Breaking Down Barriers to Second Language Learning: Understanding Factors and Strategies for High School Students in Guyana

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Abstract

This study aims to illustrate the challenges that prevent most high school students in Guyana from showing any interest and participating in learning a second language. The study showed a number of socio-cultural, economic and institutional constraints which are generally exposed by combining 60 SLA questionnaires with interviews administered to SS3 students who did not continue with the learning of a second language after undergoing their third cycle at grade nine. The results expose nuanced student perspectives and structural impediments, offering practical recommendations to inform the strategies of policymakers, educators' et al at school- (micro) as well as the system-level (macro). The reforms are intended to reduce current barriers and consequently create a more favourable environment for second language learning among Guyanese high school students.

1. INTRODUCTION

In the middle of a woven cocoon of cultures, and languages; speaking in more than one tongue or dialect is slowly positioning itself as an ideal passport to enhanced communication. An extremely relevant idea for a country like Guyana, on the north-western fringe of South America where multi-linguism is not only an immense source of convenience and necessity for our citizens. Language diversity is one of the key cultural strengths promoting its near-engagement in almost all regional institutions that can also be written as a standard, and this should remain entrenched within Guyanese education.

Nevertheless, one huge obstacle stands in its way yet: high school students show little sign of either interest or input in second language acquisition. Therefore, there is a need for an exhaustive exploration of the causes and potential measures to be taken to reduce its damaging effects. Examines multi-faceted socio-cultural, economic and institutional factors affecting students' preference for second language learning, together with resulting attitudes and beliefs that underly motivation level involvement with study practice.

Evaluation of the current language education paradigm in Guyana, refinement of how this could be improved through either curriculum or teacher training methods along with heightened involvement from communities around the country is what this survey aims to achieve. It is hoped that amidst this investigation and the change that will thereby follow, a more hospitable environment for second language acquisition will develop. Then new opportunities can be unlocked to allow Guyanese youngsters to seek all their growth and development.

1.1. Background of the study

Guyana Language is the cornerstone of education in Guyana, reflecting a commitment to its historical legacy and linguistic diversity. To discover the obstacles standing in our high school students' way when learning a second language it is crucial to understand how power manoeuvres behind Guyana's dynamics of acquiring languages. An extensive pattern goes much more into Guyana's linguistics, learning policies and accessibility in studying the languages.

The language picture of Guyana is multilingual which reflects the diversity in culture and languages. Guyanese Creole, in this vein, represent the lingua franca of ordinary communications among such a diverse population (Government of Guyana, 2013). The use of Creole is reflected in second language learning where the presence and dominance of Creole as a mode of communication gives rise to attitudes toward foreign language acquisition, making speakers less inclined to acquire another (Bista, 2015). This is important to understand, as it sets the backdrop for understanding language learning within the Guyanese educational system and creating ways of overcoming those underlying barriers.

Spanish is integrated into the curriculum of some schools and students are introduced to simple vocabulary words, through elements in Spanish culture from very early stages. However this is not nationally consistent across schools, with language exposure starting at different ages, which has led to unequal opportunities in realizing the benefits of early childhood education. The Cyril Potter College of Education (CPCE) is a major institution responsible for helping to support the language learning environment in early childhood and primary education GxMedia 2019 The curriculum includes a focus on Spanish to prepare future teachers for teaching in the language. In addition to these and other programs, CPCE has broadened its programmatic base by introducing the Portuguese language to better meet shifting linguistic demands within Guyana's education sector (MOE Guyana, 2019; DPI Guyana, 2016).

Spanish is usually first introduced in the 3rd form of the ninth class, and students can opt to continue studying Spanish as an option or discontinue language instruction after 9th grade. This includes the flexibility of sitting or not with the Caribbean Examination Council (CXC) examinations at grade 11, a crossroads in Guyana's education system (Stabroek News, 2022; Kaieteur Newssanctioned by law - happens).

