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Original research paper
UDC 811.111:7-057.87
DOI:10.19090/mv.2024.15.2.97-115

THE CHALLENGES ART STUDENTS FACE WHEN LEARNING AND USING ENGLISH

ABSTRACT: The aim of this paper is to get a deeper insight into the difficulties that university arts students face when using and learning English in and out of college. Arts students of the Department for Applied and Visual Arts and Department for Music Art at the Faculty of Philology and Arts, Kragujevac University were asked to rate the challenges they face in the areas of English speaking and listening, reading and writing, vocabulary and grammar and to identify their previous experiences of using English, their beliefs about foreign language learning in general, and techniques how they overcome difficulties they face. The instrument was a questionnaire in which some questions were analyzed quantitatively and others qualitatively. Students reported the lack of opportunities to practice English, (un)pleasant previous experiences and beliefs about individual success in language learning. Apart from the abovementioned, translating professional terminology and information for their subjects and seminar papers poses a challenge for them as well.

Keywords: art students, ESP, challenges in learning and using English, English language skills, language systems, student beliefs, mixed-methods research.

IZAZOVI STUDENATA UMETNIČKIH ODSEKA PRI UČENJU I UPOTREBI ENGLESKOG JEZIKA

APSTRAKT: Cilj rada je da se stekne dublji uvid u poteškoće sa kojima se studenti umetnosti na univerzitetskom nivou suočavaju kada koriste i uče engleski jezik za potrebe fakulteta i van njega. Uzorak za istraživanje bili su odgovori studenata Odseka za primenjenu i likovnu umetnost i Odseka za muzičku umetnost Filološko-umetničkog fakulteta Univerziteta u Kragujevcu, u kojima su dali ocenu u vezi sa izazovima sa kojima se suočavaju u oblastima govora i slušanja engleskog jezika, čitanja i pisanja, vokabulara i gramatike i identifikovali svoja prethodna iskustva korišćenja engleskog, svoja uverenja o učenju stranog jezika uopšte i tehnike kojima prevazilaze teškoće sa kojima se suočavaju. Instrument je bio upitnik, u kome su neka pitanja analizirana kvantitativno, a druga kvalitativno. Studenti su svedočili o nedostatku mogućnosti za vežbanje engleskog jezika, prethodnim (ne)prijatnim iskustvima i uverenjima o individualnom uspehu u učenju jezika. Osim navedenih, prevodjenje osnovnih stručnih termina i sadržaja za stručne predmete i seminarske radove za studente predstavlja izazov.

Ključne reči: studenti umetnosti, EJS, izazovi u učenju i upotrebi engleskog jezika, veštine engleskog jezika, jezički sistemi, uverenja učenika, istraživanje mešovitim metodama.

1. INTRODUCTION

English as a foreign language (EFL) focuses on developing EFL students' English language proficiency in the following areas: speaking, listening, reading, writing, pronunciation, grammar, vocabulary and culture (Teaching English to Speakers of Other Languages (TESOL), 2017). There has been a great amount of research which has shown that EFL students experience considerable challenges in these areas and that the challenges could prevent them from developing English language proficiency successfully (Shen 2013; Yang & Chang 2014; Boroujeni et al. 2015; Jimenez 2015, Alhaysony & Alhaisoni 2017; Suryanto & Sari 2020; Ismeti 2022).

There are numerous empirical studies which examined the challenges faced by EFL and ESP students when learning and using English. In case of ESP some of the studies have looked into teacher problems, others into the teaching context such as the lack of finance, large classes and similar, and others into student problems such as challenges in mastering ESP, achieving proficiency in different areas of the English language, lack of motivation and similar. From teachers' perspective such research included the lack specific teacher training for teachers teaching ESP classes, the lack of adequate textbooks and other teaching and learning material and impossibility to carry out a needs analysis before setting up the course syllabus (Almathkuri 2022: 300; Iswati & Triastuti 2021: 276). In case of different ESP students varying levels of proficiency were noted, which together with large classed pose a huge problem both for the teacher and for the students. A study conducted by Hoa and Mai (2016) in Vietnamese universities revealed complex problems about the practice of ESP in which three major issues related to teachers, students and the environment in which ESP was taught were brought to the surface. The key problems were large classes, students' varied levels of English proficiency and inadequate qualifications of ESP teachers. Issues with large classes were also identified by Poedjiastutie and Oliver (2017), resulting in the lack of personal attention to students, a limited interaction among students, and difficulty in making smooth and effective organization.

