

Why Do University Students in Pakistan Confront Problems In Spoken English?

**Muhammad Salman Urwat^{a*}, Muhammad Nadeem^a, Mohammad Zafar^a
and Raza Ullah Khan^a**

^a *NUST Balochistan Campus, Quetta, Balochistan, Pakistan.*

Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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ABSTRACT

Language is a mode of communication between individuals. In Pakistan, English is learned as a second language. The main objective of this study was to identify the problems faced by university students in spoken English. The study was conducted at NUST Balochistan Campus in a time frame of three months. This study was design to evaluate the factors confronted by university students in their spoken English. Total 9 factors are lack of confidence in speaking the English language, non-availability of words to express feelings, fear of making mistakes when speaking the English language, lack of motivation in students to speak English language were identified, and questionnaires were circulated among seven hundred (700) university students. 500 students submitted their complete responses. Their responses were analytically analyzed. After analysis of data, this study revealed that the problem faced by university students are Lack of Confidence in Speaking the English Language with a score of 3.731 and was ranked on the top, followed by Lack of Vocabulary with score of 3.692, Fear of Making Mistakes When Speaking English Language with a score of 3.654, Lack of Motivation in Students in Speaking English Language with a score of 3.50, feeling Nervous in Speaking English Language in Public with a score of 3.462, feeling Shy when Speaking English Language with a score of 3.269, committing Common Grammar Mistakes While Speaking English Language with a score of 3.231, concerning problem of Difference of Syntax with a score of 2.923 and Lack of English Teachers with a score of 2.923. It is concluded that the university students in Pakistan confronts serious problems in spoken English, thus these problems should be solved by acting effectively.

*Corresponding author: E-mail: murwat.bece19nbc@student.nust.edu.pk;

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1. INTRODUCTION

Nowadays, the English language is the most spoken means of communication in the whole world. Professionals emphasize on English spoken skills. Lack of seriousness impacts our spoken English.

Bygate [1] says "Speaking skill is the ability in using oral language to explore ideas, intentions, thoughts, and feelings to other people to make the message clearly delivered and well understood by the listeners. He also believed that speaking skill can be trained and it does not depend on the talent. Ur [2] said "Speaking is one of the most important skills of all the four language skills because individuals who learn a language are referred to as the speakers of that language. There are several factors which affect students' performance in speaking English fluently, such as lack of adequate and appropriate vocabulary, shyness, being nervous, fright, and lack of confidence.

Ayers and Gray [3] stated that "Anxiety and depression are just two effective factors that contribute to learning difficulties or are the result of learning difficulties. The impact of persistent failure can adversely affect a pupil's self-esteem, confidence, perceived self-efficacy, attitude, and motivation. When confronted by certain tasks pupils may develop anxious feelings, fearing they will fail. Biber [4] believed that some academic speaking skills such as giving an oral presentation or participating in classroom discussion require a much broader range of vocabulary knowledge, grammatical sophistication, and discourse competence than is the case with typical daily life conversation.

Brown [5], studied human communication is a complex process. Persons need communication when they want to say something and transmit information. Speakers use communication when they are going to inform someone about something. Speakers apply language according to their own goals. So, speakers should be both listeners and speakers at the same time for effective communication.

This study aims at finding out the problems and issues faced by students in speaking the English language.

1.1 Literature Review

Many types of research, articles, books, and studies have been published by many researchers and writers about identifying problems faced by students in spoken English. According to Afebri and Muhsin [6], Speaking is the most difficult skill in learning English as a second language.

Al-Roud [7] conducted a study to identify the problems faced by students of southern universities of Jordan, including Mukta university students, Al-Husein Bin Talal University, and Tafila Technical University. In the sample, he included a total of 239 male and female students and asked them their problems. Finally, he revealed that Female students were mostly affected by those problems.

Tok [8] studied to identify the communication obstacles in classrooms during the spring term of the 2007-2008 education year in the Education Faculty of Adiyaman University in Turkey. This study revealed that the main obstacles in communication and speaking English are "Anxiety and Unwillingness". And revealed that most students were willing to participate, half of the students were anxious, and most willing students were females.

Sudirman [9] also studied to identify the problems and influencing factors faced by students of High School in speaking English. The study was based on qualitative evaluation. This study revealed that problems faced by students were accuracy, pronunciation, vocabulary, grammar, and fluency, meanwhile from the results of the interview: performance condition, affective factors, listening ability, and topical knowledge.