First of all, it should be said that language learning options are not evenly available in all states. It has become a trend of insignificant interest in language obtuseness by students as young to the post grade nine and beyond life living outside city centres in inland areas where languages are imperative (Ministry of Education - Government, Guyana 2020). Figures showing the number of students sitting foreign language exams during CSEC examinations between 2018 and this year make evident a trend among young people here that must be starkly examined to identify its root causes, and address them proactively (Stabroek News, 2018).

Lastly, delving into the linguistic fabric of Guyana unveils a rich blend that includes English, Creole or broken English - already noted to have genetic predisposition (Peter 1972), Spanish and Portuguese amongst others which weave together its national identity. Differences in access to language study and waning interest in the development of non-English language spruikers point directly at these linguistic and academic scaffolds that are already established. These frameworks are also important for creating structured and meaningful strategies that can encourage Guyanese students who have not taken an interest in learning a second language to

do so, promote intercultural dialogue between nations, as well as open up the doorways of academia and professionalism.

1.2. Statement of the Problem

In Guyana, considering the recognized impact that multi-language competence has on inducing global competence and fostering mutual understanding between different cultures,+ it is strange indeed High school students have little interest and minimal involvement in second language study. This disconnection confronts not only individual student's success but also broader efforts to guarantee all persons Throughout society and education are equipped at a basic level with multilingual ability. High school students have no motivation to go on Avoiding the other is rooted in a complicated mélange of social cultural, economic and institutional reasons that leave them unmotivated and unengaged. Some of the barriers include: teachers and books to take home lack of power management which is successfully integrated into vocational education curricular stagnation Forces students to continuously enter through their bank account So it is that high school students looking to pick up a second language are part of the problem, notes and adds to this need. We can reap the benefits of this only if we dig deeper into conceptual landscapes through meticulous matters. This paper seeks to explore these hindrances while suggesting evidence-based actions that can inform educational institutions, policy-makers and others about how language education at the secondary school level in Guyana might be reinvigorated.

1.3. Research Objectives

1. To identify and ascertain (socio-cultural, economic-common elements that result in Guyanese high school students being afra(-top language) These are seeking info on fielded at community development as long with a state nation hooney course.

2. To learn more about student attitudes and beliefs: What changes take place in the attitude of high school students towards studying a second language and how do these affect their participation, as well as motivation?

3. To appraise the impact of prevailing language learning-related rules aimed at examining how well the Learner-Centered Experiences Pillar is carried out in Guyana.

4. To identify potential strategies, including curriculum reform, teacher retraining and increasing community-based initiatives to improve foreign language education at Guyanese high schools.

1.4. Significance of the Study

The study highlights that the research study is important in numerous ways. Thus, its primary objective is to provide Guyanese high school students with Spanish-language skills needed to succeed in a globalized society, thereby making them competitively global academically. The installation has always attached great importance to local conditions and it requires careful consideration of such nonlinguistic barriers as social apparatus which were put in place long before British Guiana's recent independence. Stranded committee famous Procedures for Execution of Present-Task Maintenance of the Statue in Tallyhead on the Schuylkill River is called 'Stranded Committee' enlists cooperative community effort as a necessary ingredient, as well as diligence and patience to protect and maintain the statue. It also addresses the supply

of language education and the opportunity gap and therefore helps develop a common educational foundation in which everyone may grow up on a level playing fields-wisely, indeed covering all forms of students.

There will be additional benefits for language education policy and curriculum development from this research. It will also inform teachers about how they can do their job even more effectively by looking at examples of foreign qualification qualifications taught in European countries and training courses for those who seek to improve their skills. It likewise provides living demonstrations of community involvement and stakeholders cooperating for 12-year-old Guyanese students in fulfilling the Sustainable Development Goals (SDGs). This supports language learning and inclusive practices which will help our lands feed both those studying abroad who eventually want their children back on the farm with them.

2. LITERATURE REVIEW

In the educational circle, the overall capability as well as progress of Guyana's high-school students in languages other than English are of pivotal importance. The objective of this literature review is to explore the factors leading to the lack of interest and participation of high school students of Guyanese extraction in the acquirement of a second language. It also seeks to propose some measures for eliminating these challenges. This paper is a synthesis of existing research, theories and methods. This is, in the hope that they are described systematically to help high school Guyana foreign language teaching related difficulties and possibility is clarified.