From the students' perspective, they have been found to experience challenges in speaking, listening, reading and writing in English alongside English pronunciation, grammar, vocabulary and culture (Alsalihi 2020: 19). Many researchers have also noticed the lack of motivation among students and initial low proficiency as well as students' varied levels of English competence.

Opposed to relatively many ESP research papers in the field of engineering, IT, business, medicine, social sciences and humanities (in Serbia see also Krsmanović Radosavljević 2018), the number of research studies on ESP in arts is relatively underexplored as stated by Mao and Zhou (2024: 2) as well as Kovačević (2019: 395). Therefore, the author has set out to investigate the challenges that arts students at the university level in Serbia face when learning and using English. The students who took part in the research are students who learn English as a foreign language at two arts departments – Department for Applied and Visual Arts (DAVA) and Department for Music Art (DMA) at the Faculty of Philology and Arts, University of Kragujevac.

2. RESEARCH

The foreign language course is an obligatory subject in the first and second years of studies at both the DAVA and DMA. The students of the latter department can choose between Italian and English, whereas at the DAVA English is the only choice. Students at both arts departments take classes of English after 12 years of learning English in elementary and high schools. This is true for over 95% of the students who take English classes, as only one student stated that he had the instruction for four years in high school only and another one said he started officially learning English at university.

The author investigated arts students' performance and strategies in four language skills (reading, listening, speaking and writing) in learning and using ESP as well as the two language systems – grammar and vocabulary. The author tried to find out which particular skill and / or system represents the biggest challenge for ESP students at DAVA and DMA departments, what their relationships are, and how these are related to students' past and present experiences in using and learning English as well as their attitudes towards foreign language learning. It was also important to investigate students' strategies in English language learning and use at the present time.

2.1. Research problems

The aim of this research is to obtain a broader insight into the challenges that students of applied and visual arts and music art departments at university level have when they use and learn ESP.

In order to investigate the research problem, the author formulated the following research questions:

- 1) What are the present experiences of Serbian arts students when using and learning English in and out of college?
- 2) What experiences from the past do Serbian arts students bring to the present day EFL / ESP classroom and the world?
- 3) What difficulties do Serbian arts students face when using and learning English for college and everyday purposes?
- 4) Do Serbian arts students' beliefs about the best ways to learn English have impact on their success and areas of difficulty when they use and learn English?

2.2. The method and the instrument

The research was conducted during the spring semester of the academic 2023/2024 at the Departments of Applied and Visual Arts and Music Arts at the Faculty of Philology and Arts in Kragujevac, University of Kragujevac. The data was collected by a questionnaire¹ in which some questions had a five-point Likert scale and other questions were open-ended and thus analyzed qualitatively.

The questionnaire could be divided into three different groups of questions:

- 1) students' gender, age, department, experience in learning English before university (in state schools and beyond), and their views on what children and young people should do in order to learn English well (6 questions).
- 2) what they consider to be the biggest challenges in learning EFL, what they find the most difficult in the case of speaking, reading and writing and what they do to overcome obstacles (4 questions).
- 3) their use of ESP at present for academic and every-day life purposes outside the academia, its frequency and their opinion on why some learners enjoy using English in class and why others do not (8 questions).

2.3. The sample

A total of 116 students of the Faculty of Philology and Arts who take English classes in the first and second years of their studies took part in the research. Out of those 78 students study at DAVA, whereas 38 students study at

¹ <https://forms.gle/GxUQsKLyJG3V2caW7>

DMA. The students filled in the questionnaire in class on a voluntary basis and could ask any questions on the spot so that the author could give them an answer or a clarification immediately.

