

## **Attitudes of Indian and Saudi Students In Learning English as a Second Language (ESL)/English as a Foreign Language (EFL): A SWOT Analysis**

### **Abstract**

This research studies the similarities and differences in the attitudes of students who studied English as a Second Language (ESL) in India and students who studied English as a Foreign Language (EFL) in Saudi Arabia through the use of SWOT analysis. The data was collected from 65 ESL/EFL students, studying English majors, through the use of two questionnaires that had 16 questions each separately meant for both the students with ESL and EFL backgrounds respectively. Out of the total of 16 questions, the first 3 were personal questions that included their names, courses they enrolled in, and their age, which were not mandatory to be answered. Of the remaining 13 questions, 4 had to be answered in order of their preference. The third part of the questionnaire had 5 questions based on LSRW skills, and 4 were open-ended questions based on SWOT (Strength, Weakness, Opportunity, Threat) analysis. Their strengths, weaknesses, opportunities, and threats were compared and analyzed, and suggestions were provided to help the students of both the backgrounds as well as their instructors in overcoming the issues that they majorly face in learning the English language.

**Keywords:** Attitudes, English as a Second Language (ESL), English as a Foreign Language (EFL), SWOT analysis

### **1. Introduction**

The English language today enjoys the privilege of being called the global language because it has become the part and parcel for business purposes all over the world. This, in turn, has triggered the interest of people from different parts of the world in learning it either as a foreign language or as a second language, depending on the country where the learner is residing. English as a Second Language (ESL) and English as a Foreign Language (EFL) are two different categories in which the language is studied. It is indeed necessary to know that both are different in terms of language functions, learning and teaching methods, learning environment, and in the approach of learners towards the target language. ESL refers to the use of the English language in a country where it is used next to the mother tongue and is also implied as the official language of that country alongside L1, which means that their official documents are in both L1 and L2. These countries use their mother tongue for day-to-day interactions and use English in formal settings. India is a country that belongs to this category. On the contrary, EFL is used in countries where it does not enjoy the official status but is used for interacting with the native speakers of English, for interacting with the speakers of other languages residing in these countries, for opening up avenues for themselves in the world businesses, or for dealing in situations where they wish to go to the

western nations for further studies or job. Saudi Arabia is a country that belongs to this category.

To analyze the interest of students in learning English, it's necessary to know the factors governing them. These factors include attitude and motivation - one's level of attitude and motivation are believed to be the driving factors behind successful learning of any language. A lot of research has been done on both to get to the core of the matter. An example of motivation can be cited from the research conducted by Munipah in 2008. In her study "The Students' Motivation in Learning English", she analyzed through the data collected on how high or low the motivation level is in learning English (for the students of Jakarta), and she found out that 9% had high motivation and 91% had medium motivation with nil low motivation (n.p.). It is indeed the motivation level of the student that decides what, how, and for how long the student wishes to learn something. This, in turn, affects the attitude of the students towards that language or subject. Scholars believe attitude to be a part of motivation. According to Gardner, "motivation...refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language" (p. 10). The attitude of the learner has a major impact on the effort, orientation, and result of his/her learning a language. Without seeing a strong purpose in learning the English language and its positive impact on one's career later on in life, it won't be possible for a learner to spend time and energy on it. It is indeed necessary to know the fact that all the four language skills in English, LSRW, cannot be easily acquired due to the reason that learners in India as well as in the Kingdom of Saudi Arabia seldom get the chance to interact with the native speakers of English, which would have automatically helped them in learning both the receptive and the productive skills. Learning is one strategy that the students of ESL and EFL backgrounds can be seen using so as to master the English language (Block, 1986; Oxford, 1990).

SWOT (strengths, weaknesses, opportunities, threats) analysis was, initially, used in the business environment to analyze the position of a company in the market and to recognize its strengths and weaknesses so as to work on them and improve the growth of the company (Rozmi et al., 2018; Wu, 2020). SWOT analysis is not limited to business organizations now, but has spread to other areas where the experts have used it to improve the works in their fields, like in healthcare, agriculture, management, marketing, etc. In the education sector, higher educational institutions have started using SWOT analysis to conduct strategic planning (Benzaghta et al., 2021). Universities like California State University, Iowa State University, Montana State University, and Ball State University, used SWOT analysis to gauge their place in the academic market (Balamuralikrishna & Dugger, 1995; Helms & Nixon, 2010).

SWOT analysis is, similarly, also used to measure one's personal growth and figure out the reasons that create hindrances to that growth. Being fully aware of these areas "assists in adding surmounting efforts to enhance these qualities" (Shamim, 2003, p. 124). Similar approach can also be applied to the learning of the English language as ESL/EFL. It will surely become easy for learners if they are aware of their weaknesses and strengths in this area, and to know whether the issues are more from within (one's ability to learn the language) or from the environment. The following is the diagram of SWOT analysis that has 2 internal factors- strengths and weaknesses; and 2 external factors- opportunities and threats:

## List 1. Internal factors for SWOT analysis

Internal Factors	Strengths	Weaknesses
External Factors	Opportunities	Threats

Existing research has made comparisons in the approaches and situations of ESL and EFL learners from different theoretical frameworks, but not much research has been done to analyze the internal as well as the external factors from the perspective of the students who are learning English in circumstances either congenial or non-congenial to them; and no research has been taken up to analyze the differences and similarities in the attitudes of Indian and Saudi students in the learning of the English language from the angle of SWOT analysis. SWOT analysis is being used for the first time in this context to analyze the subjects' internal and external factors that play a major role in developing their positive or negative attitudes in learning the target language. Therefore, this research seeks to find answers to the following questions:

1. What are the internal and external factors for Indian and Saudi students that play a major role in developing positive or negative attitudes in them in learning the target language?
2. What are the environmental threats that hinder them from learning the English language?
3. Which of the language skills (LSRW) do the ESL (Indian) and EFL (Saudi) students find easy to learn?

## 2. Literature Review:

Existing literature on ESL/EFL study and SWOT analysis have been reviewed, which have direct connection to the present study. The literature review has been given under two sub-sections.