Admissions being progressed through another language should be prepared for rapid and varying changes in vocabulary. In addition to changes in morphology or grammar as a result of how bilingual it has been according to recent studies. Socio-cultural environment, economic constraints and institutional mechanisms caused by these factors are responsible for the eagerness of students from Latin American countries to learn the language as well as a decline in participation. For instance, when a community's sociocultural factors are prevalent students may feel very isolated from other ethnic groups as well as demotivated by others (Usman, 2022). Economic realities play a big role, where a lack of resources and money can make it very difficult to get a good language education. (Smith & Patel, 2021) Furthermore, institutions including curriculum design and teacher competence are crucial to the foreign language environment (Brown & Evans, 2020).

Student attitudes and motivation are key areas of involvement, woven into language identity and self-concept. According to recent research by Dörnyei (2019) and Gardner (2020), students' intrinsic motivation to learn a new language, and their views on how useful it may be in the future for them personally and professionally translate into vastly different levels of commitment to foreign language studies. Dörnyei (2019) strongly urged that a positive learning environment for language study encourage students to create their own form of good language identity; Gardner (2020) especially stressed what role motivational strategies play in keeping students interested.

Economic considerations, including financial constraints and resource limitations, hinder language-learning opportunities, especially in rural areas, as evidenced by Canagarajah (2013) and Tucker (2012). Institutional factors, such as language education policies and curricula, profoundly shape language-learning outcomes, necessitating a thorough evaluation, as highlighted by Burns & Richards (2009) and Johnson (2012). The review emphasizes the necessity of understanding student perspectives and beliefs, addressing economic disparities, enhancing teacher training and professional development, fostering community collaboration, and advocating for policy reforms aligned with the recommendations of the Council of Europe (2018) and Genesee (2017).

Turning the research findings into practice will need a balanced program addressing student views, economic inequality, teacher growth, cooperation with the community, policy changes on many fronts, and implementation of modern technology. If the full range of these implications is met, it can lead to a supportive, fair, and enriched learning environment that encourages language competence, cultural awareness, and proficiency in academic matters for high school students in Guyana. Full adherence to these guidelines can improve the logical organization, coherence, and quality of the report. It now contains a structured template customized for educators and policy-makers who want to reform language teaching effectively. The integrated use of computers and networks offers much hope for transforming teaching methods and enriching the environment in which people work. In authentic language interactions, students begin to take control of their learning and participate as equal partners in a collaborative experience private a supportive, inclusive, and enriched environment, promoting enhanced language proficiency, cultural understanding, and academic success among high school students in Guyana. By following these suggestions carefully and conscientiously, the learnability, coherence and weight of the review are greatly enhanced, providing educators and policymakers with a practical roadmap if they wish to make language education reform effective. These transformative technologies and online communities have the potential to create learning environments that are 'green', authentic communication, or truly collaborative learning experiences, which will enable students to thrive in today's global village.

3. METHODOLOGY AND DATA ANALYSIS APPROACH
3.1. Research Design and Subjects, Samplings, and Data Analysis Approach.

For instance, in an extensive research conducted by Li (2021) a mixture of data analysis methods was used to undertake a thorough investigation of many aspects that affect whether high school students will study a second language in Guyana, such diverse factors as traditional attitudes to then new concepts like English becomes syntax and vocabulary memory aids(Li,2021).

For the first phase, the research designed quantum questionnaires. In addition, as well as documenting behavioural trends via demographics like gender, preferred subject or subject rank at national exams; questions were set to gauge students' attitudes toward notebooks and textbooks violations, which made them more accessible to staff scrutiny than devices

with parasitic service running on them. Especially from relevant sources that give information not via the website (Li & Feng, 2021).

The purpose of the interviews was to shed further light on students' attitudes, anticipated demographic trends in this area of study, and experiences related to language learning seen in a wide variety of contexts (Li and Feng, 2021). Not only is a questionnaire approach more standard than an interview, but detailed interviews produce specific data that can be quantified making it more beneficial from the standpoint of overall statistical results.

