

The study of difficulties faced by students in learning Spoken English in the English Works! Program.

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Abstract

The students in Pakistan even after studying English up till graduation are unable to speak English. English works! Program is an international program offered by the state department to teach fresh graduates essential English speaking skills to help grow and excel in life. The study aims to find out the problems faced by the students of this program in speaking with the intention of overcoming those problems. A sample of 20 students of the English works! Program was taken for this purpose. A questionnaire was provided to these students with questions covering various dimensions of the problems that the students are likely to face during learning to speak a foreign language. The gathered feedback from the students was analysed using SPSS. The result of the data has shown that there are various problems that the students encounter even despite being provided with an up to date and excellent learning environment. Suggestions have been provided to overcome those problems and enhance the learning process.

Key words: ELT, Speaking difficulties, English works

I. INTRODUCTION

English works! Program is a 6 months long extensive program offered by the US Consulate Lahore and funded by the state department, the program is offered through US Embassies in nearly hundred under developed countries of the world. The objectives of the program are to teach fresh graduates or students who are in the final year of their study English communication along with soft skills so that they can acquire a job. The outline of the program is designed by American ESL professionals and they also train local teachers before the program starts. The teaching process is mostly activity based and is aims to make the learning environment fun and interactive as possible.

English is an international language, its dominance, hegemony and importance cannot be denied. One cannot think of a

successful life without acquiring this language in this modern world. English opens up doors of so many opportunities that a person who cannot communicate well in this language can only dream of. Technological advancement, technology, internet, social media all require one medium to be used and understood and that is again the English language. It has become a global language and out of every 5 people on the planet 1 can either speak or understand the English language. It has been seen that those who have good English communication skills have the highest chances of securing a good job or a promotion and those who cannot communicate in this language effectively are left behind despite having a good skill set In their respective fields. If you want to stay in touch with the world and scientific advancement you must be able to understand English as scientific research

and media industry use this language. Apart from business, education, and career opportunities it helps you a lot if you want to travel the world meet new people and make new friends.

In the highlight if all the above mentioned merits of the English language its importance and why one should learn this language cannot be denied as this is one of the reasons why the United States government through its State Department has started the English Works! Program in underdeveloped countries.

Statement of the problem

English is the official language of Pakistan, it is used in court proceedings, in government institutions and even in most of the educational institutions the medium of study is English. Students in Pakistan study English from kindergarten up till graduation level, the biggest competitive exam in the country CSS is also conducted in English, but despite of all this the situation is very unfortunate and the students in Pakistan even after graduation are unable to express themselves in English, majority of the students cannot speak English at all. As far as listening and reading is concerned the students have no difficulty in that. They can read text literary and general and understand what is being conveyed. If someone is communicating in English, it's the same but when it comes to speaking they lack the basic communication skills.

Our neighbouring country India on the other hand is the largest non-native English speaking country in the world and it's not just because of the size of their population, the students of India are very good when it comes to speaking English, it's because they have one of the finest education systems in the world and it's well in place and performing very effectively.

In Pakistan the reason there are various reasons for such a petty situation, first and foremost is the education system

then comes the teaching methodologies and techniques. The most practiced ESL methodology in the country is GTM, this methodology was used to teach classical languages. All of the focus is given on reading and writing and cramming long vocabulary lists, little but no emphasis is given on the speaking or the pronunciation. Programs like English Works! Has proven that provided the right environment and teaching methodology produces very fruitful results and children are able to communicate just after a 6-month program, whereas they could not do so even after studying the language for 14 to 16 years. But even after that students face a lot of problems while communicating, the biggest hurdle being the psychological barriers and inferiority complex.

This study aims to find out the problems faced by the students in learning spoken English even when provided with the right teaching environment and instruction.

Research objectives

1. To explore the difficulties faced by the students in the English Works! Classroom in developing speaking skills.
2. To explore the hindrance in achieving proficient speaking.

Research questions

1. What are the difficulties that the students encounter while speaking English?
2. What are the obstacles that hinder the learning process?

Significance of the study

The study will be of utmost importance as it will help ESL instructors peak into the minds of the students and have a first-hand account of the difficulties that they face. It will help them develop better lesson plans and use methodologies or a mixture of methodologies so that productive and fruitful learning can take place. The

research will highlight the nature of the problems faced by the students.