According to Chand [10], speaking indicates language proficiency. He studied to identify Challenges and problems faced by Bachelor Level Students while speaking English at Far-Western University, Nepal. This was an empirical qualitative study in which he made a questionnaire and semi-structured interview. He categorized the problems into four major categories and identified some problems. To eliminate these problems, this study has provided some recommendations for creating a favorable English-speaking environment in the classroom, modifying existing English courses,

and changing the teaching pedagogy and role of the teacher in the classroom.

Huwari [11] studied the problems faced by undergraduate students while speaking English inside the classroom of Zarqa University of Jordan. The researcher included twelve students for data analysis and interviewed them. The findings were divided into four main categories linguistic matters, psychological factors, learning environment, and lack of practice. This study revealed that the main problems are linguistic matters which included pronunciation, grammar, and vocabulary.

1.2 Statement of the Problem

As the world is advancing, the need of using the English language has increased very much in different sectors of life. Every university student needs to be able to communicate with foreigners using English Language. There are factors that kept students away from learning English spoken skills.

2. METHODOLOGY

To get a result that is more accurate certain and reliable, collected data directly from students and then analyzed the data. Those who are most affected and are the main concerns of the study, are students [12].

We prepared a questionnaire composed of nine highly important questions collected from various research papers. The analysis was based on two factors:

- Level of Impact.
- Level of Occurrence

This helps us to visualize the collected data and act upon it as a solution.

2.1 Questionnaire Design

For a collection of data, a questionnaire was designed including nine factors. These factors were identified through the literature and selected after consultation with teaching professionals. The questionnaire was then distributed among students of different universities. For every factor, response for two components probability and impact were asked from respondents (students). After analyzing all of them were ranked.

2.2 Characteristics of Respondents

The population chosen for this survey were students of Pakistan i.e. Provinces.

2.3 Instrument

After reviewing the related literature and designing a questionnaire the adopted instrument consisted of five values ranging from very low to very high. After doing that gave these values specified numeric numbers which will help in the calculation process of the data that has been collected from the students. This calculation will help in the assessment of the major concerns implemented by using the software as it helps in making a result more reliable, less uncertain, and more accurate [13].

2.4 Analysis of Data

This data was analyzed by using the following works. A total of 500 responses were submitted from which have used all the responses to calculate our results.

2.5 Mathematical Work

Formulas were applied to the collected data for results. We applied the average formula to all the respondent responses and converted it into a single value.

$$\text{Avg factored value} = \frac{n_1+n_2+n_3+n_4+\dots+n_{500}}{N} \quad (1)$$

$$\text{Avg factored value} = \frac{\sum_{n=1}^{500} n}{N} \quad (2)$$

Where,

N = Value of the respondent.
n = Sum of all respondents.

2.6 Ranking of All Problems

All the problems are ranked based on their scores shows issues faced by university students. Those critical factors need more attention to be resolved. Those critical problems are Lack of Confidence in Speaking English Language, Non-availability of Words to express Feelings, Fear of Making Mistakes When Speaking English Language, Lack of Motivation in Students, Speaking English Language, and Nervous in Speaking English Language in

Public. These problems need more attention. As the top-ranked is lack of confidence, so it is the main problem faced by university students. It is due to lack of chances provided to the students and a lack of competition.

Table 1. All identified Problems

ID	Problem
Q1	Fear of Making Mistakes When Speaking English Language
Q2	Lack of Vocabulary
Q3	Difference of Syntax
Q4	Lack of Confidence in Speaking English Language
Q5	Shyness in Speaking English Language
Q6	Common Grammar Mistakes While Speaking English Language
Q7	Lack of Motivation in Students in Speaking English Language
Q8	Nervous in Speaking English Language in Public
Q9	Lack of English Teachers