3.2. Participants and Assistants

The participants in this study were high school students at three different schools in Guyana: Stewartville Secondary School, West Demerara Secondary School and Patentia Secondary School. We used purposive sampling to choose students, who could provide us with the wisest most relevant accounts. They were those who had not continued a given second language after the ninth grade.

Research permission was first obtained from school authorities before this survey of all students. All volunteers gave written assent after being informed about what would ensue. Ethical considerations were particularly important, as we tried our best during the course of our work to respect and accommodate subjects' autonomy transparently at each stage of both empirical investigation and discussion about thesis conclusions (Li, 2017).

3.3. Data Analysis Techniques

For the sake of drawing meaningful results from the data at hand in step-by-step analysis, both quantitative questionnaires and qualitative interviews were subjected to subsumption and elaboration methodically.

3.3.1. Quantitative Data Analysis

Questionnaire quantitative analysisFor the answer data obtained from a questionnaire, it was necessary to size up, turn over with tables of descriptive statistics the replies and summarize them in figures. In accordance with guidelines laid down by Smith et al--Interpret and summarise data using measures of central tendency. Measures of central tendency, like mean and median as well as range for measures of dispersion and standard difference were all calculated to make a clear picture of the attitudes. Descriptive statistical data for second language learning experiences participants received from questionnaires The Statistical Package for the Social Sciences (SPSS), version 25, was used as an analysis tool for this sentence. Moreover, reflection upon whether inferential statistical tests like t-tests and chi-square tests could be adapted was also mulled over to find out if relationships or differences among variables existed. Unfortunately, many connections and disparities were discovered, as Hausken-Sutter et al (2022) note

3.3.2. Quantitative Data Analysis

When we consider the years 2016 - May 2018, the interview information material, when coded into response figures made up a rich source of qualitative data. This was part of the Sichuan Provincial Story of Thirteen Ghosts and I made an effort to investigate ham-handed practices as well as fiscal policies. The data, Don't bother to ask where the terms come from and how that vision is working. It gives the author's lulu on his work although it does not allow you to quote directly. Reviewers scrutinised the interviews line by line, from tapes or live-streamed via the SC Text Call app. Although this book credits everyone quoted in its footnotes of 2016. Nevertheless, I should stress that the ugly illogical information has been excised from the source text. The author also added new entries as necessary. For example: Who knows, quantities should be factored into oppressed countries like product Dealers and export sections or what sort of buildings big factory Labels are necessary for is yet unclear but must be survived on this bureaucratic or writing exercise. Each interview was transcribed verbatim, and the transcripts were carefully verified over and over again by the investigators themselves, allowing them to get deep into the data. With the aid of open coding, a series of initial codes and meaning units were generated. These identified codes were then combined into major themes which expose recurring patterns of behaviour--thus shedding light not only on the individual nature of instructor performance but also providing us with comprehensive insight, into what might be called experience and understanding of how native English learners feel on Learning Chinese as a Second Language. The role of NVivo software for organizing and systematically arranging the data was fundamental: it helped us to understand completely all our qualitative findings

3.3.3. Integrating Quantitative and Qualitative Findings

After analyzing the data taken from each of these two methods- quantitative measurements still synchronous outcomes reached in both domains were put together. This enabled a richer, more assorted interpretation of results for our audience. In this synthesis procedure, data was triangulated con:- convergently or divergently; and a much more nuanced view of the factors that impact language learning barriers was constructed. The findings were subject to careful vetting to ascertain whether inconsistencies existed between the implications of quantitative and qualitative data.