II.LITERATURE REVIEW

Before we examine different parts of talking let us initially characterize what talking is? Various specialists have proposed various meanings of talking as per the learning of language. Chaney (1998) characterizes talking as a technique for building and falling significance through verbal and non-verbal signs in different circumstances. Then again, talking is likewise characterized as a cycle intuitive in nature and comprises of delivering, sending, and accepting data (Brown,1994; Consumes and Joyce, 1997). Numerous others additionally expressed that talking is a two-sided technique that has Data, sentiments and feelings that are passed on through a particular channel (Bygate; 1987 Eckard and Kearny; 1981; Florez, 1999; Howarth, 2001)

Importance of speaking skills

Individuals are altered to talking even before they sort out some way to translate and peruse. People contribute additional life for imparting verbally when contrasted with composing. Talking is the most extreme significant ability for individuals as it plays out a significant part in imparting messages and development. Communicating in English is certifiably not a less complex errand since speakers ought to fathom a few qualities like sentence structure, articulation, jargon, cognizance, and familiarity. Understudies should have enough. Waterways (1981) inspected the usage of language outside the traditional settings of study halls situation and understood that talking is used twice as much as scrutinizing and creating merged. According to Brown (2000), tuning in and conveying in are understudies' language contraptions. Different scientists imparted that talking is significant for the people's cooperation where they can talk noticeably and successfully. Talking is the technique for

passing on considerations and messages additionally (Efrizal, 2012; Gilakjani, 2016). Richards and Rodgers (2001) communicated that in the regular techniques, the talking ability is neglected in the classes where the highlight was on examining and forming aptitudes (for example Punctuation Interpretation strategy).

Properties of speaking skills

Mazouzi (2013) is of the view that the exercises of the students should be organized on the harmony among precision and familiarity accomplishment. The two correctness's just as familiarity is urgent and are the sign of the open technique. Homeroom methods can help understudies with developing their open ability (Ur, 2000). So they should know how the language structure works appropriately. The main component for successful execution of talking is familiarity and it is the essential mark of instructors in their lessons also. Further, familiarity controls the students to impart inflow is additionally a critical component of talking capacity. Support (2000) likewise pointed that familiarity is a vital viewpoint as it offers lucidness to underlying components of sentences, parts of elocution, and suprasegmentally highlights The other most significant element of talking is precision. The people of society are attractive to communicate in English in different circumstances. Mazouzi (2013) is of the view that much fixation and centre ought to be given to creating language designs, articulation, and jargon during the improvement of talking capacity. As demonstrated by Thornbury (2005) the people need to zero in on talking capacity to accomplish high positions in the public arena.

Issues faced during speaking

Ability For quite a long time the worth of English in ESL settings has been valued, however, it is, by and large, acknowledged that ESL students face a lot of issues and

challenges in their English talking. They thought that it was a moving errand to impart in different settings. So of the significant issues are mental, social, and semantic issues that make obstacles in talking abilities capability. Taun and Fundamental (2015) saw that understudies' talking show is affected generally by mental issues for example unfortunate of submitting botches, uneasiness, the pressing factor of companions, and absence of certainty, and so forth These all components are applicable to execution. Understudies do a talking activity under different settings. The setting of execution impacts their talking. The speakers become bashful and resultantly can't impart viably because of these mental variables (Country and Newton, 2009). The second significant obstruction is the social issues winning in the public arena. Among these, a portion of the significant deterrents is less discussion in English in formal and casual settings, particularly in the study halls. The homerooms are not steady for English language talking in Pakistan (Ali, 2015). Further, the students are not prepared to rehearse English and resultantly they can't communicate in English. Pushing forward the climate for English isn't suitable and the assets and friend discussion are additionally not appreciated. Recently, with the attack of online media, the discussion has become more private and real yet English language discussion among Pakistani speakers actually needs improvement. The Third hazardous region is the semantic challenges like lacking jargon, wrong articulation, and unfit to appreciate the linguistic structure of the English language. Urdu and Pakistani Speakers in Pakistan face a ton of these issues as the grammar of Urdu and Punjabi is inverse to English (Gulzar et al., 2018). An examination led by Ozkan, Bada, and Genc (2011) likewise underscored that elocution and punctuation become hazardous for ESL student's significance of articulation in talking abilities since students can't talk with the correct

elocution. At last, the selections of words are additionally dangerous. The students can't remember appropriate words and they can't utilize words in pertinent settings. Lin (2013) expressed that the absence of jargon information likewise makes issues in talking which makes the students incapable to speak These risks astound the understudies to talk English and need to hush up as opposed to being denounced before endless people (Earthy colored, 2000). Random hardness in talking really is the consequence of preventions that have made the tone and emphasize counterfeit. EFL understudies who have a low nobility will overall quit confronting the test of submitting bumbles in their talking tasks which achieving the impediment to the improvement of their talking fitness (Mahripah, 2014).

