

Limitations of English Language Learning in Universities of Chaharmahal and Bakhtiari Province and Strategies to Overcome Them

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ABSTRACT

Purpose: This study aims to identify the limitations of English language learning in universities within the Chaharmahal and Bakhtiari province and to explore effective strategies proposed by students, instructors, and administrators to overcome these challenges.

Methodology: Employing a qualitative research design, this study conducted semi-structured interviews with 24 participants, including university students, English language instructors, and academic administrators from the Chaharmahal and Bakhtiari province. The data were analyzed through thematic analysis to achieve theoretical saturation, revealing key themes and concepts related to the limitations and strategies of English language learning.

Findings: The study identified two main themes: "Limitations" and "Strategies." Under "Limitations," five categories emerged: Resource Constraints, Curriculum Issues, Instructor Challenges, Motivational Factors, and Cultural Barriers, each encompassing specific challenges such as inadequate resources, outdated curriculum, instructor proficiency, and motivational and cultural issues. The "Strategies" theme also comprised five categories: Resource Enhancement, Curriculum Development, Instructor Support, Motivation Boosting, and Cultural Integration, suggesting targeted interventions like improving educational resources, updating the curriculum, supporting instructors, enhancing student motivation, and integrating cultural elements into the learning process.

Conclusion: The study underscores the multifaceted nature of challenges in English language learning in the Chaharmahal and Bakhtiari province, highlighting the need for comprehensive strategies that address resources, curriculum, instructor capabilities, motivational dynamics, and cultural considerations. Effective implementation of these strategies could significantly improve English language education, contributing to better language acquisition and educational outcomes for students in this region and similar contexts.

Keywords: *English Language Learning, Educational Strategies, Qualitative Research, Iran, Chaharmahal and Bakhtiari, Curriculum Development, Cultural Integration, Motivational Factors.*

1. Introduction

As the demand for English proficiency continues to rise globally, the implications for educational systems, curriculum development, and teaching methodologies in non-native English-speaking regions become increasingly critical. Research in the field of English as a Second Language (ESL) and English as a Foreign Language (EFL) has consistently highlighted various factors influencing language learning outcomes. Shahid et al. (2023) address the specific impediments faced by male students in public sector colleges, underscoring the necessity of recognizing and addressing such barriers to foster effective language acquisition (Shahid et al., 2023). Similarly, the work of Tran & Long (2021) illuminates the critical role of motivation and reading strategies among English-majored students, pointing towards the significance of student engagement and metacognitive approaches in the learning process (Tran & Long, 2021). Equally important is the recognition of the diversity within student populations and their corresponding learning needs. Zhuoma (2023) emphasizes the necessity for tailored vocabulary learning techniques for specific student demographics, such as Tibetan English language learners, highlighting the need for educational approaches that accommodate diverse learning needs (Zhuoma, 2023). In line with this, Masbitorotni & Fajaryani (2020) explore common language learning strategies among EFL students, advocating for the integration of metacognitive strategies and active listening in the language learning curriculum (Masbitorotni & Fajaryani, 2020). These insights underscore the importance of adaptive and responsive teaching methodologies that cater to the varied learning styles and needs of students.

The evolution of language education is further evidenced by the impact of external factors such as online resources and cultural influences. Alqahtani (2022) provides an insightful examination of the online learning experiences of students during the post-COVID-19 era, revealing the changing dynamics of language education in the face of global challenges (Alqahtani, 2022). Additionally, Aldawood & Almeshari (2019) explore the influence of learning culture on Saudi EFL students, highlighting the profound effect of cultural context on language learning processes (Aldawood & Almeshari, 2019). These studies illustrate the necessity of adaptable educational strategies that are responsive to both technological advancements and cultural nuances.

Furthermore, the relationship between English language proficiency and academic performance has been explored by

Kithinji and Ohirsi (2022), who highlight the crucial role of language skills in academic success. This underscores the broader implications of language learning beyond mere communication skills, extending to academic achievements and future opportunities (Kithinji & Ohirsi, 2022).