3. RESULTS

3.1. The previous student experiences of using and learning English

As for the past experiences of learning English – officially almost all except one student have learned English for 12 years and seven students state that they had the instruction for four years in high school only. Before entering university half of the students did not learn English out of state schools, whereas the other half went to private classes from a few months to a few years. Only a couple of students report learning EFL just by talking to foreigners or listening to music, which came as a surprise bearing in mind that many of them study music as their major.

When asked to choose the best way for children and young people to learn English, 39.7% of students chose cartoons (films), 22.4% songs and music, 11.4% comics and 11.00% series, 10.5% speaking with the family abroad, 5% private classes. 0% of students chose video games or books, although they were offered these options as well. Cartoons, music and songs, comics and series come as no surprise bearing in mind the students' majors. The expected answers, video games or books, which were chosen by 0% of students came as a surprise. Their impact on learning / using English was researched in more detail in the qualitative research, which can be seen further below.

3.2. The present experiences of learning and using English

To get a deeper understanding of the challenges these students face, we asked them to what extent they consider using English necessary for their studies. Out of the total number 0% stated that using and learning English was not necessary, 5.6% stated "I am not sure if it is necessary or not", 13% stated that it is necessary to a small extent, whereas 36.6% think that it is mostly necessary and 44.8% think that it is very necessary.

As we can see there were no students who opted for English not being necessary at all for their studies at either of the arts departments. The vast majority of students (81.4%) consider having a good command of English necessary for

their studies at the arts departments, while only 5.6% are not sure if English is important for their studies or not and 13% think that is necessary to a small extent.

In order to get an even deeper insight into the matter we asked the students: During your studies in which situations do you use English and for what purpose? As opposed to the above, a small number of students (10 out of 116 in both departments) stated that they have not and do not use it. Table 1 presents a list of answers for which we also used the descriptive qualitative method and grouped the answers in the following themes according to the frequency of their answers.

For subject matter research
For writing a seminar paper
For learning different programs, applications necessary for the work (design, interior design, drawing)
For communication with other international students and teachers
Finding different performances online
Translating different terminology, texts, compulsory readers for different university subjects one is taking
Communicating with clients
For English classes
In singing
General conversation
I haven't used it / I don't use it

Table 1. The situations and areas arts students use English for college purposes

The subject matter research for both departments included mostly finding different sources of reading material and papers for seminar papers and for different subjects where the information in the native language is lacking. Furthermore, a great number of applied and visual arts students use English to understand, learn and master different applications, programs etc. necessary for their work in graphic design, interior design and drawing. They also listed communicating in English with potential clients who were interested in purchasing or commissioning their work, communicating with other students from abroad both in person and online, as well as teachers at master classes abroad etc.

In addition to using English for finding reading material for different subjects, students at DMA also use English in order to successfully find different performances online and aid to help them sing better. Both groups of students use English in order to translate different terminology, compulsory readers etc. for the

subjects they are taking, for classes, preparing exams or for writing seminar papers.

When asked how often they use English outside their studies, 67.3% of students stated that they use it every day, 15.5% use it a few times a week, 10.3% a few times a month, 5.2% students use it rarely and 1.7% almost never.

When we asked arts students in which situations and for what purposes they use English outside of their studies, students were able to provide a few answers, which were grouped into the following themes according to the descriptive qualitative research as can be seen in the Table 2 below. The answers were listed according to their frequency in the students' answers.

Communication
Watching films and series
Listening to music
Watching YouTube videos
Social networks and chatting
Playing online games
Reading books in English
Reading different texts online
Visiting different sites and internet research
Reading comics
Listening to lectures on different topics
Watching TV
Listening to audiobooks
Singing
Listen to sports-related videos
Translating
I don't use it

Table 2. The situations and areas art students use English for out-of- college purposes

Communication in this case is a broad term we are using to describe students' communication with friends and family from abroad and sometimes when travelling abroad, mostly for holidays. When they play online games, students also use English for communicating with opponents, as well as solving different tasks that the game requires.