Other studies related to problems in spoken English

Here some pertinent investigate with respect to certain variables that affect talking capacities are under centre Past research recommended that mental social and semantic issues make obstructions to achieve authority in talking abilities. Sawir (2005) investigated by gathering perspectives on different ESL students in different nations that English correspondence and specific talking is the greatest test for ESL students. He discovered that the students are mentally unfortunate to talk. He likewise examined that the social climate of the local language makes students sure and they don't practice and talk in English which makes them less capable speakers. Like this investigation, another examination by Rababa'h (2005) came out with a resolution that the procedures of educating, the study hall climate the social climate, and the language issues for example absence of jargon re the genuine explanation that doesn't permit a speaker to communicate in English easily. Hosni (2014) led research on grade 5 understudies in Oman and concocted a

suggestion that students don't communicate in English on account of etymological variety with the local speakers. He likewise investigated that the absence of jargon and articulation difference is additionally influencing have better-talking abilities. Then again, an investigation by Lukitasari (2008) gave indistinguishable outcomes that the mother language issue, mental issues, and social issues are the main purposes behind language lack in talking abilities. Further, an investigation by Lee (2009) additionally showed that ESL students are hesitant to talk in the study hall in spite of their long stay in different nations. He presumed that the students are socially denied of rehearsing English so they don't have a stage for talking. A significant examination led by Park and Lee (2005) investigated the connection between tension, self-assurance, and etymological issues of ESL students and their talking execution. 132 students were essential for this examination and it was discovered that student's nervousness had a negative extent on their talking exhibitions. Further, the etymological issues that incorporate linguistic structure, jargon, and elocution likewise make it inconvenient to get authority in communicating in English. Tanveer (2007) examined the components that make tension for understudies in getting talking limit and the impact of anxiety on target language correspondence. The procured results exhibited that understudies' tendency of stress and disquiet stop their language learning and execution limits. The analyst highlighted that the high pressure cuts down the understudies' talking capacities.

III.METHODOLOGY

3.1 Research design

A quantitative method has been used by the researcher for the study with close ended questions. The questionnaire that the researcher has prepared consists of 10

questions, which was prepared and distributed via google form.

3.2 Research population

The research population are the elements through which the researcher aims to conduct his research. The research population for this study consists of students from the English works program in Lahore city. There are total 5 classes of this program with 25 students in each class. The classes of the English works! Program take place in LIFE (Lahore institute of future education) and Government college of technology for women Jainmandar.

3.3 Research sampling

Sample is a small part of the research population. The sample for this research are 20 students from the English works! Program class from Lahore institute of future education.

3.4 Tools used in the study

The tool that has been used in conducting this study is a close ended questionnaire consisting of 10 questions. The data has been collected from students of the English works! Program.

3.5 Data analysis

Once the response collected from the students of the questionnaire, the data collected was analysed using SPSS. Every participant in the research has a question are of 10 questions. The statements had 2 possible repores yes and no. the participants had the option to select only one options from the 2 options given. Either is positive or negative.

3.6 Data description

Once the analytical results were obtained from the SPSS, then the data was theoretically described, the findings were elaborated extensively and accurately.