Within the Iranian context, the literature reveals a complex landscape of language education influenced by cultural, historical, and educational factors. Studies by Khansir et al. (2021) and Khajavy et al. (2014) delve into the intricacies of learning strategies, willingness to communicate, and classroom dynamics in Iran, emphasizing the critical roles of motivation, confidence, and effective communication in the EFL learning process (Khajavy et al., 2014; Khansir et al., 2021). The impact of globalization and technological advancements on EFL learning motivation is further explored by Mehrpour & Vojdani (2012), illustrating the dynamic nature of language education in response to global and societal changes (Mehrpour & Vojdani, 2012). The challenges and policies surrounding English language education in Iran have been critically examined by Akbari (2015) and Rassouli & Osam (2019), offering insights into the historical and governmental influences shaping language teaching practices (Akbari, 2015; Rassouli & Osam, 2019).

Additionally, the specific academic language needs and identity work of Iranian EFL learners have been addressed by Atai & Shoja (2011) and Moharami et al. (2022), advocating for tailored educational approaches that not only address linguistic competencies but also foster a sense of belonging and identity within the language learning process (Atai & Shoja, 2011; Moharami et al., 2022). The pedagogical implications of these findings are further supported by studies such as those by Sayadian & Lashkarian (2010) and Khansir & Alipour (2015), which explore learner attitudes and the efficacy of various teaching methodologies in the Iranian EFL context (Sayadian & Lashkarian, 2010).

The utilization of technology in language education, as examined by Mozaheb & Shahiditabar (2019) and Ghafournia (2014), highlights the potential of innovative approaches in enhancing language proficiency and learner engagement (Ghafournia, 2014; Mozaheb & Shahiditabar, 2019). Lastly, the exploration of demotivating factors and the role of media in language learning by Iranmanesh & Darani (2018) and Kang (2012) provides valuable perspectives on overcoming challenges and leveraging available resources for effective language education (Iranmanesh & Darani, 2018; Kang, 2012).

These diverse bodies of research collectively inform the present study, which seeks to contribute to the ongoing discourse on English language education in Iran by focusing on the specific context of the Chaharmahal and Bakhtiari province. The rationale behind focusing on this particular region lies in its unique socio-cultural and educational landscape, which presents distinct challenges and opportunities for language education. By employing a qualitative research design, this study aims to capture the depth and complexity of experiences, perceptions, and strategies related to English language learning from the perspectives of students, instructors, and administrators within this context. Moreover, the significance of this study is manifold. Firstly, it adds to the limited but growing body of literature on English language learning in less-researched regions of Iran, thereby offering insights into the localized challenges and strategies that may differ from more broadly studied contexts. Secondly, by incorporating the voices of multiple stakeholders, the study provides a holistic understanding of the language learning ecosystem in the province, highlighting the interplay between individual, institutional, and societal factors. Thirdly, the findings of this study have practical implications for curriculum designers, language instructors, and policy-makers aiming to enhance the efficacy of English language education in similar contexts.

In summary, this study situates itself within the broader discourse on EFL education, drawing upon existing research to explore the specificities of the Chaharmahal and Bakhtiari province's language learning landscape. Through a qualitative exploration of the challenges and strategies identified by participants, this research aims to contribute valuable insights into effective language learning practices, with the ultimate goal of supporting learners in overcoming barriers and achieving their language learning objectives. As the demand for English proficiency continues to expand globally, understanding and addressing the nuanced challenges faced by learners in diverse contexts becomes increasingly important. This study represents a step towards this understanding, offering a foundation for future research and educational interventions aimed at enhancing language learning outcomes in Iran and similar contexts worldwide.

2. Methods and Materials

2.1. Study Design and Participants

This qualitative research study employed semi-structured interviews as the sole method of data collection to explore

the limitations of English language learning in the universities of the Chaharmahal and Bakhtiari province and to identify effective strategies for overcoming these challenges. The study aimed to achieve theoretical saturation, a point at which no new information or themes are observed in the data.