### 2.1. Second language and foreign language acquisition

Immense research has been done in the recent past on various facets of learning English as a second language and English as a foreign language. The researches have studied both the categories individually as well as in comparison. They have figured out that there are certain differences between the two from the perspective of methods, environment, and teaching practices. ESL learners seem to get more exposed to the target language (as compared to the EFL learners) because the pedagogical practices in such countries focus more on meaning and fluency rather than the grammatical structures (E. T. Vold, 2022).

The environmental backgrounds are responsible for the differences in the learning habits of ESL and EFL students. ESL learners freely seem to use English to communicate in their natural surroundings, but EFL learners don't tend to make use of English in situations where they can do without it (Xie Lixin, 1997). Buschfeld and Kautzsch (2017) compared EFL and

ESL situations and stated that both have interconnectedness in society, ethnicity, age, and level of proficiency for which they developed the EIF model (Extra and Intra-territorial Forces). This model emphasized that language development was due to the influence of language learning context. The model further stated that the differences in the level of writing which arose because of language acquisition contexts must be analyzed by considering a wider range of variables like education, social, and political factors.

The attitudes and motivational levels of students also determine their level of learning a language. It has been seen that ESL students have more intrinsic motivation than EFL students due to the fact that ESL candidates have to use English in their daily lives unlike the EFL candidates (D. Krieger, n.d.). In a study, 112 students of English from Umm AL- Qura University in Saudi Arabia were examined in which their attitudes in learning the English language was studied. They reached the conclusion that most of the EFL learners had a highly positive attitude towards learning the language, which led them to acquire high GPAs. This was followed by the students whose attitude towards the language was average to low, which led them to score an average to low GPA (Al Samadani & Ibnian, S.S., 2015). A similar study was conducted in Iran on EFL learners and it was found that students have positive approach towards learning the language, which showed significant relationship between their attitude and speaking proficiency (Zeinivand et al., 2015). Attitudes of students of some countries, like Turkiye, is positive towards learning English but they are not highly oriented in doing so as they prefer speaking Turkish among themselves (Karahan, 2007).

Depending on their country, second language learners can choose to use a variety of dialects and accents while speaking in English, like Indian English, Nigerian English, Ghanaian English, instead of RP (Received Pronunciation), whereas EFL learners do not have to struggle with this because their complete focus is not on mastering the foreign language but being able to use it well enough to be able to make a career in it or just to communicate well (Kachru, 1992). Teaching the accent and pronunciation to the non-native speakers has invited different strategies to be used by the teachers in the classroom. J.M. Murphy (2014) studied the non-native models in ESL/EFL pronunciation teaching and stated, "As teachers and other specialists explore possibilities for including illustrations of I&CNNE [intelligible and comprehensible non-native English] pronunciation, it will be helpful if such efforts begin to serve as a basis for action research and more formal research in both teacher preparation and ESL/EFL programs". To help students of both ESL and EFL groups to improve their pronunciation, cognitive and social pronunciation learning strategies can be used in the classrooms (Mirza, 2015).

## 2.2. SWOT Analysis

SWOT analysis originated from Harvard Business School in the 1950s, where organizational strategies were studied in relation to their environment (Chermack & Kasshanna, 2007; Chang & Chow, 1999). In 1960s, Albert Humphrey analyzed 500 companies in order to develop a system of change management and control (Madsen, 2016). After the 1960s, SWOT analysis started being used in different areas of research, such as healthcare, agriculture, management, and marketing. It, then, also became widely used in education for strategic planning as well as in decision-making (Zhu and Justice Mugenyi, 2015). By the 1990s, SWOT analysis was the major framework used in strategic management

(Hoskisson et al., 1999). In the 21st century, researchers have combined different techniques and methods with SWOT analysis to produce powerful strategic decisions (Benzaghta et al., 2021). Currently, the researchers have focused upon using SWOT analysis to study the use of Artificial Intelligence (ChatGPTs) in academia (Farrokhnia et al., 2023).

### 3. Research Method:

The study used parallel design of mixed methods research design. As this design focuses on the quantitative phase, which is followed by the qualitative phase (Creswell, 2011), the questionnaire designed for this study had questions which were to be answered on the likert scale as well as questions that demanded subjective answers from the candidates. Thus, this questionnaire was used as a tool for this study.

The purposive sample method was used under which the maximum number of subjects with average intelligence and skills were chosen so as to represent the larger group of people. This method helped in getting to the core of the intentions and attitudes of the general population of students from both the countries regarding their purpose of acquiring the English language. The selection of the average category of students was done through analysing their previous grades in the courses they studied.

#### 3.1 Participants

The subjects of this study were the students of BA (English major) final year and MA (English) in 2022-23 academic year conducted remotely (for Indian subjects) and face-to-face (for Saudi subjects) through the distribution of questionnaires. All the students selected for this study belonged to the average category with maximum number of the respondents being females: 30 out of 32 Saudi students being females and 28 out of 33 Indian students being females. Their scores in previous exams were noted and the selected candidates' percentage of marks ranged from 55% to 78% (Indians- as they follow the UK grading pattern) and 60% to 88% for Saudis. Their age range was 16-25 years.

#### 3.2 Instruments

The instruments used for collecting data were- questionnaire and students' percentage in previous exams. The marks of the students were collected from the teachers' mark sheets. Data was collected through the use of 2 questionnaires having similar 16 questions. These questionnaires were used to measure the attitudes of subjects through SWOT analysis. The attitudes of learners lead them to develop interests in either 1,2,3 or all 4 of the LSRW skills which have been measured in this study from the perspective of both the second language and foreign language learners through 10-point likert scale. The 4 closed-ended questions in the second part of the questionnaire were analyzed in the following manner:

List 2.4 closed-ended questions

Positive		Neutral	Negative	
Totally	Very much	Average	Very little	Nil

#### 3.3 Validity and Reliability of Research instruments

The study was piloted after validating the data collection tools. The questionnaire was sent to a panel of experts to establish its face validity; and the questionnaire was piloted twice on 8 randomly selected candidates to “detect and rectify potential problems” (Grimstad, 2013, p.80). The feedback of the experts was incorporated in the questionnaire for improvement as well as minor changes were made in the wordings of the questions to bring brevity in the content.