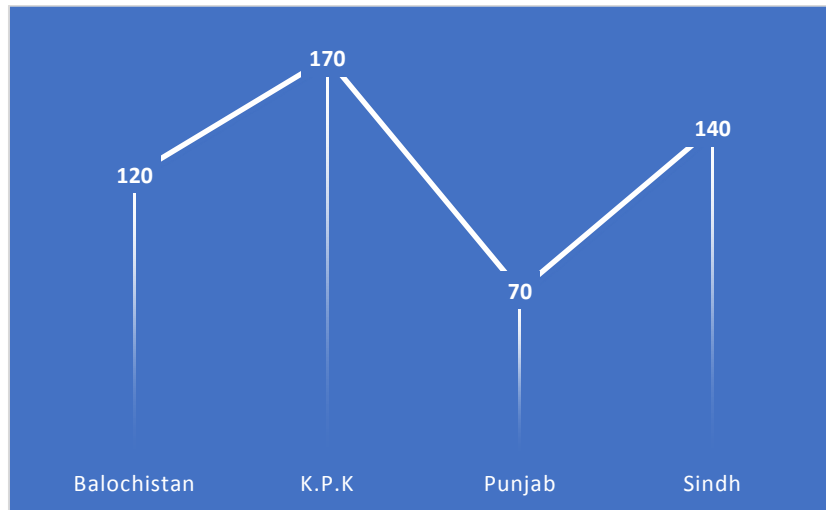


Fig. 1. Respondents' distribution based on provinces

Table 2. Likert Scale

Very Low	1
Low	2
Medium	3
High	4
Very High	5

Table 3. Overall score of problems

ID	Problem	Score
Q1	Fear of Making Mistakes When Speaking the English Language	3.654
Q2	Lack of Vocabulary	3.692
Q3	Difference of Syntax	2.923
Q4	Lack of Confidence in Speaking the English Language	3.731
Q5	Shyness in Speaking the English Language	3.269
Q6	Common Grammar Mistakes While Speaking English Language	3.231
Q7	Lack of Motivation in Students in Speaking the English Language	3.5
Q8	Nervous in Speaking the English Language in Public	3.462
Q9	Lack of English Teachers	2.923

Table 4. Overall score and ranking of problems

ID	Problem	Score	Ranking
Q4	Lack of Confidence in Speaking English Language	3.731	1
Q2	Lack of Vocabulary	3.692	2
Q1	Fear of Making Mistakes When Speaking English Language	3.654	3
Q7	Lack of Motivation in Students in Speaking English Language	3.50	4
Q8	Nervous in Speaking English Language in Public	3.462	5
Q5	Shyness in Speaking English Language	3.269	6
Q6	Common Grammar Mistakes While Speaking English Language	3.231	7
Q3	Difference of Syntax	2.923	8
Q9	Lack of English Teachers	2.923	8

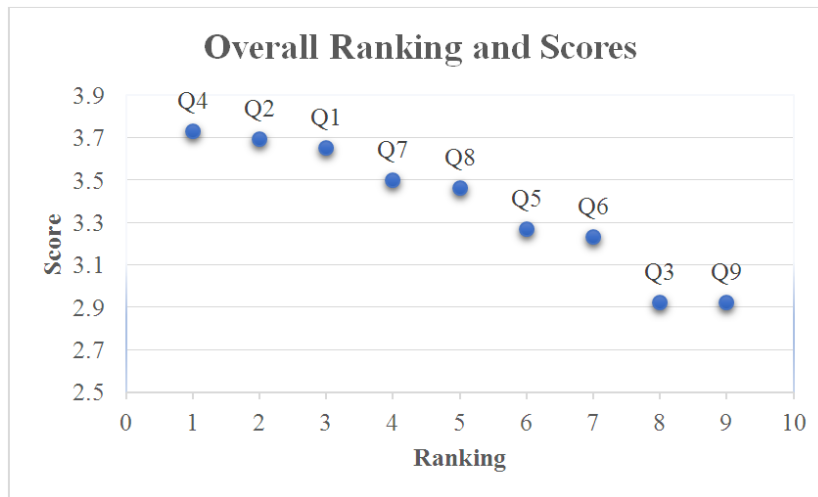


Fig. 2. Overall ranking chart

3. RESULTS AND DISCUSSION

Table 4 indicates the average values and ranking of the question asked by the respondents. From the result accumulated from respondents' responses, we conclude the following results:

Q4>Q2>Q1>Q7>Q8>Q5>Q6>Q3=Q9

The result indicates that the Q4 which was 'lack of Confidence in Speaking the English Language'. If we talk about the country, it has an English education system at almost every level of education starting from elementary school to college-level but still, the problem of spoken English arises. Other than the education system of Pakistan, there must be another factor that is contributing to the cause of confronting the problem in spoken English. And as the results show a valid factor contributing to this cause, Ayers and Gray [3] stated that lack of confidence is contributing factor depriving of speaking English. Lack of motivation is a major factor that

keeps us back from learning new things going to a high level. Lack of confidence leads to a lack of motivation in that area which is our focus. Lack of confidence makes a student coward, introvert, less motivated, and less bold. It is like a parasite that is affecting the person internally and like bad weather that is impacting his external atmosphere.