Watching films and / or series is widely spread among students of both arts departments: some report watching so as to just enjoy and others like the sound of English. A smaller number of students plays the films / series with English subtitles, while a great number watches films without any subtitles, and

most students watch films with Serbian subtitles. On YouTube students watch different videos in English, such as tutorials for programs or applications for design. They also watch YouTube videos on sports, work out, cars, travelling, fashion and home design. What is interesting, most students report listening to music in English, not only from DMA but also from DAVA. On social networks students usually watch foreign influencers on different topics, chat with foreign people on sports, fashion, art, traveling and modern life.

Written communication mostly implies chatting online to acquaintances in English in different situations, one of which is when playing video games. A smaller number writes e-mails on different products or services. Translating was mentioned in terms of using English for college and for outside of college purposes. Students in most cases did not specify what they translated except for a few cases, where they named favorite songs, products and texts about sportsmen.

As the internet represents the biggest source of contact with English this is how the students answered the following questions: 29.3% of students said “When I use the internet for the college purposes I use it in both English and my mother tongue equally”, 22.4% stated that “it doesn’t make a difference to me whether it is in English or in my mother tongue”, 15.2% stated that they “use the internet much more in English than in my mother tongue”, 13.8% stated that “I use the internet in my mother tongue only”, 10.3% “I use the internet more in my mother tongue than in English”, 8.6% “I use the internet almost solely in my mother tongue and very rarely in English”.

As for the free time, 39.7% of students said “When I use the internet in my free time I use it mainly in English”, 20.7% stated that “it doesn’t make a difference to me whether it is in English or in my mother tongue”, 20.7% use equally in English and their mother tongue, whereas 13.8% use much more the internet in their mother tongue than in English and 5.1% almost solely use it in their mother tongue and rarely in English. 0% have chosen the option “I never use the internet in English”.

To sum up, in the case of demands posed by the college it seems that students equally use English and their mother tongue (Serbian) or they do not differentiate which language to use and together with using only English this makes up 66.9% of students. When it comes to using internet resources in English in their free time, more students use it mostly in English (39.7%) and together with equally using English and their mother tongue and not making a difference which to use, it makes up 81.1% of students using English. Finally, it seems that in the case of college requirements students rely more on their mother tongue than

English, but still using the internet in English plays an important role for over 60% of arts students.

3.3. *The areas of challenges for art students when they use and learn English*

The students were asked what area represents the biggest challenge for them when they learn and use English and they ranked them from 1 as the least difficult to 7 as the most difficult (Table 3):

Area	Mean value
Grammar	4.00
Translation	3.43
Conversation	3.11
Vocabulary	3.02
Writing	2.87
Listening	2.42
Reading (to understand the text)	2.40

Table 3. Seven areas of difficulty for learning / using English for art students

As can be seen from Table 3, students rated grammar as the most difficult area when learning and using English, followed by translation, speaking and vocabulary. As many other research studies have dealt with grammar² and translation³ problems, we have decided to take a deeper look into speaking and listening (conversation), vocabulary, reading and writing. We also looked into the strategies and techniques that students use to overcome obstacles when using English.

² Chen (2016).

³ Mažeikienė (2019), Popović & Vlahović (2021).

Table 4 shows how art students responded to the questions about the biggest challenges they have when speaking English for each department and overall.

	To understand what I hear because I lack the vocabulary	To understand what I hear because the interlocutor speaks too fast	To understand what I hear because I don't have enough practice in such activities	To think through what I would like to say	To speak in public while others are listening to me	To form a correct answer/sentence	To answer / respond in accordance with the situation because I don't have enough practice in such activities in English
Mean value DAVA	4.00	3.77	3.87	3.72	3.30	3.88	4.00
Mean value DMA	3.66	3.41	3.72	3.25	3.06	3.19	3.38
Total mean value	3.88	3.64	3.82	3.55	3.22	3.64	3.78

Table 4. The challenges for art students in speaking English

The biggest challenge for students of both departments when they speak English is to understand what they hear because they lack the vocabulary (3.88), followed by the difficulty to understand what they hear because they do not have enough practice in speaking activities (3.82), the difficulty to respond in accordance with the situation due to the lack of practice (3.78), and the difficulty to form the correct answer and to follow the interlocutor due to his speed of speaking.

We also asked students how they overcome their challenges when they read in English when it comes to vocabulary (Table 5).