## 4. Result

### 4.1. Responses from Indian Students Studying English as a Second Language

Out of the 33 total respondents, 26 chose to mention their personal details. The respondents were students of BA (English) and MA previous (English) at the University of Lucknow, India and Integral University, Lucknow, India.

The responses to the second section of the questionnaire are shown in the graph below:

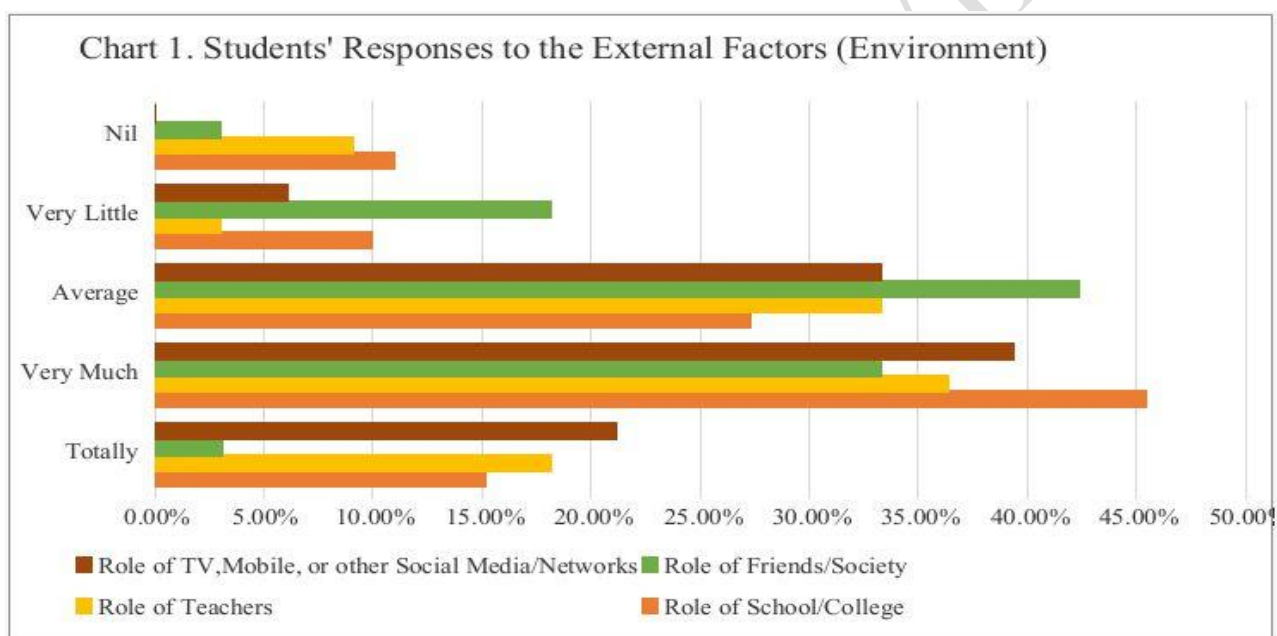


Chart 1 shows the responses of the students for questions 4-7 in which they chose whether or not the environmental factors (role of school/college, role of teachers, role of friends/society, and role of television, mobilephone, or other social media/networks) impacted their learning of English as a second language.

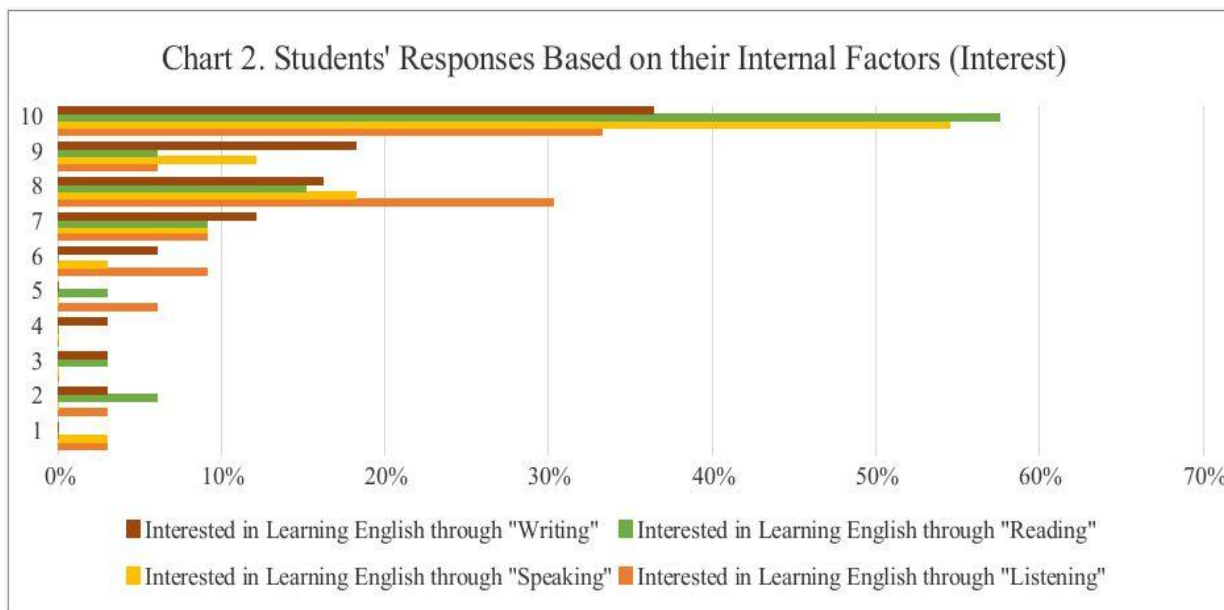


Chart 2 shows the responses of the students for questions 8-11 in which they chose their level of interest in learning the 4 language skills (Listening, Speaking, Reading, and Writing). These are the internal factors that impact their attitude towards the learning of English as a second language.