Talking about the problem that is second concern is the Non-availability of Words to Express Feelings (Q2). This statement emphasizes the lack of a word bank to express what we want to say. The other reason is face grammatical problems. In most cases, cannot easily speak a sentence in the correct grammatical order. If we compare the English language problem in writing and speaking, we will easily find out that speaking English is worse if compared to English writing.

Fig. 2 and Fig. 3 indicate the severity of the top 2 factors based on the respondent responses.

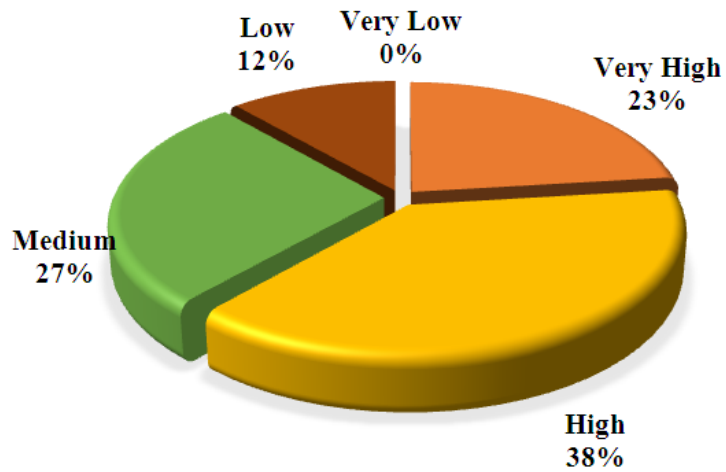


Fig. 3. Severity of responses for Fear of Making Mistakes When Speaking English Language

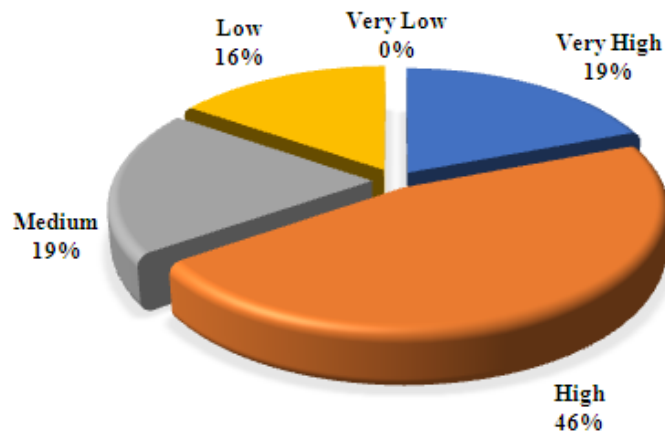


Fig. 4. Severity of responses for Lack of Vocabulary

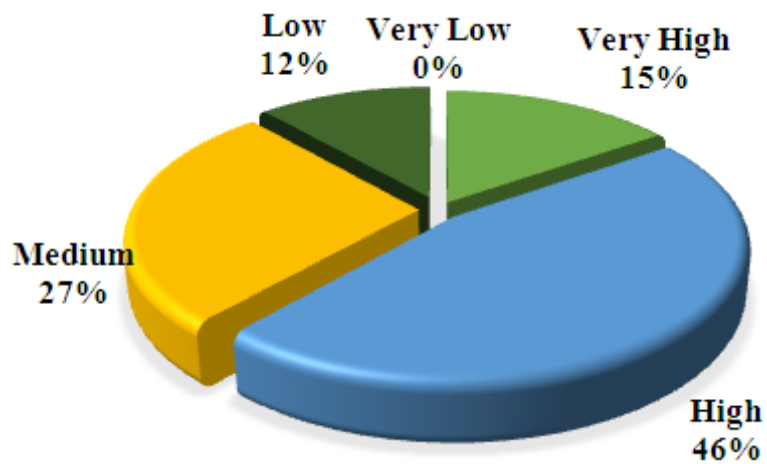


Fig. 5. Severity of responses for Fear of Making Mistakes When Speaking English Language