A purposive sampling strategy was employed to select participants who could provide rich, relevant, and diverse insights into the research questions. Participants included university students, English language instructors, and academic administrators from several universities within the Chaharmahal and Bakhtiari province. The selection criteria aimed to ensure a wide representation of experiences and perspectives regarding English language education in the region.

To ensure confidentiality and ethical considerations, all participants were informed of the study's objectives, and their consent was obtained prior to the interviews. Participants were assured of their anonymity, and all identifiable information was removed from the transcripts.

2.2. Data Collection

The semi-structured interview format was chosen for its flexibility, allowing for in-depth exploration of participants' experiences, perceptions, and insights while still providing a consistent structure across all interviews. This approach enabled the researchers to delve deeply into the specific challenges faced by students and educators in the context of English language learning in this particular region.

Interviews were conducted in Persian, the participants' first language, to facilitate ease of expression and ensure depth of understanding. Each interview lasted approximately 45 to 60 minutes and was conducted either face-to-face or via online platforms, depending on the participants' preference and availability. The interview guide comprised open-ended questions designed to explore the participants' experiences with English language learning, perceived limitations and challenges, and suggestions for improvement.

2.3. Data Analysis

Data from the interviews were transcribed verbatim and then translated into English for analysis. Thematic analysis was used to identify, analyze, and report patterns within the data. This involved a rigorous process of coding and categorizing the data into themes and sub-themes that emerged from the participants' narratives. The process of

thematic analysis continued until theoretical saturation was reached, meaning that no new themes emerged from subsequent interviews.

The reliability and validity of the findings were enhanced through several strategies, including member checking, where participants were given the opportunity to review and comment on the findings related to their responses, and triangulation of data sources by including a diverse range of participants from different universities and positions within the educational system.

3. Findings and Results

The study included a diverse group of 24 participants from various universities within the Chaharmahal and Bakhtiari province, comprising 12 university students, 8 English language instructors, and 4 academic administrators. The participants ranged in age from 19 to 50 years, with a mean age of 30 years. Among the students, there were an equal number of males and females (6 each), reflecting a balanced representation of genders. The instructors had a range of teaching experience from 2 to 20 years, with the majority (5 out of 8) having more than 10 years of experience in teaching English. The academic administrators held positions ranging from department heads to curriculum developers, each with at least 5 years of experience in academic administration related to language education.

Table 1

Categories, Subcategories, and the Concepts of Limitations Main Theme

| Category | Subcategory | Concepts |
|-----------------------|------------------------|-------------------------------------------------------------------------------------------------------------|
| Resource Constraints | Financial Limitations | Limited funding, Lack of financial aid, High cost of resources |
| | Material Availability | Shortage of textbooks, Limited library collections, Outdated materials |
| | Technology Access | Poor internet connectivity, Limited access to learning platforms, Outdated software |
| Curriculum Issues | Infrastructure | Insufficient classroom space, Lack of language labs, Inadequate facilities |
| | Outdated Content | Irrelevant syllabus, Lack of contemporary topics, Historical focus |
| | Lack of Relevance | Non-practical language use, Cultural disconnect, Insufficient local context |
| | Assessment Methods | Subjective grading, Limited feedback, Inflexible testing methods |
| Instructor Challenges | Course Flexibility | Rigid course structure, Lack of elective options, Limited cross-disciplinary integration |
| | Qualification Levels | Inadequate academic qualifications, Limited teaching experience, Poor pedagogical skills |
| | Teaching Methodologies | Lecture-based approaches, Minimal interactive learning, Lack of innovative teaching methods |
| Motivational Factors | Language Proficiency | Low English fluency, Accent issues, Limited vocabulary |
| | Instructor Motivation | Low job satisfaction, High turnover rates, Lack of professional development opportunities |
| | Learner Attitudes | Lack of interest in English, Negative attitudes towards learning, Fear of speaking |
| Cultural Barriers | External Motivations | Limited family support, Peer pressure, Social stereotypes |
| | Goal Clarity | Unclear career objectives, Vague academic goals, Lack of personal motivation |
| | Learner Autonomy | Dependence on instructors, Lack of study strategies, Minimal use of technology for learning |
| | Language Stigma | Negative stereotypes, Resistance to foreign languages, Nationalistic attitudes |
| | Learning Environment | Uninspiring classrooms, Overcrowded conditions, Limited extracurricular activities |
| | Global Engagement | Minimal exposure to English speakers, Lack of cultural exchange programs, Isolation from global communities |
| | Media Influence | Biased media portrayals, Limited English media content, Negative influence of local media |