In response to the next question (Q.12), “Which of the above skills (Listening, Speaking, Reading, and Writing) has been the easiest for you to learn / acquire?”, 33.3% of respondents answered Reading, 27.3% answered Listening, 24.2% answered Speaking, and 15.2% answered Writing.

The fourth part of the questionnaire was open-ended. Its first question was - “Do you find that learning English as a second language has been beneficial to you so far/will be in the future? How?” This question was related to the first part of the SWOT analysis window pane - strength. The responses were analyzed based on the criteria they thought were important in learning English, which gave them power and strength to deal with people and different situations in society. 100% of respondents answered “Yes” to this question and gave various reasons for why do they think that learning English is beneficial for them.

The second question was based on the second pane of SWOT analysis- weakness. The question was - “What are the weaknesses or problems that you face/faced in learning English?”. To this, there were a total of 9 ideas given by the 33 respondents out of which some referred to more than one weakness. These reasons include the following: 6 respondents stated, “lack of proper vocabulary” to be their weakness in learning the language, 8 said “grammatical mistakes”, 5 believed, “lack of confidence in speaking proper English” is the problem, 1 found out that the weakness was in the “education system that taught them ornamental English which led them awry from the English used in real life”, 5 responded that their weaknesses lied in “not being able to find people who are wishing to communicate in English”, 2 found, “understanding the native speech due to their accents” as an hindrance, 2 stated, “lack of proper guidance and practice” to be the weakness, and lastly, 4 said, “they think they don’t have any weakness”.

The third question was based on the other pane of SWOT analysis- opportunities. The question was - "What are the Opportunities that you can attain through learning English as a Second Language?". To this, there were a total of 9 ideas given by the 33 respondents, which are as follows: 3 stated that "using English on social media platforms helped them reach out to more people around the world", 4 said that it opened "avenues for them to become either a content writer or take up a job of a teacher", 11 believed that "English can lead to getting good jobs, in career advancement as well as to personal growth too", 1 responded that "learning English would help in becoming a professional translator", 1 stated "It will help in skill development as more opportunities to enhance various skills will be available", 3 find "English generates opportunities to be heard by people around you", 4 are of the opinion that "Education will be available easily (specially for studying abroad) if one knows English", 1 opined "English will open up access to information", and lastly, 4 found it hard to mention 1 or 2 opportunities and stated that the opportunities would be "infinite" if one learns the English language.

The fourth question was based on the last pane of SWOT analysis- threats. The question was - "What are the 'threats' that you face around you when you use the English language to communicate in formal or informal settings?". To this, 7 threats were reported by the respondents that are as follows: 3 stated, "Being judged by others: the listeners think that I am oversmart", 4 said, "Misunderstandings happen if English is used in informal settings", 4 believe that if incorrect "grammar" is used it'll act as a threat in both formal and informal settings", 5 said, "Not many people can communicate in English in India, so it acts as a threat", 2 respondents answered, "Feel insecure about one's own roots and language and culture", 2 stated, "People are still thinking it as a parameter of intelligence, in spite of a medium to communicate", 4 said, "Lack of vocabulary poses as a threat for them". Lastly, there were 9 respondents who found that "they never faced threats when communicating in English".

#### **4.2. Responses from Saudi Students Studying English as a Foreign Language**

Out of the 32 total respondents, 22 chose to mention their personal details. The respondents were students of BA (English) course at the University of Bisha, Kingdom of Saudi Arabia.



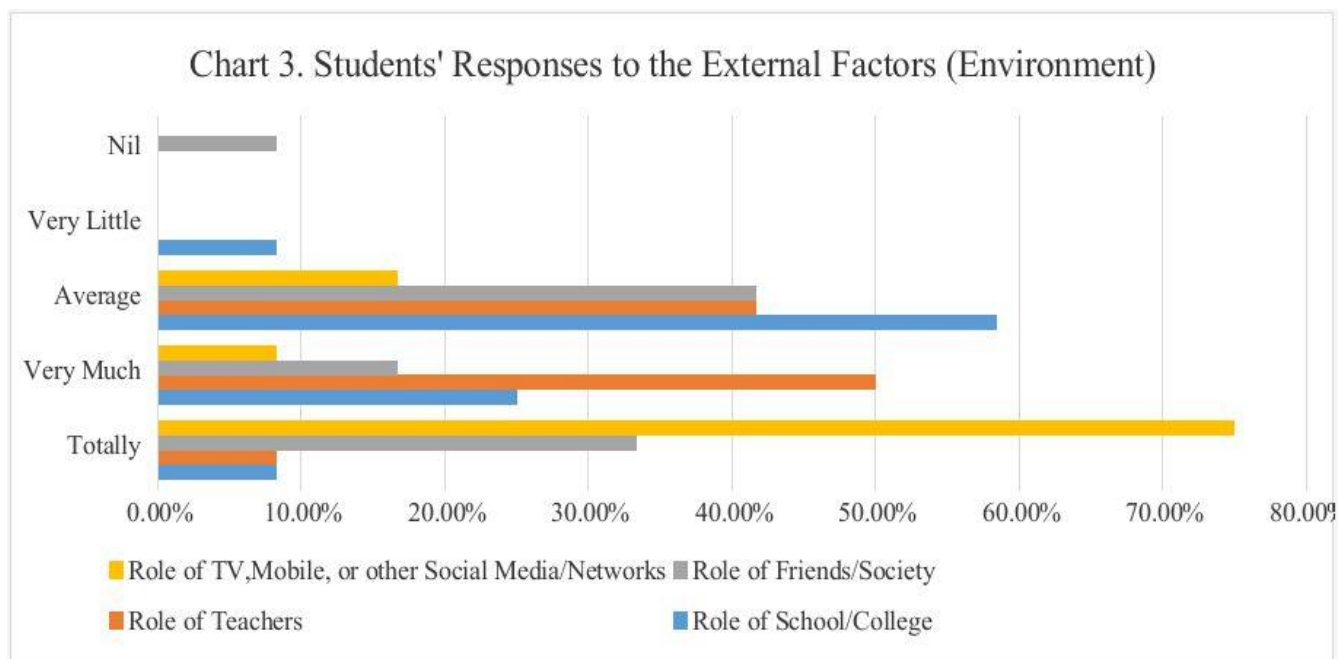


Chart 3 shows the responses of the students to questions 4-7 in which they chose whether or not the environmental factors (role of school/college, role of teachers, role of friends/society, and role of television, mobilephone, or other social media/networks) impacted their learning of English as a foreign language.