	I draw a blank and cannot continue	I try to understand based on the complete sentence	I try to understand based on the situation in the text	I try to remember a similar word from my native language	I try to remember a similar word or a form of the word in English	I try to understand the text without knowing the word	I try to translate the sentence in order to understand the word / notion
Mean value DAVA	2.25	3.80	3.48	2.73	3.40	3.02	3.38
Mean value DMA	1.97	3.65	3.81	3.25	3.75	3.56	3.72
Total mean value	2.16	4.09	3.59	2.91	3.52	3.20	3.49

Table 5. The challenges for art students when reading in English

When students of both departments read in English, they try to understand the meaning based either on the complete sentence (4.09) or on the complete text (3.59), followed by trying to remember a similar word or a form of the word in English (3.52), translating into their mother tongue (3.49) and trying to understand the text without knowing the word (3.20).

Table 6 presents the students' answers concerning the challenges they face when they write in English.

	I draw a blank and cannot continue	I try to write the part of the text in a different way	I try to remember a similar word or expression in English	I try to remember a similar word in my native language and translate to English	I try to change completely that part of the text and leave out that word / expression	I try to remember the situation where I have already seen it and try to apply it to this situation
Mean value DAVA	2.13	3.79	3.87	2.92	3.05	3.43
Mean value DMA	2.23	3.74	3.87	3.26	3.06	3.58
Total mean value	2.16	3.77	3.87	3.48	3.05	3.03

Table 6. The challenges for art students when writing in English

When writing in English the students of both departments try to remember similar word in English (3.87) or try to write the part of the text in a different way (3.77) followed by translating a similar word directly from their mother tongue (3.48), trying to write without knowing that particular word (3.05) and trying to remember a similar situation in which they have used that word (3.03).

We also asked art college students the following: “Some students like to use English during classes. Why do they like to use English and what do they like the most?” We grouped the answers according to the themes (Table 7) and ranked them from the most frequent to the least frequent one:

They use English because they know it.
They know it so they use the opportunity for further practice (of vocabulary or pronunciation)
They want to find out how much they actually know.
They know English and find it interesting to talk in another language.
They are sure of their knowledge and it is not difficult for them to communicate.
To practice English with people whom they already know /They use the opportunity to talk to someone who can fill in their gaps and correct them.
For some it is easier to express themselves in English than in Serbian.
It is a simple language to express emotions.
They like being able to express their capabilities.
They have been learning English all their life and thus they communicate in that language.
They are more surrounded by English on the internet.
For better communication and general knowledge.
English has some phrases which cannot be translated.
I don't know.

Table 7. The reasons art students like using English

According to the students' answers, college students who like to use English use it because they have knowledge and thus self-confidence to use it. It is natural to them to do so as they are more surrounded by English and they feel great about themselves and their achievement of English when they use English. They also use the opportunity to practice in class in front of or with others whom they know and in front of or with the teacher who can correct them. Some students use this classroom opportunity to find out how much they actually know English. A few students answered that they do not know why college students like to use English. They explained this by saying they do not like it, they do not use a lot of

English or using English for them is more of a challenge than the joy or the feeling of success.

We also asked the following question (Table 8): “Some college students do not like communicating in English in class. Why? What do they find difficult in your opinion?” We grouped the students’ answers into themes and ranked them from the most frequent to the least frequent ones.

A fear of making a mistake because it is very bad
Lack of knowledge and learning in elementary and high school and minimum time spent on conversation
Lack of practice (of conversation)
They were not interested in learning as children, and now it is boring and hard for them to learn it.
Fear of speaking in / in front of the group
Lack of knowledge so they feel bad about themselves when they speak
Lack of self-confidence and insufficient previous knowledge
They are uninterested in the language and all that they could achieve if they knew it.
They don’t know it
They don’t use it often
Words and grammar
Tenses
Bad pronunciation
I don’t know

Table 8. The reasons art students do not like using English

As we can see from the answers, students have a great fear of making a mistake, especially in front of others. Using English in front of others represents also the biggest challenge for them. According to arts students, some students do not possess enough knowledge when learning and using English so they feel bad about themselves and the problem often goes back to their first steps in learning English, when they failed to make a solid foundation. They lack the opportunities to use the language and the areas which they think present the biggest challenge are speaking, vocabulary and grammar. The lack of opportunities to use the language in general, especially speaking and listening, present the biggest problem to art students. When it comes to grammar students mentioned it in general, and tenses and pronunciation in particular. A few students stated that they did not know the reasons for not liking to use English.