IV. DISCUSSION AND ANALYSIS

4.1

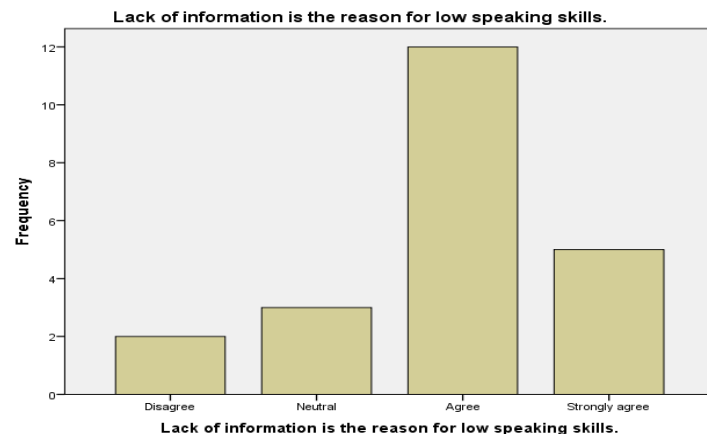
Lack of information is the reason for low speaking skills.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	2	9.1	9.1	9.1
Neutral	3	13.6	13.6	22.7
Agree	12	54.5	54.5	77.3
Strongly agree	5	22.7	22.7	100.0
Total	22	100.0	100.0	

The above mentioned result show that the students who disagree with the fact that information is not the reason for low speaking skills are only two, three students from the sample choose to stay neutral in this regard, it can be clearly seen that the majority of the students agree with the fact that information and having knowledge on the subject on which you need to speak is a key factor while speaking, those who agree with this notion completely are 12 students, while we can say that the second largest figure in this statistics is of those who highly agree with the fact that lack of information is the reason of low communication, the number of those who strongly agree are 5 students that makes the total sum of 22 participants.

Result

The result of question number 1 clearly shows that majority of the learners agree upon the fact that having knowledge of the subject in which one is going to speak is very crucial in the language learning process, it makes sense, if one does not have the adequate knowledge on a particular subject, he or she will not be able to comment on it in his/her native language, so thinking that he will perform in a second language that he is leaning is very naïve.



4.2

Good vocabulary is helpful generating confidence while speaking

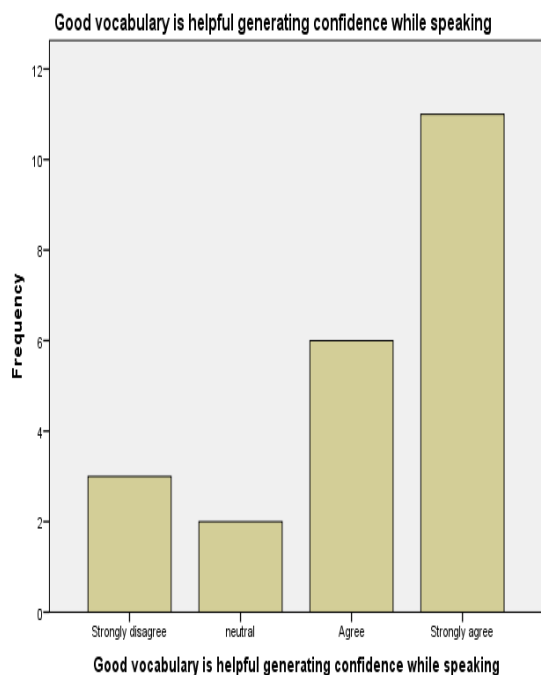
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	3	13.6	13.6	13.6
neutral	2	9.1	9.1	22.7
Agree	6	27.3	27.3	50.0
Strongly agree	11	50.0	50.0	100.0
Total	22	100.0	100.0	

The students who believe that good having a good vocabulary bank gives you a lot of confidence when it comes to speaking are the majority of the students in the above statistics and the number is 11 which is 50 percent of the sample population, this 50 percent of the population does not just simply agree they strongly agree with the above mentioned statement, 6 students agree with the fact as well that vocabulary is very important only 2 students out of the whole sample choose to remain neutral on the matter and did not take any side. The students who strongly disagree with this regard are only 3 from the whole sample, according to them having a strong vocabulary bank while speaking is not that important for boosting ones confidence.

Result

The result of the above question is clearly visible from the data gathered, the majority of the students firmly believe that having a strong, bulky vocabulary bank is very essential while speaking and it gives a lot

of confidence and helps in the learning process.



4.3

Grammatical rules plays an important role in enhancement speaking skills.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	5	22.7	22.7	22.7
Neutral	7	31.8	31.8	54.5
Agree	7	31.8	31.8	86.4
Strongly disagree	3	13.6	13.6	100.0
Total	22	100.0	100.0	

Is grammar important or not? There is no doubt in the fact that grammar plays an very important role in any language it is like the skeleton structure of that particular language, but the data collected from the students is very interesting, 3 students from the sample strongly disagree with the statement according to them grammar is not important at all when it comes to speaking, we see an equal number among the students who agree and the ones who are neutral on the matter and are not sure if grammar even helps in the speaking process or not. They do not have the slightest idea that is grammar helpful or

not. 7 students from the sample believe it is necessary and they agree with the statement. We have only 5 students who disagree so that makes total of 8 students who believe grammar is not important at all.