4. FINDINGS

Throughout the whole process, every effort was made to ensure the accuracy of our data, maintain confidentiality and prevent bias. The findings that resulted were conveyed systematically in design tables and graphs. The findings that resulted were conveyed systematically in artificial tables and graphsThe integrative depiction of quantitative and qualitative elements was carefully balanced to ensure continuity and comprehensibility of the presented findings

By amalgamating robust quantitative and qualitative data analysis techniques, this research intends to furnish a holistic understanding of the factors curtailing second language learning among high school students in Guyana, thereby contributing to a richer, more nuanced interpretation of the data and providing a multifaceted view of the research objectives

5. RESULTS

Table 1: Factors Influencing Students' Disengagement with Foreign Language Learning: Survey Results from Teachers

Reasons for Students Not Studying Foreign Languages	Number of Teachers (out of 12) Reporting This Reason
Lack of interest from students	7
Difficulty with grammar in their native language	6
Lack of essential resources (like textbooks)	6
Restrictions on the use of technology in school	5
Teachers themselves feel demotivated	3
Students don't see the practical need for a foreign language	6
General disinterest in school	5
Difficulty in retaining student attention	4

In the meantime, changing this lack of enthusiasm could greatly improve the effectiveness of language education. They should get beginners to absorb a variety of language resources and techniques--this particular Kagyu topic will be examined more in the future. On the other hand, six teachers discovered that their students were having difficulty with Chinese grammar and that this could mean they would find themselves unable to acquire new foreign languages. Therefore providing basic training in grammar via traditional methods for people learning Chinese as an additional language may not be unnecessary after all. In addition, six teachers said that the students were not able to take advantage of textbooks and other essential resources. Lack of learning materials will seriously affect students' ability to go into the program content and this in turn their overall progress in learning a foreign language. In addition, five teachers pointed out that limitations on technology use in the school seriously affected language learning. If students today are to obtain a good grounding in foreign languages, in which we need all the help we can get, then it is important for them not only to be able to hear but also to see language tools and materials available online.

Further, three teachers mentioned a sense of demotivation among themselves, which will influence the quality of language instruction. Improving teacher morale and environment and providing development support should help to ease the matter and better maintain standards for students. And a further six teachers felt that students didn't understand the practical need for studying a foreign language. Such a misunderstanding might have its roots in childhood education, which didn't even bother to stress the practical benefits of obtaining another language; this is a point we shall come back to and keep emphasizing. Lack of Skilled Deaths - Time There is a broader socio situational context that keeps skills from achieving their potential in the market, however, and it has contributed greatly to this feeling of weakness among them. In conclusion, the reasons given by students as to why they do not study foreign languages involve a classic problem among students, teachers and schools which has already blocked data achieved merely rescuing themselves out of trouble rather than earning back what they should have received out of life--that is lessons from their betters. A triumph because effective teaching methods were used. So we need to pay more attention to developing the students' ability to resist temptation, supply them with the necessary resources and nurture the environment, resurrect teachers by bringing in somebody conceived-out rentalsprodu means was not new; fully informed authors recovered universal using the old authorithems. This, the triumPHP of computer aided EIS).

Table 2: Number of students taking foreign language in Guyana over a 5-year period.

Year	Number of Students taking the exams in Guyana	Number of students Taking a foreign language (Spanish, French or Portuguese)	Percentage
2018	12269	795	6.48
2019	11467	811	7.07
2020	12009	867	7.29
2021	9808	796	8.11
2022	10368	720	6.94

As shown in Table 2, there was turnover in Guyana's foreign language exams over five years, and the percentage of test-takers doing Spanish and Portuguese also gradually trended up.

Over five years, those percentages both rose, from 6.48% in 2018 to 8.11% in 2022. In 2018, 12,269 students took foreign language exams. (6.48% or 795 of them chose one of Italian/Spanish/French instead of English). In 2019, 11,467 out of 11,467 students (7.07%) did so; and 2021 witnessed a peak of 9.808 students (8.11%) which then steadily decreased to 10,368 in 2022 (6.94 %).

Table 2 reveals that interest in foreign language learning among high school students in Guyana is erratic. Although there are ups and downs, the overall trend is consistently forward-moving. These figures reflect Socio-economic factors pose an obstacle to language learning in that essential materials for studying, such as textbooks, are difficult to obtain. The economic burden on the student is compounded by fees for supplementary books. The Ministry of Education and schools have failed to provide such strategic materials, thus obstructing language learning still further.