These answers shed a different light on the students’ perception of using English, especially speaking. Although they ranked speaking as less of a challenge than grammar and translation, it seems by the vast majority of their answers that

speaking in English in public seems to be the biggest fear for them. It is also interesting to note, as their answers show, that some arts students, very probably after their bad experiences in learning English, stopped being interested in learning English and consider it unimportant to the present day.

4. DISCUSSION

As can be seen from the results, undergraduate Applied and Visual Arts students and Music Art students at the Faculty of Philology and Arts, Kragujevac University, report significant challenges in their language proficiency after 12 years of officially learning English. In general, conversation (speaking and listening), grammar and vocabulary pose the biggest challenges in front of the college students, who are the subject of this research. Although the quantitative data showed that grammar (4.0) and translation (3.43) pose the biggest challenges for arts students, the qualitative data showed that conversation (both listening and speaking) and vocabulary pose a greater challenge to arts students. This is partly in line with the results obtained by Jinyan et al. (2022) in China, who found that listening and speaking, followed by writing and grammar and then translation and knowing English culture pose great problems for ESP college students. Serbian and Chinese students both report lack of practice (especially in listening and speaking), limited exposure to authentic context, difficulty in understanding the meaning of words in context and similar. Although limited in its scope, the research in Indonesia confirms our results as well (Suryanto and Sari 2020).

The results of this research show a positive attitude among students towards using English and different sources of information in English for both college and out of college purposes. Also, the fact that a great number of arts students use some form of English on daily bases speaks in favor of a more frequent exposure to English thus creating more opportunities for practicing and overcoming challenges. This should be taken with some reserve, as the quality of the exposure is also an important matter. Similar research in the Arab and Chinese speaking countries, however, showed that many students have negative attitudes about learning English in an ESP context due to society discouraging English language learning (Alsalihi 2020) or lack of exposure and difference between English speaking culture and their own-in this case Chinese (Mao and Zhou 2024).

Furthermore, the qualitative data strongly shows that for students of both departments the fear of speaking in public and making mistakes are considered to be detrimental. Thus, according to Serbian students, the students who have success in using and learning English must have had a lot exposure to it, find it easy to

express themselves and are willing to find out or show their knowledge in front of their peers and the teacher to enjoy their knowledge, use the opportunity to practice, find out how much they know and possibly be corrected by the teacher. Similarly, students who do not enjoy using and learning English had unpleasant school experiences in the previous phases of education, lack experience in practicing English and because of that do not feel confident when they use English in front of others for the fear of embarrassment and making mistakes. This fear and tension when using English was confirmed by Radić-Bojanić (2017: 9–21) in an EFL context and Krsmanović Radosavljević (2018) in an ESP context.

Moreover, as stated by Radić-Bojanić (2017) and Krsmanović Radosavljević (2018), we found also that, if arts students have positive experiences in learning English, they tend to give more importance to learning English and try harder to improve it and create opportunities to use it in and out of the classroom. And vice versa, if the experiences are negative, the effort is reduced and thus the proficiency decreases.

Considering the biggest challenges in speaking and oral communication, students stated that for them the most difficult part of speaking English is to understand what they hear because they lack the vocabulary (3.88) and practice in speaking activities (3.82). This information could be important to syllabus makers, ESP teachers, and textbook authors who would focus on including appropriate activities and devoting sufficient time to overcoming these significant challenges.

As an area which places a challenge in front of art students, there appeared to be the need to translate from English to Serbian and vice versa. The translation included translating specific terminology, texts and information into the students' mother tongue for different subjects, whether for classes or seminar papers. Students also applied translating to their out of college use of English. It is an interesting result of the research which the author had not expected to occur in such a frequency. It is possible that the English language teaching methods students have been facing throughout their 12-year-long education, which put a lot of emphasis on grammar, reading out loud (where pronunciation is valued and assessed) and translation, may have had strong impact on the students' need to resort to translating so frequently, alongside with their possible low proficiency in English. These, however, remain to be researched further.