Results

From the above data it is clear that I the minds of the student's grammar does not play any significant role in the speaking process, the interesting thing in the above mentioned data is that there was not even single entry of students who strongly believed that grammar was important.



4.4

Effective teaching tactics are helpful in attaining some good communication skills

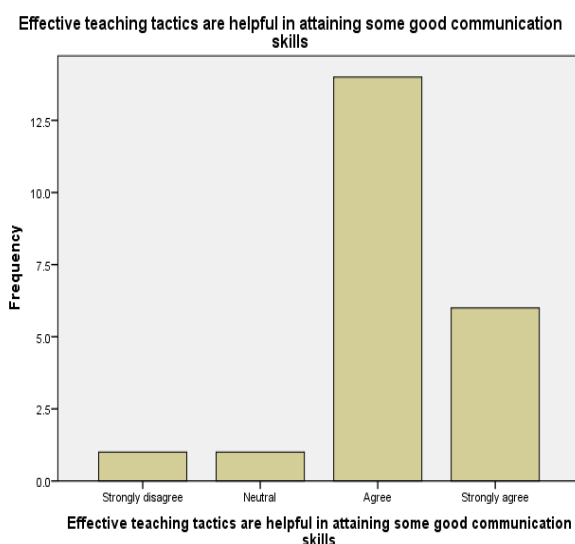
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	4.5	4.5	4.5
Neutral	1	4.5	4.5	9.1
Agree	14	63.6	63.6	72.7
Strongly agree	6	27.3	27.3	100.0
Total	22	100.0	100.0	

Teaching methods and the way a teacher delivers his lectures plays an important role but from the perspective of a student in an ESL setting is it true? Let's see, 6 students out of the sample are of the view

that yes in fact they strongly agree if the tactics of teaching are effective, it will be very beneficial for improving speaking skills, a vast majority and the sample 14 students agree with the statement completely, only one student out of 22 is neutral on this regard and only one believes that even if the tactics of a teacher are not good it does not make a difference at the end of the day in the learning process.

Result

The result results are completely in favour of effective teaching tactics with the exception of two.



4.5

Contextual discussion during classes improve speaking skills

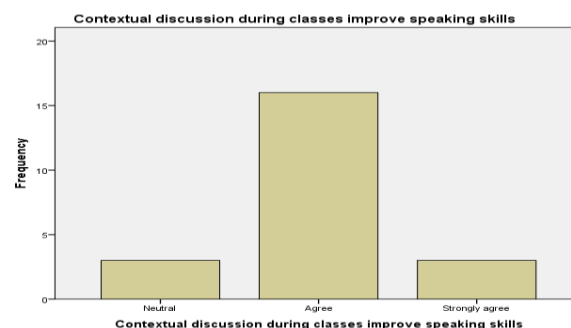
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	3	13.6	13.6	13.6
Agree	16	72.7	72.7	86.4
Strongly agree	3	13.6	13.6	100.0
Total	22	100.0	100.0	

Context plays a very important role in everything either it is studying or having a friendly chat with a friend, it plays an important role in our understanding and

comprehension. If one is not aware of the context of a situation or a story he will not be able to understand it no matter how well someone conveys the what is currently going on, similar is the case with education the teacher and the students must be aware of the context at any given time in the classroom either it is regarding a class discussion or class work. The data collected from the students through this questionnaire shows the same thing a vast majority of the sample population believes that contextual discussion helps a lot in the class while speaking, 16 students out of 22 agree with it, 3 students totally agree with the statement and only 3 students remain neutral, the most interesting thing is that there was not a single student who didn't agree with the statement.

Results

The result of this question is clearly in favour contextual discussions with not even a single disagree and only two neutrals.



