences among students.

2-Adopting a new syllabus that take into account the major four skills of English for teaching LC 111 course.

3-Adding subjects to the content of LC 111 course that are related to students' real –life situations.

4-Conducting further research about the difficulties that non-English major university students face while learning English as a foreign language because of the lack of such studies in the literature.

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