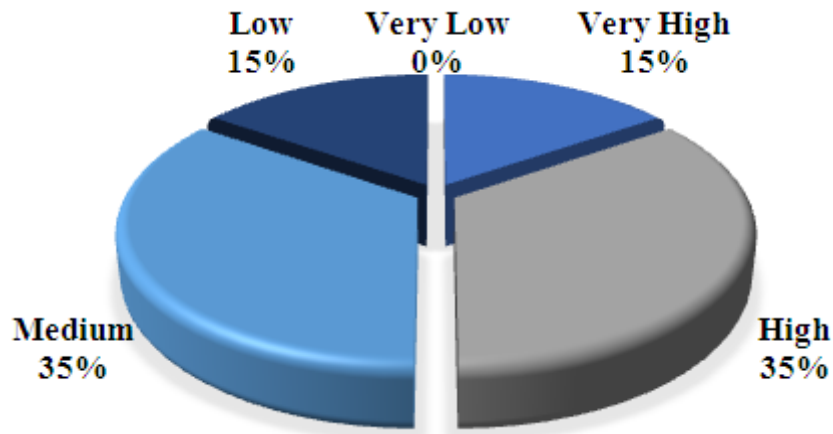


Fig. 6. Severity of responses for Lack of Motivation in Students in Speaking English Language

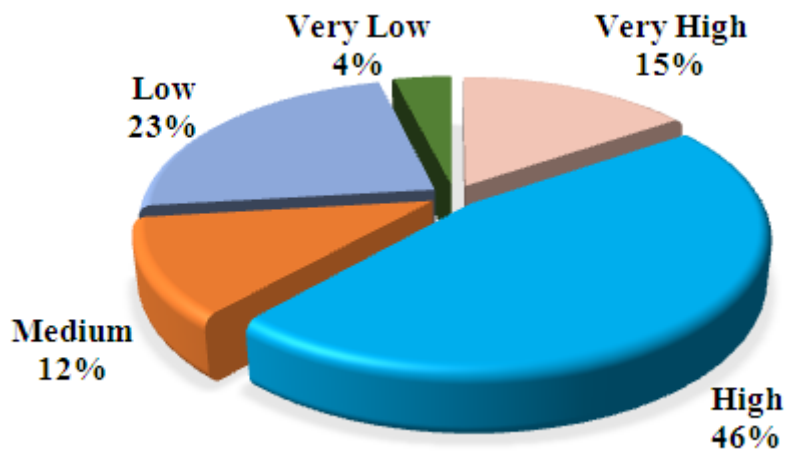


Fig. 7. Severity of responses for Nervous in Speaking English Language in Public

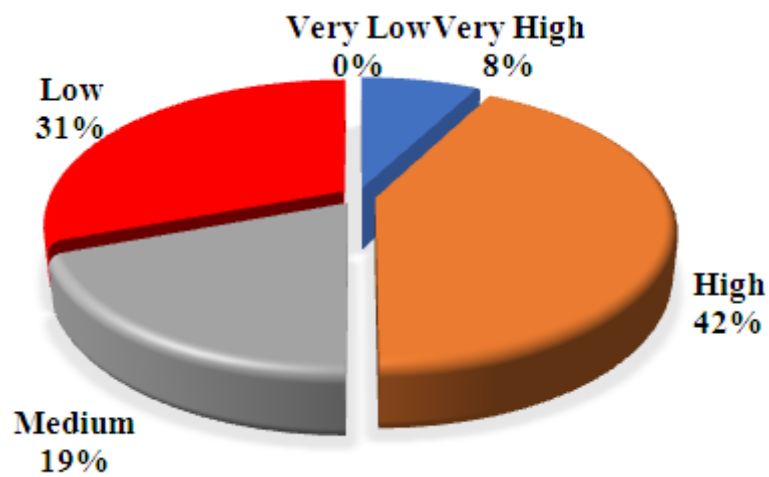


Fig. 8. The severity of responses for Shyness in Speaking the English Language

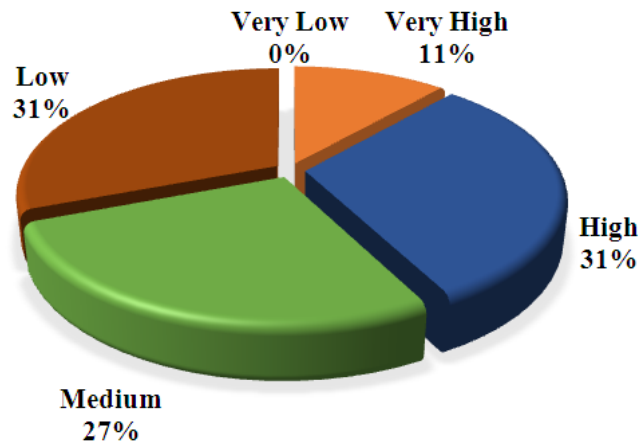


Fig. 9. The severity of responses for Common Grammar Mistakes While Speaking the English Language