According to Table 1, the thematic analysis of the semi-structured interviews revealed several key limitations to English language learning in the universities of the Chaharmahal and Bakhtiari province, categorized into five main areas: Resource Constraints, Curriculum Issues, Instructor Challenges, Motivational Factors, and Cultural Barriers.

Resource Constraints emerged as a significant challenge, with participants highlighting Financial Limitations,

Material Availability, Technology Access, and Infrastructure as critical concerns. One instructor mentioned, "The lack of financial resources directly impacts our ability to provide students with up-to-date materials and access to modern language learning technologies." Another critical point raised was the inadequacy of physical infrastructure, with a student stating, "Our language lab is outdated, and there are not enough computers for all students, which severely limits our learning opportunities."

Curriculum Issues were identified, encompassing Outdated Content, Lack of Relevance, Assessment Methods, and Course Flexibility. An academic administrator noted, "The curriculum does not align well with the current global context, nor does it address the practical needs of the students." The rigid course structure and inflexible assessment methods were also mentioned as limiting students' engagement and learning efficacy.

Instructor Challenges highlighted included Qualification Levels, Teaching Methodologies, Language Proficiency, and Instructor Motivation. "Some of our instructors struggle with engaging teaching methodologies due to their limited training in modern pedagogical approaches," shared one of the faculty members. Concerns about the language proficiency of some instructors were also discussed, with a participant observing, "Not all instructors have the level of English proficiency needed to teach effectively, which can hinder students' learning."

Motivational Factors such as Learner Attitudes, External Motivations, Goal Clarity, and Learner Autonomy were significant. A student expressed, "Many of us feel unmotivated due to unclear career paths and how English learning fits into our future." The lack of learner autonomy and dependence on instructors for motivation were also pointed out as areas needing attention.

Lastly, Cultural Barriers, including Language Stigma, Learning Environment, Global Engagement, and Media Influence, were identified as obstacles to effective English language learning. "There's a stigma around making mistakes in English that discourages many from participating in class," mentioned a student. Another said, "Our exposure to English outside the classroom is minimal, limiting our ability to practice and improve our language skills."

Table 2

Categories, Subcategories, and the Concepts of Strategies Main Theme

| Category | Subcategory | Concepts |
|------------------------|----------------------------|---------------------------------------------------------------------------------------------|
| Resource Enhancement | Funding Models | Government grants, Crowdfunding, Alumni funding |
| | Material Provision | Open educational resources, Library expansions, Digital textbooks |
| | Technology Integration | Smart classrooms, Online platforms, Language learning apps |
| | Infrastructure Improvement | Facility upgrades, New language labs, Enhanced classroom technology |
| Curriculum Development | Content Updating | Syllabus redesign, Integration of current affairs, Inclusion of local content |
| | Relevance Improvement | Project-based learning, Cultural exchange programs, Interdisciplinary courses |
| | Assessment Innovation | Continuous assessment, Peer feedback, Digital portfolios |
| | Course Flexibility | Elective courses, Study abroad opportunities, Flexible scheduling |
| Instructor Support | Professional Development | Workshops and seminars, Online courses for teachers, Teaching certifications |
| | Methodological Training | Collaborative learning strategies, Flipped classrooms, Active learning |
| | Language Enhancement | Language immersion programs, Tandem language partnerships, Pronunciation workshops |
| | Instructor Well-being | Stress management programs, Work-life balance initiatives, Recognition awards |
| Motivation Boosting | Incentive Systems | Merit scholarships, Language competitions, Recognition of achievements |
| | Community Support | Parent-teacher associations, Social media groups, Language clubs |
| | Goal Setting | Personalized learning goals, Career counseling, Mentorship programs |
| | Learner Autonomy | Self-directed learning resources, Online forums, Study apps |
| Cultural Integration | Cultural Awareness | Intercultural communication workshops, Multicultural festivals, Bilingual signage |
| | Learning Environment | Innovative classroom designs, Interactive learning spaces, Cultural clubs |
| | Global Engagement | International student exchanges, Virtual global classrooms, English-speaking guest speakers |
| | Media Utilization | Promotion of English in media, Subtitled movies, English news segments |