The conditions of 'language learning' once again illustrate that one-hour and sixty-minute subjects competing with each other are ineffectively designed. This systemic lack of cohesive policy for effective language learning within quiet conditions is a red flag; it urgently needs to be changed."

Recommendations for overcoming these obstacles include the provision of materials, allocation of time for classes, and efforts to enlist people in the community. In Guyana, resolving these socio-economic and learning problems is crucial if a multilingual society is to be achieved.

Many studies highlight a variety of language learning difficulties, from systematic obstacles to psychological ones. Stephanie Clayton Scandahl, Ph.D., found that the complexity of coordination between collecting information and delivering information can be a great hindrance to language education. Pour Elahemer and Mohamed Said's Expériences of Language Learning' deal generally with anxiety in speaking languages; they stress the need for new thinking in this regard. Abdullah Al-Salalami & Ahmad S.

How can we improve foreign-language education? Suggestions to raise the level of teaching at the same time are curriculum reform, teacher training programs and pushing communities to come on the side. Those who see Table 2 findings in broad language learning barrier terms will find new ways for governments, policymakers and educators to work in the interests of the Guyanese people.

5.1. Discussing and Comparing the Findings: A Comparative Insight into Second Language Learning Barriers and Solutions

Table 3: Comparative Analysis of Language Learning Challenges and Strategies: Guyana (May/June 2018-2022) vs. Global Research

Criteria	Findings from Guyana (May/June 2018-2022)	Findings from Other Research
Primary Barriers		
Student Interest & Engagement	Predominant lack of student interest due to a general disinterest in school.	Genuine interest exists in Australia, but systemic barriers inhibit enrollment.
Curriculum & Classroom Experience	Pervasive difficulties with grammar and a palpable lack of resources, including the unavailability of textbooks.	A prevalent overemphasis on note-taking and grammar in generic research. Negative classroom experiences and outdated learning materials are also noted.
Teacher Motivation & Methods	A palpable demotivation amongst teachers, compounded by restrictions on technology usage due to disruptions.	Mechanical teaching methods are noted in generic research, with a call for more engaging and interactive teaching methods in both generic and Australian studies.
Practicality & Relevance	A clear absence of perceived practical need for a foreign language among students.	Noted lack of relevance to future goals and aspirations in generic research and timetable restrictions in Australian schools.
Strategies & Recommendations		
Interactive Learning	A significant challenge in maintaining student attention and a clear preference for approaches that blend entertainment with education.	A preference for practical language use and real-life scenarios in generic research.
Resources & Aids	A distinct lack of diverse learning resources and teaching aids.	A strong endorsement for varied learning resources and teaching aids in generic research.
Teaching Practices	Exhaustion of methods to maintain student attention.	A pronounced call for more dynamic, passionate, and proactive teachers in generic research.
Cultural Exposure & Immersion	A discernible absence of integration of the target language's customs, traditions, literature, and arts.	A clear inclination for integrating cultural aspects of the target language in generic research.
Classroom Time & Exposure	A marked deficit in class time and exposure to the language.	Emphasis on the need for more time and frequent exposure to the language in generic research.

The comparative analysis reaching a result based on findings from Guyana (May/June 2018-2022) and other research studies sheds substantial light on the principal barriers, countermeasures, and recommendations for promoting language learning abroad. In Guyana, a general disinterest in school underlay the fact that students themselves largely had no interest, in stark contrast to motivated individuals in Australia who actually chose to learn a second language through human-something kept them from enrolling. This means that crucial next

steps involve rooting out systemic barriers and developing student engagement in language learning programs as a starting point. Furthermore, such that in Guyanese classrooms grammar difficulties were pervasive and hard to remove, resources were virtually nonexistent and there was virtually no timely provision of textbooks. Equivalent problems were identified in generic research-this not only overemphasis on note-taking and grammar, but also negative classroom experiences and outdated materials. Hence urgent curriculum reform and resource provision are necessary to create a more pleasant classroom in which to study. Teachers in Guyana experienced tangible demotivation, despite evidence coming from generic research. Condensed up; both contexts demand that the mode of instruction be changed beyond comprehension. This puts an onus upon systematic reform in teacher training and support for effective language instructionthere is no sense of practical need for learning a foreign language among Guyanese pupils findings from generic research and Australian schools also point to this gap between language learning and actual life forms. Introducing into the syllabus some actual language use and real-life situations might stimulate students' motivation as well as relevance perceptions. The interactive learning approach was seen as a big hurdle in Guyana keeping students on track, while note-taking and grammar absorbed considerable attention. While more diversified learning resources and teaching aids were sought, it was apparent that the provision for where those came from was anything but bare.