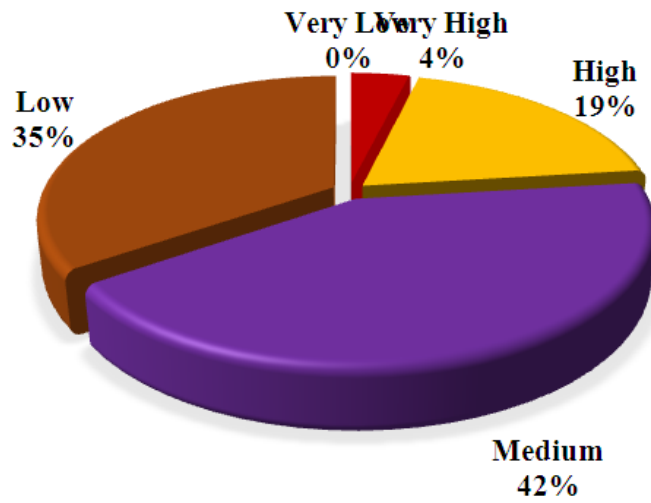


Fig. 10. Severity of responses for Difference of Syntax

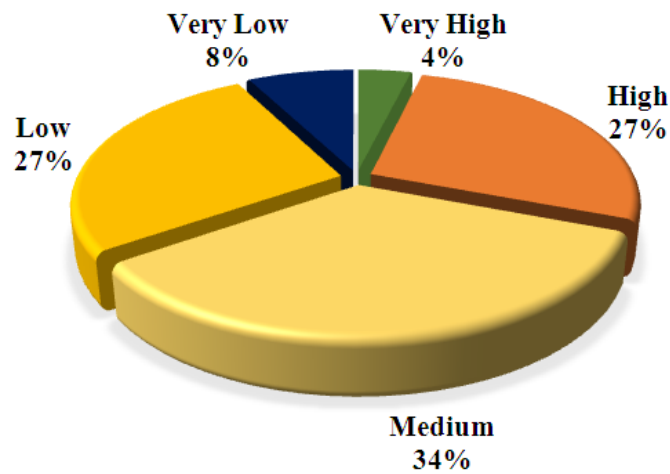


Fig. 11. Severity of responses for Lack of English Teachers

4. CONCLUSION

The results of the study indicated that students all over Pakistan base serious problems with spoken English. Among all the nine main reasons Lack of Confidence in Speaking the English Language was on the top of the list and is the main reason why student confronts the problem in spoken English.

It also concluded that the student, teacher and instructor, parents, and the community are responsible for the weakness of students in English speaking skills, and they must work together to solve the problems that students encounter Al-Roud [7]. However, attention should be given to students' confidence boosts since they face many obstacles in possessing speaking skills. By encouraging and motivating them to participate in learning English speaking skills, they can overcome these factors.

CONSENT

As per international standard or university standard, respondents' written consent has been collected and preserved by the author(s).

ETHICAL APPROVAL

As per international standard or university standard written ethical approval has been collected and preserved by the author(s).

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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APPENDICES

APPENDIX I

QUESTIONNAIRE

Why Do University Students in Pakistan Confront Problems In Spoken English?

A group of researchers from the National University of Sciences and Technology (NUST) Pakistan have designed this questionnaire (estimated in 10 minutes) to access why University Students Confronts Problem In Spoken English?

This anonymous questionnaire is ONLY aimed at people who are university students.

Major:
University:
Semester
Age (years)

Risk	Probability					Impact				
	Very low	Low	Average	High	Very High	Very low	Low	Average	High	Very High
Fear of Making Mistakes When Speaking English Language	VL	L	A	H	VH	VL	L	A	H	VH
Lack of Vocabulary	VL	L	A	H	VH	VL	L	A	H	VH
Difference of Syntax	VL	L	A	H	VH	VL	L	A	H	VH
Lack of Confidence in Speaking English Language	VL	L	A	H	VH	VL	L	A	H	VH
Shyness in Speaking English Language	VL	L	A	H	VH	VL	L	A	H	VH
Common Grammar Mistakes While Speaking English Language	VL	L	A	H	VH	VL	L	A	H	VH
Lack of Motivation in Students in Speaking English Language	VL	L	A	H	VH	VL	L	A	H	VH
Nervous in Speaking English Language in Public	VL	L	A	H	VH	VL	L	A	H	VH
Lack of English Teachers	VL	L	A	H	VH	VL	L	A	H	VH

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