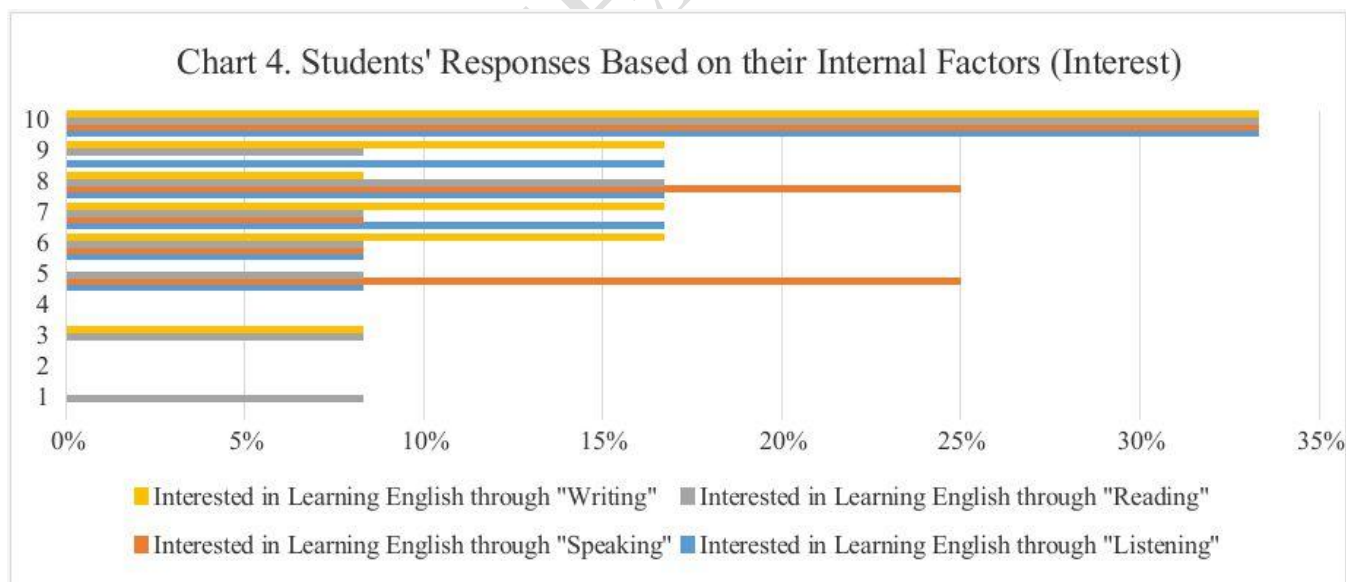


Chart 4 shows the responses of the students for questions 8-11 in which they chose their level of interest in learning the 4 language skills (Listening, Speaking, Reading, and Writing). These are the internal factors that impact their attitude towards the learning of English as a foreign language.

In response to the next question, "Which of the above skills (Listening, Speaking, Reading, and Writing) had been easy for you to learn/acquire?", 50% of respondents

answered Reading, 25% answered Listening, 16.7% answered Speaking, and 8.3% answered Writing.

The fourth part of the questionnaire was open-ended. Its first question was - "Do you find that learning English as a foreign language has been beneficial to you so far/will be in the future? How?" This question was related to the first part of the SWOT analysis' window pane- strength. The responses were analyzed based upon the criteria they thought were important in learning English, which gave them power and strength to deal with people and different situations in society. 100% of respondents answered "Yes" to this question and gave various reasons for why they think that learning English is beneficial for them. The reasons include: "English helps in communicating with more people on social media and also helps in understanding other cultures", "English will help in travelling around the world", and "It will help in finding a good job within Saudi Arabia as well as outside".

The second question was based on the second pane of SWOT analysis- weakness. The question was - "What are the weaknesses or problems that you face/faced in learning English?". To this, there were a total of 7 ideas given by the 32 respondents. These reasons include the following: 17 respondents stated "lack of confidence in speaking fluently in English" to be their weakness, 3 said "using correct grammar in speaking and writing", 3 said that "using correct spellings of English" is their weakness, 2 stated that "lack of practice in speaking and writing" is the the weakness, 2 responded that their weakness lied in "not being able to find people who are wishing to communicate in English". Lastly, 5 said that "they think they don't have any weakness".

The third question was based on the other pane of SWOT analysis- opportunities. The question was - "What are the opportunities that you can attain through learning English as a Foreign Language?". To this, there were a total of 5 ideas given by the 32 respondents, which are as follows: 8 stated that "using English will help them in getting more job opportunities", 6 said that it opened "avenues for them to take up the job of a TEFL teacher", 4 stated that "It will give them access to deal with large group of people both within Saudi Arabia as it has lots of expatriates as well as outside the country too". Lastly, 14 found it hard to mention 1 or 2 opportunities and stated that the opportunities would be "infinite".

The fourth question was based on the last pane of SWOT analysis- threats. The question was - "What are the threats that you face around you when you use the English language to communicate in formal or informal settings?". To this, 4 threats were reported by the respondents that are as follows: 9 stated, "They can't speak fluently so they get judged by listeners", 3 said, "making mistakes while speaking and writing", 3 believe, "using informal language in formal settings act as a threat", 3 said, "mispronouncing words gives a bad impression on the listener". Lastly, there were 14 respondents who found that "they never faced threats when communicating in English".

## **5. Discussion:**

This study analyzed the similarities and differences in the learning behaviour and attitude towards the English language of the students of India and Saudi Arabia as well as the internal & external factors that governed them. The first 3 questions were based on their names, age,

and courses they enrolled in: they were given the freedom to mention these details or skip these questions. The second set of questions (Questions 4-7) were compared with both the ESL and EFL respondents. The comparison has been shown in the table below:

Table 1.