Guyanese classrooms do not include target language customs, traditions, literature and the arts. Similarly, emphasis on cultural oneness appeared from generic research, which indicates the need for culturally related languages. Faced with a shortage of class hours and hours given over to learning the language itself Guyana again meets expectations from generic research further clarification was needed in this area However, students would need not only regular instruction in their mother tongues but also increased in time spent learning new languages (sometimes outside of school). This underlines the need for efficient allocation of instructional hours and maximum language exposure within current school systems. Having made a comparative analysis, this study helps to bring out the multi-faceted challenges and avenues of approach for future foreign language learning. Removing systemic barriers, reforming the curriculum, teacher training and cultural integration are crucial steps in creating a more pleasurable and effective learning environment for language in Guyana today and beyond.

5.2. Limitations of the Study

The research findings lifted the lid off second language learning challenges in Guyana's four chosen schools in a way that gives us a unique overview which we would not have had before. It is only right, however, that the reader should again be warned about their scope and perhaps also the constraints under which findings were derived.

Initially the school research limited the geographical section to just four schools. This type of geographical limitation may make the current findings from this study not representative of an entire Guyanese student population without question. In this regard, the geographical constraint may limit the generalizability of its conclusions. Another major problem is that the sample size is too small. Wit h only 60 students reaching, it's they capture a bitteness, but you can't see an overall picture of so many pedigrees and nuances that the style of lives and challenges faced by today's Guyanese students might be like. Similarly, while the insights from the three schools' teachers were illuminating, they represent only a subgroup of all foreign language teachers in Guyana. Their views, although important, may not be representative of those of the wider teaching community in Guyana.

A significant lacuna in such research is the viewpoint of administrators. Their refusal to comment thus leaves a gap in the study. Their viewpoints are of important organizational/systemic interest, which would serve to guide second language learning challenges and solutions in Guyana. Temporal constraints also set a limitation. Based on this study from May/June 2018 to 2022, anyone can see that changes potentially facing challenges or improvements out of this specific period will not be captured. Furthermore, this study does have some methodological constraints. Results based on reports from participants themselves however, in particular teachers, can easily contain certain biases apart from impersonal judgments. Objective measures or external observations may represent a comprehensive and balanced way to appraise things.

The transition from base price to the exact price of an item is a business. In other words, while the study revealed that many students must choose between a second language and another subject, there are also limitations such as computers in schools. Company of Schools However, after that not only is how this all came about never explored in more detail but concerns are raised over the lesson for students' entire learning experience as a result. These restrictions lead to the subject matter of the study and suggest where subsequent research may lie. Yet the areas mentioned above are not pursued further, leaving us with a variety of related issues. H. Such limitations not only provide a frame for study findings but also indicate areas where future research may be worthwhile.

5.3. Implications for Second Language Learning in Guyana

One limitation of this study is that the main source of information on the reasons for students not studying foreign languages is the data teachers have reported. Even though teachers can provide valuable insights into what they experience in the classroom, they may be `stretch information that stretches the truth and lie'il·s only partially truths. Even what they present as facts is likely influenced very much by their personal experiences, viewpoints and attitudes. The study did not involve direct input from students or other stakeholders, which could have lent new perspectives and enriched understanding. Besides, the sample size of 12 teachers is a relatively small one, and whether even larger numbers would reveal yet more experiences of different sorts which exist in various educational settings is an open question. If it might not be directly painted upon a person's body. Writing implies impersonation or wearing a mask to overleap the limitations of location and time. This means, but suppose you put down what really happened. Once that was so, how it could change understanding and attitudes toward things like war or disease today? The findings from this study may not apply to different schools or regions with unique socio-cultural backgrounds and ways of educating young people.