As shown in Table 2, the analysis of semi-structured interviews also illuminated a range of strategies proposed by participants to overcome the identified limitations of English language learning in the universities of the Chaharmahal and Bakhtiari province. These strategies were organized into five principal categories: Resource Enhancement, Curriculum Development, Instructor Support, Motivation Boosting, and Cultural Integration.

Resource Enhancement was a primary focus, with strategies such as Funding Models, Material Provision, Technology Integration, and Infrastructure Improvement suggested. A key point made by an academic administrator was the potential of "leveraging government grants and alumni funding to improve material provision and technology integration." This sentiment was echoed by an instructor who stressed the importance of "upgrading our

facilities to include more modern language labs and smart classrooms."

Curriculum Development strategies included Content Updating, Relevance Improvement, Assessment Innovation, and Course Flexibility. "The curriculum needs to be dynamic, incorporating current affairs and local content to make learning more relevant to our students," suggested one instructor. Another important strategy highlighted was the adoption of more flexible course structures, with a student stating, "Allowing elective courses and flexible scheduling would greatly enhance our learning experience."

Instructor Support was identified as critical, encompassing Professional Development, Methodological Training, Language Enhancement, and Instructor Well-being. "Providing continuous professional development opportunities for instructors is vital for adopting innovative teaching methods," noted one of the participants. Additionally, the importance of supporting instructors' well-being was mentioned, with an administrator pointing out, "Happy and well-supported instructors are more motivated and effective in their teaching."

Motivation Boosting strategies focused on Incentive Systems, Community Support, Goal Setting, and Learner Autonomy. A student shared, "Merit scholarships and language competitions could significantly boost our motivation to learn English." The role of community support was also emphasized, with an instructor suggesting, "Creating more language clubs and social media groups could foster a supportive learning community."

Lastly, Cultural Integration strategies were proposed, including Cultural Awareness, Learning Environment, Global Engagement, and Media Utilization. "Organizing multicultural festivals and using bilingual signage on campus can promote cultural awareness and integration," offered a participant. Moreover, the use of media was highlighted as a means to enhance language skills, with a student noting, "Incorporating English news segments and subtitled movies into the curriculum could provide us with more exposure to the language."

4. Discussion and Conclusion

This qualitative study explored the limitations of and strategies for English language learning in universities within the Chaharmahal and Bakhtiari province of Iran. Through semi-structured interviews with university students, English language instructors, and academic administrators, we identified five main categories of

limitations: Resource Constraints, Curriculum Issues, Instructor Challenges, Motivational Factors, and Cultural Barriers. Concurrently, the study uncovered strategies to address these limitations, emphasizing Resource Enhancement, Curriculum Development, Instructor Support, Motivation Boosting, and Cultural Integration. The findings suggest a complex interplay of challenges affecting English language acquisition, pointing towards the necessity for multifaceted and tailored strategies that consider the local educational context, cultural nuances, and the evolving global landscape of English language education.

The findings on the limitations of and strategies for English language learning in the universities of the Chaharmahal and Bakhtiari province must be contextualized within the broader scholarly conversation on English language education, particularly in non-native English-speaking contexts. This study's revelations resonate with and extend upon existing research, elucidating both the unique and universal challenges faced by learners and educators alike, as well as the strategies proposed to navigate these hurdles.