*Percentage of Responses (Role of External Factors in Helping them Learn the English Language)*

Question	Totally		Very Much		Average		Very Little		Nil		Result
	ESL	EFL	ESL	EFL	ESL	EFL	ESL	EFL	ESL	EFL	
1) Role of school/college in helping you learn English.	15.2%	8.3%	45.5%	25%	27.3%	58.4%	10%	8.3%	11%	0%	Positive = ESL (60.7%) EFL (33.3%) Neutral = ESL (27.3%) EFL (58.4%) Negative = ESL (21%) EFL (8.3%)
2) Role of teachers in helping you learn English.	18.2%	8.3%	36.4%	50%	33.3%	41.7%	3%	0%	9.1%	0%	Positive = ESL (54.6%) EFL (58.3%) Neutral = ESL (33.3%) EFL (41.7%) Negative = ESL (12.1%) EFL (0%)

3)Role of friends/ society in learning English.	3.1 %	33.3 %	33.3 %	16.7 %	42.4 %	41.7 %	18.2 %	0%	3%	8.3 %	Positive = ESL (36.4%) EFL (50%) Neutral = ESL (42.4%) EFL (41.7%) Negative = ESL (21.3%) EFL (8.3%)
4)Role of TV, mobile, or social media/networks in learning English.	21.2 %	75%	39.4 %	8.3 %	33.3 %	16.7 %	6.1 %	0%	0%	0%	Positive = ESL (60.6%) EFL (83.3%) Neutral = ESL (33.3%) EFL (16.7%) Negative = ESL (6.1%) EFL (0%)

On analyzing the above data, it comes to light that both the ESL and EFL respondents are similar in their opinion only regarding the role of teachers in helping them learn English, with 54.6% of ESL students & 58.3% of EFL students stating that teachers have a major role to play. 33.3% of ESL and 41.7% of EFL respondents said that teachers play an average role in helping them learn English. The order of factors that they found helped them in learning English is as follows:

ESL respondents:

1- Role of school/college

2- Role of TV, mobile, or social media

3- Role of teachers

EFL respondents:

1- Role of TV, mobile, or social media

2- Role of teachers

3- Role of friends/ society

4- Role of friends/ society

4- Role of school/college

Table 2.

*Percentage of Responses (Role of Internal Factors 'Interest' in Helping them Learn the English Language)*

Interests	1 - 4 (Least)		5 - 6 (Average)		7 - 10 (Most)	
	ESL	EFL	ESL	EFL	ESL	EFL
1) Level of interest in learning English through 'Listening'	6%	0%	15.2%	16.6%	78.8%	83.4%
Difference	6%		1.4%		4.6%	
2) Level of interest in learning English through 'Speaking'	3.1%	0%	3%	33.3%	93.9%	66.7%
Difference	3.1%		30.3%		27.2%	
3) Level of interest in learning English through 'Reading'	9%	16.6%	3%	16.6%	88%	66.8%
Difference	7.6%		13.6%		21.2%	
4) Level of interest in learning English through 'Writing'	9%	8.3%	6.1%	16.7%	84.9%	75%
Difference	.7%		10.6%		9.9%	

The above table's responses can be decoded by analyzing the comparison of percentage between the ESL and EFL respondents on the scale of 1-10 with 1 being the 'least interested' and 10 being the 'most interested' in their level of interest in learning English through listening, speaking, reading, and writing. In the first category, where the respondents were asked about their interest in learning English through 'Listening', the result differed in the final category only by 4.6% with 78.8% of ESL respondents selecting the scale from 7-10 and 83.4% of EFL respondents selecting the same scale which means that both the category of students are highly interested in doing listening activities and learning the language through it like using podcasts, listening to the teacher in class, watching movies, listening to songs, etc. Therefore, it has been found that ESL and EFL respondents have the least difference in their level of interest in listening and writing. They both seem to prefer using activities that are related to these passive skills. But ESL students show more interest in active skills (speaking and reading) as compared to the EFL respondents.

Table 3.

*Percentage of Responses (Which of the 'LSRW' skills is the most easy to acquire?)*

Skills	ESL	EFL
1) Listening	27.3%	25%
2) Speaking	24.2%	16.7%
3) Reading	33.3%	50%
4) Writing	15.2%	8.3%
Total	100%	100%

The result of the preference of the skills is same of both the ESL & EFL respondents, but with a difference in the variation of percentages. The maximum number of respondents believe that reading is the most easy skill to acquire. They both rated the 4 skills in the following order of ease in acquiring them: reading, listening, speaking, and then writing. In general, during the practice sessions too, it has been found out that students of both ESL and EFL backgrounds find writing to be the toughest because it requires a lot of recollection of ideas and thoughts as well as needs a good hand in the language (English) in which the content has to be produced. In listening, students sometimes have difficulty in understanding the accent and the correct pronunciation of words (which are generally being spoken incorrectly, for example, the word 'mischievous' has always been pronounced in India as /mɪs'tʃi:viəs/ instead of /'mɪstʃɪvəs/ ).

Table 4.

*Percentage and Number of Responses based on Strength (How learning English is/will be beneficial?)*

Responses	ESL	EFL	Total Percentage
1) English helps people in interacting within the nation	12.1% (4)	0% (0)	12.1%
2) English helps in communicating with more people on social media and also helps in understanding other cultures	21.2% (7)	15.6% (5)	36.8%
3) English developed confidence	3% (1)	12.6% (4)	15.6%
4) English will help in travelling around the world	3% (1)	15.6% (5)	18.6%
5) English will benefit in career starting as well as advancement	39.3% (13)	56.2% (18)	95.5%
6) English helped in personality development	18.1% (6)	0% (0)	18.1%

7)English will help in pursuing education abroad	3% (1)	0% (0)	3%
Total Respondents	33	32	

The respondents reported 7 ideas that were their strengths in learning the English language. These are the points that they think have helped them succeed or will help them succeed in the future due to their knowledge of English.

Table 5.