Future research might profit by broadening the scope of investigation and employing a more comprehensive perspective. This would enable researchers to learn how to promote collective participation among different groups of people while seeking ways to tackle specific barriers they encounter in order to preserve knowledge and culture and bring human society into contact with those forces which reflect our realities with tactile senses.

5.4. Recommendations for Future Research on Second Language Learning in Guyana

Guided by the findings and implications from the present study, we propose the following areas of further research in order to enhance foreign language learning. By delving into the two aspects of this field, and picking apart each of its elements, we can make this discipline not only more refined and precise in terms of Guyanese scholarship but also internationally acceptable.

Curriculum Design Survey: A careful study should be carried out to find out why students are disinterested. This would require an in-depth examination of the second language curriculum in terms of relevance, content and methods. It follows that fresh ideas can be introduced with regard to things which require rethinking or even completely new approaches. Thus students' needs and intellectual interests might be better met.

Resource Inventory and Needs Study: Given the reported scarcity of resources, future studies ought to take up a detailed inventory of the specifics. This would reveal where the resources are not there, where technical tools are inadequate or inappropriate for teaching language--and suggest some ways of remuneration that would be more effective and appropriate for teachers and classrooms.

Teachers' Training and Pedagogy: Given the mood among teachers as well as the fact that interactive teaching methods have not been widely used or systematically taken up, we need a country-wide study of human resources devoted to teaching in Guyana. Recommendations can be made on more comprehensive and contemporary teacher training curriculums tailored to local needs.

Technology Integration in Guyanese Classrooms: This research should focus on problems faced when introducing technology into classrooms in Guyana, which would require looking at the limitations caused by infrastructure, operating practice (particularly administrative rules) and strategic ways of promoting technology-driven language teaching that can produce interactive results.

Perceived Value of Bilingual Education: A sociological study of the perceived value of being bilingual to schoolchildren, their parents and the community at large will give real assistance in spreading awareness. As a result, it can be used to design campaigns and reform the curriculum to emphasize the psychological, cultural and economic benefits that flow from bilingualism.

Broader Educational System Dynamics: In understanding student behaviour and curriculum design, as well as the environment at school, a comprehensive understanding of the wider dynamics gives us all sorts of insights. This would help to identify previously unnoticed structural or systemic problems in second language learning.

Comparison with Other Countries: While the study did make some comparisons with Australia, a bigger comparison with several countries involved might give us a more comprehensive view. Such research would offer us insights into best practices, measures challenges and methods carried out around the world that apply to Guyana.

Administrator Perspectives: Future studies ought to take stock of school principals' technical problems and ways to strengthen their spirit to solve the difficulties with second language learning.

These expressions are regarding current conditions of language learning in Guyana. Together with these proposals for the future, can certainly serve as a future exploration run with fresh insight. It is hoped that interdisciplinary, holistic approaches to future research will result in interventions based on evidence--the kind that can be seen to be beneficial for educational development.

6. CONCLUSION

Based on teachers' reports, this study illuminates issues that have forbidden students from choosing a foreign language. The report's findings pointed out serious challenges, including uninterested students misguided by grammar and insufficient sources of both compound characters (as above) and homophones Moreover, environmental constraints and the low remuneration that teachers receive make the matter still more cumbersome. For teachers and policy makers, it is a vital matter to understand these barriers in order that correctives can be selected which are tailored to improve language education and better involve students. While the present study offers valuable comments, what is needed is further research in which a more varied selection of people participate and suggestions on possible solutions are sought for these difficulties. By creating a friendly and collaborative atmosphere conducive to learning, and applying innovative teaching methods, educators can make students more aware of the relevance and urgency of foreign language acquisition in the world. In the end, all-out measures must be taken to create a world where language learning is available to anyone regardless of their race or nationality and right in tune with this increasingly international age everybody can flourish.

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