5. CONCLUSION AND FURTHER IMPLICATIONS

The aim of this research was to get a deeper insight into the difficulties arts students at university level face when learning and using English for the

college and out of college purposes. As can be seen from this research, arts students at DAVA and DMA at the Faculty of Philology and Arts, University of Kragujevac find it important and useful to be proficient in English both for college and out of college purposes. Oral communication (speaking and listening), vocabulary, grammar and translation represent the biggest challenges for them. Oral communication is by far the biggest challenge because of issues with the vocabulary which the interlocutor is using, not enough practice in speaking English and the fear of speaking in public and making a mistake. According to the students' answers, the lack of vocabulary in reading and writing is surpassed by trying to figure out the meaning of the word based on the sentence or a text, using a similar word or an expression and also with the help of translation in order to understand the text or produce a piece of writing.

All of these imply that more opportunities for practicing different skills and contextualized situations could provide a better command of English for future students and a higher proficiency in this foreign language. By doing that teachers can help student develop higher self-confidence and reduce the fear of using English in public. In that way students can enjoy using English and all the information on the internet for both their studies and out of college interests to a greater extent. They might also use more opportunities to communicate with others both in person and online. Positive experiences in turn could change negative beliefs of some of the students about their capabilities and experiences in learning and using English. All of this can be of importance to educators who deal with young learners and learners of all ages, policy makers and a broader academic audience.

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IZAZOVI STUDENATA UMETNIČKIH ODSEKA PRI UČENJU I UPOTREBI ENGLSKOG JEZIKA

Sažetak

Cilj ovog istraživanja bio je da se stekne dublji uvid u poteškoće sa kojima se studenti umetnosti na univerzitetskom nivou suočavaju kada koriste i uče engleski jezik za potrebe fakulteta i van njega. U svrhu istraživanja su studenti umetnosti dva umetnička odseka – Odseka za primenjenu i likovnu umetnost i Odseka za muzičku umetnost Filološko-umetničkog fakulteta Univerziteta u Kragujevcu a) ocenili izazove sa kojima se trenutno suočavaju u oblastima govora i slušanja engleskog jezika, čitanja i pisanja, vokabulara i gramatike i b) identifikovali svoja prethodna iskustva korišćenja engleskog (1), svoja uverenja o učenju stranog jezika uopšte (2) i tehnike uz pomoć kojih prevazilaze teškoće sa kojima se suočavaju (3). Instrument se sastojao od Gugl upitnika, u kome su neke istraživačke teme bile obrađene kvantitativno, a druge analizirane na kvalitativni način. Osim nedostatka znanja vokabulara i gramatike, najveći izazov za studente predstavlja konverzacija – razgovor i slušanje. Studenti umetničkih odseka pridaju značaj upotrebi engleskog jezika za potrebe fakulteta i van njega, ali svedoče i o nedostatku mogućnosti za vežbanje engleskog jezika, čak neki i o neprijatnim prethodnim iskustvima i samoograničavajućim uverenjima o individualnom uspehu u učenju jezika. Naime, čini se da ukoliko su njihova prethodna iskustva o učenju jezika pozitivna, ona utiču na dalji razvoj i uspeh u učenju jezika, a ako su negativna, dovode do negativnog začaranog kruga. Oblasti koje za studente predstavljaju najveći izazov jesu govorenje i slušanje, i to pre

svega zbog nedostatka vokabulara i prilike da se razgovor na engleskom vežba. Oblast koja je studentima umetničkih odseka važna i predstavlja izazov za njih je i prevođenje osnovnih stručnih termina i sadržaja za stručne predmete i seminarske radove.

Ključne reči: studenti umetnosti, EJS, izazovi u učenju i upotrebi engleskog jezika, veštine engleskog jezika, jezički sistemi, uverenja učenika, istraživanje mešovitim metodama.

Received: 5 August 2024
Accepted: 10 September 2024