*Percentage and Number of Responses based on Weakness (Problems faced by the learners in learning English?)*

<b>Responses</b>	<b>ESL</b>	<b>EFL</b>	<b>Total Percentage</b>
1) Lack of proper vocabulary	18.1% (6)	0% (0)	18.1%
2) Grammatical mistakes	24.2% (8)	9.3% (3)	33.5%
3) Lack of confidence in speaking fluent English	15.1% (5)	53.12% (17)	68.2%
5) Education system taught them ornamental English which led them away from the English used in real life	3% (1)	0% (0)	3%
6) Not being able to find people who are wishing to communicate in English	15.1% (5)	6.2% (2)	21.3%
7)Difficulty in understanding the native speakers due to their accent	6% (2)	0% (0)	6%
8) Lack of proper guidance and practice	6% (2)	6.2% (2)	12.2%
9)Using incorrect spellings of English	0% (0)	9.3% (3)	9.3%
10)No weakness	12.1% (4)	15.6% (5)	27.7%
Total Respondents	33	32	

Table 5 shows the data of ESL and EFL respondents about the weaknesses or problems that they found held them from successfully learning English as a second language or as a foreign language. ESL students stated 8 reasons, whereas EFL students stated 6 reasons with varying percentages.

Table 6.

*Percentage and Number of Responses based on Opportunities (What opportunities can one attain through learning English?)*

<b>Responses</b>	<b>ESL</b>	<b>EFL</b>	<b>Percentage</b>
1) Using English on social media platforms help in reaching out to more people around the world	9% (3)	0% (0)	9%
2) avenues to become either a content writer or a teacher	15.1% (5)	18.75% (6)	30.9%
3) English can lead to getting good jobs, in career advancements as well as for personal growth	36.3% (12)	25% (8)	61.4%
4) It will help in skill development as more opportunities to enhance various skills will be available	3% (1)	0% (0)	3%
5) English generates opportunities to be heard and understood by the people around	9% (3)	18.75% (6)	27.7%
6) Education will be available easily if one knows English	12.2% (4)	0% (0)	12.2%
7) English will open up access to information	3% (1)	0% (0)	3%
8) Infinite opportunities	12.2% (4)	37.5% (12)	49.7%
Total Respondents	33	32	

The above table displays the responses of both ESL and EFL groups wherein they mention the opportunities that they open for themselves through the learning of English. The maximum number of both the groups opined that their chances of getting a good job both within and outside the country increases if they know English, and especially if they have their majors in the English language or literature.

Table 7.

*Percentage and Number of Responses based on Threats (What threats one encounters while communicating in English in formal/informal settings?)*

<b>Responses</b>	<b>ESL</b>	<b>EFL</b>	<b>Percentage</b>
1) Being judged by others: the listeners think that I am over smart	9% (3)	28.2% (9)	37.2%



2) Misunderstandings happen if English is used in informal settings	12.2% (4)	0% (0)	12.2%
3) incorrect grammar & mispronouncing words while speaking	12.2% (4)	18.7% (6)	30.9%
4) Not many people can communicate in English in india, so it acts as a threat as they become aggressive when English is spoken in front of them	15.1% (5)	0% (0)	15.1%
5) Feel insecure about one's own roots and language and culture	6% (2)	0% (0)	6%
6) People are still thinking it (knowing the English language) as a parameter of intelligence, in spite of a medium to communicate	6% (2)	0% (0)	6%
7) Lack of vocabulary	12.2% (4)	0% (0)	12.2%
8) Using informal language in formal settings	0% (0)	9.3% (3)	9.3%
9) No threat faced	27.3% (9)	43.8% (14)	71.1%
Total Respondents	33	32	

Table 7 shows the candidates' responses to the threats that they faced while learning or practicing English. Most of the respondents from both the ESL and EFL groups (total 71.1%) stated that they found no threats in their surrounding. the difference lay in the percentage of responses. While ESL responses were scattered for certain reasons that they stated, and 27.3% said they didn't find any threat. In the EFL category, 43.8% reported the same with just 3 other reasons that they found as threats in the environment: being judged by others, using incorrect grammar and pronunciation, as well as using informal language in formal settings. The ESL respondents mentioned various reasons that included the first two reasons mentioned by the EFL category, lack of vocabulary, misunderstandings if English is used in informal settings, feeling of insecurity about one's roots, and people thinking that it is a parameter of intelligence and not just a medium of communication. Hence, it can be clearly seen that Indians find various reasons that they treat as threats in their environment in the process of learning the English language, whereas Saudi students do not necessarily think that it's the environment that hinders them from learning the English language that's why only 56.2% of the total respondents mentioned threats, whereas the other half found nothing to report for.

## 6. Conclusion:

It is interesting to note that ESL respondents' views had been scattered over different ideas

and reasons under SWOT analysis, whereas EFL respondents had been very focused about their strengths, weaknesses, opportunities and threats; though in most cases, both the category of respondents pointed out similar reasons with maximum ESL respondents stating what most EFL subjects said. Therefore, the primary attitude of both the respondents towards learning English differs slightly depending upon the cultural background, but most of their approach remains the same. Indian respondents are found to be more insecure about their surroundings and environment when learning English as compared to the Saudi respondents, because in India they have to use English in official settings everywhere, which makes it mandatory for most of them to know the language correctly, but in Saudi Arabia the primary language being Arabic creates less insecurity and tension among students to know the language. It is also to be seen that it's not just the attitude of the subjects that's to be considered in their pace and expertise of learning English but also the attitude of the society in which they live, leading to creating ease or difficulty in their process of learning English.

## 7. Suggestions & Recommendations

In order to remove the weaknesses and threats that the learners found within themselves as well as in their environment, it would become necessary for them to be highly motivated and have a positive attitude for the same. Then, they must try to master the English language by taking help from mentors and doing proper practice. Students' personal interests (internal factors of this study) in the language skills must be known to the teachers before they set out to design curriculum and syllabi in colleges and universities, whereas their environment (external factors of this study) need to be controlled (wherever possible) or the students must be taught to deal with them in a manner which doesn't affect their learning, for instance, in ignoring people who make fun of them when they speak in English.