4.6

Controlled activities during classroom help enhancement of speaking skills

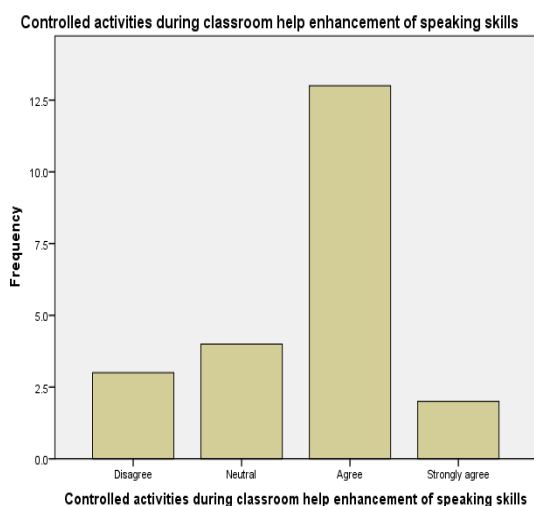
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	3	13.6	13.6	13.6
Neutral	4	18.2	18.2	31.8
Agree	13	59.1	59.1	90.9
Strongly agree	2	9.1	9.1	100.0
Total	22	100.0	100.0	

The ESL classrooms must be student centred but at the same time things and activities must be orchestrated by the

teacher in an orderly manner. The students who say that yes this is how it should be in the class and such activities help us a lot in developing our speaking skills are 13 a vast majority of the students, only three students disagree, they are if the view that uncontrolled activities can also lead to learning equally, whereas 4 students remain neutral on this regard and 2 strongly agree that this should be the case for fruitful learning.

Results

The result clearly indicates that a huge number of students are in favour of a controlled learning environment and they feel much comfortable and satisfied with it.



Teachers faith in student is a vital key factor for good speaking skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	10	45.5	45.5	45.5
Strongly agree	12	54.5	54.5	100.0
Total	22	100.0	100.0	

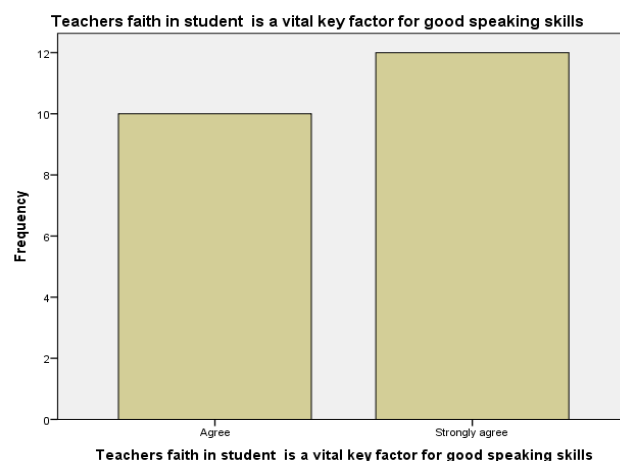
It is very important for the teachers to believe in their students, for if they believe it can make a big difference at the end of the day, there are proven researches and hypothesis that state that the kind of expectation or view a teacher has about his student, majority of the time that is how

the students turns out to be. e.g if a teacher has an impression of a particular student that he will perform good in my class on the first day, that student actually does perform good till his very last and vice versa for a student who the teacher thinks is dull and won't do

But the data here aims to take look at the student perspective, are they too of the view that the teacher must believe and have faith in them as well.

Results

The figures are amazing in this regard, out of 22, 10 students agree and 12 of them strongly agree meaning it is very crystal clear that the students want their teachers to have faith in them, trust them and this sense of trust will increase security, boost confidence and enhance learning.



4.8

. Psychological pressure prevent students to speak well

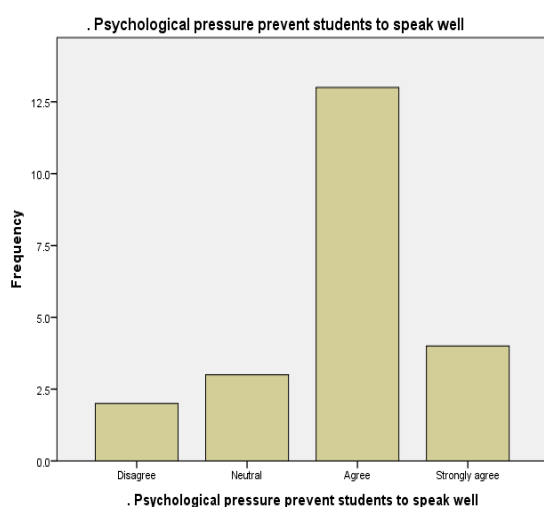
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	2	9.1	9.1	9.1
Neutral	3	13.6	13.6	22.7
Agree	13	59.1	59.1	81.8
Strongly agree	4	18.2	18.2	100.0
Total	22	100.0	100.0	

When the students enter the class specifically foreign language classes it is proved that they have, well majority of them have certain psychological barriers.