Resource Constraints as highlighted in our study align with findings from Akbari (2015), who discusses the broader challenges in teaching and learning English within the Iranian education system (Akbari, 2015). The emphasis on the necessity for improved material provision and technology integration finds further support in Alqahtani's (2022) exploration of the silver linings in online English language classes post-COVID-19, underscoring the evolving requirements of language education in the face of global challenges (Alqahtani, 2022).

The Curriculum Issues identified, particularly regarding outdated content and lack of relevance, mirror the concerns raised by Atai and Shoja (2011) about the misalignment between academic language needs and curriculum content in Iranian computer engineering programs (Atai & Shoja, 2011). This underscores a broader issue within EFL contexts where curricula often fail to meet the pragmatic and academic needs of learners, highlighting the need for curriculum development that is both contemporary and contextually relevant.

Our findings on Instructor Challenges, including the need for professional development and enhanced language proficiency, are echoed in the literature. Ghafournia (2014) underscores the importance of language learning strategy use, which is contingent upon instructor support and methodological training, to achieve reading achievement (Ghafournia, 2014). The importance of instructor motivation

and well-being, as indicated by our participants, calls for a holistic approach to instructor development, akin to the strategies suggested by Masbirotroni and Fajaryani (2020) for fostering effective EFL learning environments (Masbirotroni & Fajaryani, 2020).

Motivational Factors were profoundly influenced by external motivations and goal clarity, as discussed in our study. These findings dovetail with Tran and Long's (2021) investigation into the motivations of English-majored students, emphasizing the significant role of engagement and metacognitive strategies in sustaining learner motivation (Tran & Long, 2021). This suggests that enhancing motivation in EFL settings requires addressing both internal and external motivators, as well as clarifying the tangible benefits and goals of language learning.

The Cultural Barriers our study identified, particularly regarding language stigma and global engagement, reflect the nuanced role of culture in language learning. Aldawood and Almeshari (2019) provide insights into the effects of learning culture on Saudi EFL students, indicating that cultural influences pervade all aspects of language learning and necessitate culturally sensitive educational strategies (Aldawood & Almeshari, 2019).

In synthesizing these findings with the broader body of literature, it is evident that the challenges and strategies associated with English language learning in the Chaharmahal and Bakhtiari province are reflective of both localized and global phenomena in EFL education. The congruence of our findings with those of scholars such as Khajavy et al. (2014), who emphasize the importance of communication willingness and classroom dynamics, and Kithinji and Ohirsi (2022), who link English proficiency to academic performance, underscores the multifaceted nature of language education challenges (Khajavy et al., 2014; Kithinji & Ohirsi, 2022).

Moreover, studies by Mehrpour and Vojdani (2012) on the motivational impacts of globalization, and by Rassouli and Osam (2019) on governmental policies in Iranian English education, provide a broader socio-political and cultural context for our findings (Mehrpour & Vojdani, 2012; Rassouli & Osam, 2019). These studies collectively underscore the necessity for a holistic approach to language education that considers not only pedagogical but also socio-cultural, technological, and policy-related factors.

The Use of Technology in enhancing English language learning capabilities is a significant aspect of our findings. Mozaheb and Shahiditabar (2019) discuss the positive impact of internet use in EFL writing classes, which aligns

with our participants' suggestions for technology integration and the development of smart classrooms (Mozaheb & Shahiditabar, 2019). The rapid advancement and accessibility of digital resources present an invaluable opportunity for educators to enrich the EFL learning experience, a sentiment echoed by Alqahtani (2022) in the context of the post-COVID-19 era (Alqahtani, 2022). The shift towards online learning environments has underscored the need for robust digital infrastructures that can support diverse and engaging language learning experiences.