EFL students believed that practicing with their friends and teachers helped them enormously, so they must be given more opportunities to do the same, whereas for ESL students opportunities at schools/colleges should be increased like organizing more on-stage programs and in-class activities in the medium of English. More research is needed in the area of SWOT analysis of learners using English as a second language or foreign language in other countries to compare with the results procured in this research.

## References

- Al Samadani, H.A. & Ibnian, S.S. (2015). The relationship between Saudi EFL students' attitudes towards learning english and their academic achievement. *International Journal of Education and Social Science*, 2 (1), 92-102.
- <http://www.ijessnet.com/wp-content/uploads/2015/01/11.pdf>
- Balamuralikrishna, R., & Dugger, J. C. (1995). SWOT analysis: A management tool for initiating new programs in vocational schools. *Journal of Vocational and Technical Education*, 12(1), 36-41.
- Benzaghta, M. A., Elwalda, A., Mousa, M. M., Erkan, I., & Rahman, M. (2021). SWOT analysis applications: An integrative literature review. *Journal of Global Business*

- Insights*, 6(1), 55-73. <https://www.doi.org/10.5038/2640-6489.6.1.1148>
- Block, L. (1986). The comprehension strategies of second language readers. *TESOL Quarterly*, 20(3), 464-494. <https://doi.org/10.2307/3586295>
- Buschfeld, S., and Kautzsch, A. (2017). Towards an integrated approach to postcolonial and non-postcolonial englishes. *World Englishes*, 36, 104–126. doi: 10.1111/weng.12203
- Creswell, J. (2011). *Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New York: Pearson.
- Chang, O. H., & Chow, C. W. (1999). The balanced scorecard: A potential tool for supporting change and continuous improvement in accounting education. *Issues in Accounting Education*, 14(3), 395-412.
- Chermack, T. J., & Kasshanna, B. K. (2007). The use and misuse of SWOT analysis and implications for HRD professionals. *Human Resource Development International*, 10(4), 383-399.
- Farrokhnia, Mohammadreza , Banihashem, Seyyed Kazem, Noroozi, Omid, & Wals, Arjen.(2023).A SWOT analysis of ChatGPT: Implications for educational practice and research,*Innovations in Education and Teaching International*,DOI: 10.1080/14703297.2023.2195846
- Gardner, R.C. (1985). *Social psychology and second language learning: the role of Attitude and motivation*. London: Edward Arnold.
- Grimstad, S. (2013). *Business driven environmental action in agricultural based tourism micro-clusters in Norway and Australia*. (Unpublished doctoral dissertation). University of Newcastle.
- Helms, M. M., & Nixon, J. (2010). Exploring SWOT analysis—Where are we now? A review of academic research from the last decade. *Journal of Strategy and Management*, 3(3), 215-251.
- Hoskisson, R. E., Hitt, M. A., Wan, W. P., & Yiu, D. (1999). Theory and research in strategic management: Swings of a pendulum. *Journal of Management*, 25(3), 417-456.
- Kachru, B.B. (1982). Models for non-native englishes. In *The other tongue*, ed. Kachru, B.B. 1996. New Delhi: Oxford University Press.
- Karahan, F. (2007). Language attitudes of turkish students towards the English language and its use in turkish context. *Journal of Arts and Sciences Say*, 7 May, 73-87.
- Krieger, D. (n.d.). Teaching ESL versus EFL: Principles and practices, 43(2).  
<http://silviaspence.tripod.com/sitebuildercontent/sitebuilderfiles/teflarticle.htm>
- Madsen, D. Ø. (2016). SWOT analysis: A management fashion perspective. *International*

*Journal of Business Research*, 16(1), 39-56.

- Mirza, Hanadi. (2015). ESL and EFL learners improve differently in pronunciation: The case of Lebanon. *Procedia- Social and Behavioral Sciences*, 199, 486-495.
- Munipah, Eka. (2008). The students' motivation in learning english : a descriptive study of smpn 235 jakarta in the second grade. *Unpublished Bachelors Thesis*. Jakarta: Universitas Islam Negeri Syaraf Hidayatullah.  
[https://repository.uinjkt.ac.id/dspace/bitstream/123456789/17071/1/EKA%20MUNIPA H-FITK](https://repository.uinjkt.ac.id/dspace/bitstream/123456789/17071/1/EKA%20MUNIPA%20H-FITK)
- Murphy, John M. (2014). Intelligible, comprehensible, non-native models in ESL/EFL pronunciation teaching. *System*, 42, 258-269.
- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. New York: Newbury House.
- Rozmi, A.N.A., Nordin, A., & Bakar, M.I.A. (2018). The perception of ICT adoption in small medium enterprise: A SWOT analysis. *International Journal of Innovation Business Strategy*, 19 (1), 69-79.
- Shamim, Amna. (2023). *Professional communication: Winning the trajectories*. New Delhi: Atlantic Publishers.
- Vold, E. T. (2022). Learner spoken output and teacher response in second versus foreign language classrooms. *Lang. Teach. Res.*:136216882110686. doi: 10.1177/13621688211068610
- Wu, Y. (2020, February 17). *The marketing strategies of IKEA in China using tools of PESTEL, Five Forces Model and SWOT Analysis* [Paper Presentation]. International Academic Conference on Frontiers in Social Sciences and Management Innovation, Beijing, China.
- Xie Lixin. (1997). Second language acquisition and quasi-acquisition in foreign Language teaching. [J], 2, 49-53.
- Zeinivand, Tayebah, Azizifar, Akbar, & Gowhary, Habib, (2015). The relationship between attitude and speaking proficiency of Iranian EFL learners: The case of Darrehshehr city. *Procedia- Social and Behavioral Sciences*, 199, 240-247.
- Zhu, C., & Justice Mugenyi, K. (2015). A SWOT analysis of the integration of e-learning at a university in Uganda and a university in Tanzania. *Technology, Pedagogy and Education*, 24(5), 1–19. [https:// doi.org/10.1080/1475939X.2015.1093537](https://doi.org/10.1080/1475939X.2015.1093537)