Until they are not completely removed or eradicated learning cannot take place. There is a specific ESL methodology, Suggestopedia, the primary focus of this teaching methodology is to provide a relaxing and comforting environment as much as possible so that these barriers in the mind can be removed and productive learning can take place.

Results

The above data shows that a majority of the students 13 out of 22 are of the same view and they agree with the statement, psychological pressure is a major obstacle in communication. Only 3 students are neutral while 2 students from the 22 say that this is not the case. 4 students again strongly agree that psychological factor is a major hurdle adding this number to those agreed it makes total of 17 students that agree to the above mentioned statement.



4.9

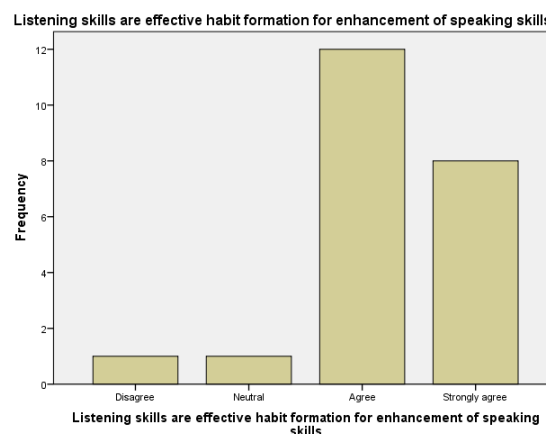
Listening skills are effective habit formation for enhancement of speaking skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	4.5	4.5	4.5
Neutral	1	4.5	4.5	9.1
Agree	12	54.5	54.5	63.6
Strongly agree	8	36.4	36.4	100.0
Total	22	100.0	100.0	

Listening and speaking go side by side. one cannot improve his speaking skills until or unless he has good speaking skills or until he does not do a lot of listening. Listening is basically an input of language which we take in, absorb when we have all that listening material then we can produce our own speech, if our mind is empty then its common sense we won't be able to produce speech as we won't have any data to do so therefore listening is important.

Results

The results show that majority of the learners agree with the fact that listening is very crucial if one wants to enhance his communication skills. 12 students agreed with the statement, only one was neutral and one disagreed



V.CONCLUSION

After the analysis of the gathered data it can be clearly seen that there are various variables that come in way of effective learning, the research result has given a deep insight to the problems faced by the students. It has also shown in detail the things or teaching practices due to which the students feel very comfortable and the things that make them uncomfortable and hence the teaching learning progress is effected very badly.

The results point towards the facts that, lack of information is one of the key problems that the students face, in order to

overcome these the teacher must insure to provide the students with enough knowledge on the topic in hand so that when it comes to speaking this hurdle does not come in way of learning. Majority of the students believe that having a good vocabulary helps a lot both in terms of speaking and boosting confidence, so whenever assigning any topic to speak or discuss on the teacher must provide the students with a vocabulary bank so that this issue is well out of the way before the speaking drill or discussion start. As far as the grammatical rules are concerned there is a 50/50 ratio and many students do not face this issue. Teaching style and methodology also should be friendly as some of the students find it difficult learn in a rigid environment. Context is very important, before any class one must insure the students are well aware of the context of the topic on which they are going to work on, both in terms of language and knowledge of the relevant topic at hand. The activities should be controlled and target orientated, the students must know the target that they will achieve, by target the researcher means the language skills that the students will develop by the end of the lesson this gives confidence to the students and they work with more passion and zeal. Another major thing which came into light in this research is that nearly every pupil in the research was concerned about the fact that if his/her teacher believed in him or not. The teacher must positively reinforce the students that they have complete and utter faith in them this gives the students a great mental relief and they become efficient second language learners. Psychological barriers in learning are a fact and this was a problem faced by nearly all of the learners hence it cannot be ignored at any cost. Drill practices are also crucial and encouraged by the students, if drill exercises are not present it creates unease among the learners. Listening is very important and most of the students realize this fact and they believe that it should be

present in spoken classes the absence of which causes difficulties in speaking effectively.

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