Identity Work among Iranian EFL learners, as explored by Moharami, Keary, & Kostogriz (2022), reflects the complex interplay between language learning and personal identity formation (Moharami et al., 2022). Our findings suggest that strategies for language learning in the Chaharmahal and Bakhtiari province must consider learners' identity work, fostering environments where students can explore and express their identities through language. This is crucial for motivating learners and creating a sense of belonging within the language learning community, resonating with the need for culturally responsive teaching practices that validate and incorporate learners' experiences and backgrounds.

Media Utilization in language learning, as discussed in our findings, highlights the potential of leveraging media to enhance language proficiency. Iranmanesh & Darani (2018) underscore the effectiveness of movies in learning English idiomatic expressions, suggesting that media can be a powerful tool in exposing learners to natural language use in various contexts (Iranmanesh & Darani, 2018). This aligns with our participants' suggestions for increased media utilization, such as the incorporation of English news segments and subtitled movies into the curriculum. Such strategies not only provide learners with additional language exposure but also connect language learning with real-world contexts, making the learning process more engaging and relevant.

Furthermore, the Demotivating Factors identified in our study, such as language stigma and limited global engagement, necessitate a reevaluation of the socio-cultural dynamics influencing language learning. Research by Kang (2012) on the role of media in language learning offers perspectives on addressing these challenges by leveraging media as a resource for positive language learning experiences (Kang, 2012). Additionally, the work of Aldawood & Almeshari (2019) on the cultural influences on learning emphasizes the need to understand and navigate the

cultural factors that can either facilitate or hinder language learning progress (Aldawood & Almeshari, 2019).

In conclusion, the discussion of our study's findings within the constellation of existing research reveals a complex tapestry of challenges and strategies in EFL education. It highlights the need for adaptable, context-sensitive approaches that address the diverse needs of learners, the professional development of instructors, and the structural and cultural dimensions of language education. Our study contributes to this ongoing dialogue, offering insights from the Chaharmahal and Bakhtiari province that, while unique, echo the universal challenges and aspirations of the global EFL learning community.

The study contributes to the broader discourse on English language learning in Iran, highlighting specific challenges and innovative strategies within the Chaharmahal and Bakhtiari province. By integrating the perspectives of multiple stakeholders, this research offers valuable insights into the localized obstacles and potential pathways for enhancing English language education in a region that reflects both unique and universally applicable challenges. It underscores the importance of addressing resource availability, curriculum relevance, instructor capabilities, motivational dynamics, and cultural factors in developing effective English language learning environments.

This study's findings are subject to several limitations. First, the research focuses on a specific geographical and cultural context, limiting the generalizability of the findings to other regions or educational settings. Second, the reliance on qualitative data from semi-structured interviews, while providing in-depth insights, may not capture the full range of experiences and perspectives within the province. Additionally, the study's sample size, though adequate for qualitative analysis, may not fully represent the diversity of views among all stakeholders in the region's English language education.

Future research should aim to expand upon the findings of this study by exploring similar themes in different cultural and educational contexts, enabling a comparison of challenges and strategies across various settings. Quantitative studies could be employed to measure the effectiveness of specific strategies identified in this study, providing empirical evidence to support their implementation. Additionally, longitudinal studies could offer insights into the evolution of challenges and strategies over time, especially in response to technological advancements and changing global dynamics in English language education.

The findings of this study have significant implications for practice, suggesting that policymakers, educators, and curriculum developers should consider a holistic approach to enhancing English language learning. This includes investing in resources and infrastructure, updating curricula to reflect contemporary and relevant content, providing ongoing professional development for instructors, fostering a motivational learning environment, and integrating cultural sensitivity into language education programs. Schools and universities should also explore the use of technology and media to supplement traditional language learning methods, offering students diverse and engaging platforms for language acquisition. Implementing these strategies could significantly improve the quality of English language education, not only in the Chaharmahal and Bakhtiari province but also in similar contexts globally, contributing to the broader goal of fostering effective and inclusive language learning environments.

Authors' Contributions

Authors participated collaboratively in this study.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

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Declaration of Interest

No conflict of interest was reported.

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Ethical Considerations

All ethical standards were observed.

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