




THE ANALYSIS OF LINGUISTIC BARRIERS FACED BY EFL LEARNERS IN ENGLISH SPEAKING SKILLS

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KEYWORDS	ABSTRACT
<p>Speaking Skills, Pronunciation, Vocabulary, Linguistic Barriers, Speaking Skills, EFL</p>	<p>The present study focuses upon linguistic barriers faced by the EFL learners in learning English speaking skills at High Schools level. A survey descriptive design is used to collect data from sample of one hundred and fifty students from five high schools through an adapted questionnaire. The data analysis reveals that students' language hurdles take shape of a lack of vocabulary, errors in the word pronunciation, and other grammatical structures. These impediments mostly manifest themselves because of not placing enough emphasis upon key components of speaking and learning, or on practicing those skills. This caused other hurdles with various root reasons that affected learners' ability to speak English. The study is delimited to focus on students at high schools of Laghman, Afghanistan. The results offered significant and valuable information about research issues. According to the study, to ensure that speaking abilities are adequately taught and practiced, learning and teaching strategies should be based upon the contemporary trends. These strategies can improve English speaking skills at high and higher secondary school level.</p> <p> 2023 Journal of Social Sciences Development</p>
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INTRODUCTION

English is one of the most spoken languages used in countries throughout the world. It is used for communication with individuals who live in various places, states, countries and continents (Chand, Nand & Lal, 2022). Since, twenty-first century has brought significant changes in people's lives, which are unavoidable, and these changes help people flourish in professions and English appears to be an excellent instrument for communication in bridging this distance (Rao, 2019). Success in the workplace depends on one's ability to communicate (Fladerer, Haslam, Steffens & Frey, 2021) and improving one's career, the ability to talk clearly has always been appreciated by the employers

(Ganiyevna & Muhsin, 2019). English has become more important not only in developing countries but also in the least developed countries like Afghanistan because, its residents are aware of how crucial communications with the nonprofit organizations, foreign governments, and humanitarian organizations is for receiving assistance they require. In addition, many students also encountered some non-linguistic problems in diverse situation like inhibition, lack of speaking, low participation and mother tongue use.

It has become the member of the world community having good diplomatic relationship with most of the countries where English is spoken as first or second language. For this reason, English learning becomes more important for Afghans for global communication. English as the target language is difficult in Afghanistan because it is widely studied as a foreign language but does not experience any special administrative status, but it is used as a medium instruction for many subjects. In some schools, even in past, English was the part of the curriculum with the mathematics, geography, and Urdu. In senior classes, science subjects were taught through the medium of the instruction of this language and the best among the students would be sent for competitive examinations or to Europe and United States for higher education (Ansari, Adlipour, Saber, & Shafiei, 2012). Additionally, most students agree that a strong vocabulary and a supportive learning environment are crucial for overcoming speaking fear. Nilufar (2021) argues that speaking is known to be the most important skill hence, foreign language learners take keen interest to speak in the target language rather than writing and reading. Consequently, outcome of speaking skills or oral communication is used to assess English competence.

According to Kaur and Aziz (2020), it is essential for students to develop their English-speaking abilities because speaking is given greater attention when studying any language. These speaking abilities are affected by both linguistic and non-linguistic causes. Students are commonly afraid of making mistakes and as a result lose interest in class participation by speaking English. In fact, there are barriers which cause problems for students in speaking skills such as individual, psychological, and environmental barriers along linguistic ones (Harina, 2020). The students suffer from a variety of psychological, linguistic, and social issues while learning English speaking skills (Ali, Khizar, Yaqub, Atzaal & Shahid, 2020). Afghani English learners like other non-natives face several challenges in developing their speaking abilities, particularly, linguistic barriers that may prevent them from speaking when necessary (Ganiyevna & Muhsin, 2019). The current study's primary goal was to identify linguistic barriers that EFL students in Laghman's capital high schools encountered when learning English speaking skills. These linguistic barriers have never been studied in Afghani context. So, this study has focused on linguistic barriers for Afghani learners of English in English speaking skills (Yusuf, 2022).

A survey of these linguistic barriers was focused here which were hypothesized to create hindrance in English speaking skills and as a result, a very limited number of students could interact with their teachers. In this regard, the complications of speaking are also faced by the students in capital high schools of Laghman Afghanistan (Noprival, 2017). Inadequate vocabulary knowledge, grammar as a barrier, fear of receiving a negative response from others, the low self-esteem to communicate in English and feeling apprehensive to speak in English. In addition, many students also encountered

some non-linguistic problems like inhibition, lack of speaking, low participation, mother tongue use (Ho, Long & Hoa, 2020). Poor language skills, such as a limited understanding of syntax, a small vocabulary and a lack of the awareness of grammatical structure make it difficult to speak English successfully (Amoah & Yeboah, 2021). The problems which have been noticed and perceived by many teachers in the capital high school of Laghman Afghanistan were in the form of no topical understanding mainly because of their being afraid of making mistakes. Purpose of investigation was to determine linguistic barriers and causes of these barriers in the form of obstacles in learning English speaking skills.

LITERATURE REVIEW

Effective communication occurs when language speakers practice properly. This encompasses not only verbal communication but also paralinguistic elements of speech and the rest (Al-Tamimi, Abudllah & Bin-Hady, 2020). Speaking of the students is frequently impacted by psychological problems affecting their expression because of lack of activities for speaking skills. The students' speaking fluency is ignored in many classroom activities effecting their communication skills in English (Khan, Radzuan, Shabazz, Ibrahim & Mustafa, 2018). Speaking skills are especially affected by the linguistic and non-linguistic barriers for communication. Students' barriers to speaking are fear of making mistakes, shyness, nervousness, and lack of confidence (Al Nakhalah, 2016), while linguistics problems such as grammar (Ratnasari, 2020), lack of the vocabulary (Riyaz, 2016), and comprehension were suggested as the main barriers that students encountered in learning speaking (Amoah & Yeboah, 2021). These barriers towards speaking skills were individual or psychological barriers as refer to someone personal distress, environmental barriers like anything in environment that prevent communication.

According to Asworo (2019) psychological barriers are: lack of self-confidence, panic of creating errors, anxiety, shyness, and low motivation. Psychological issues were the most common problem experienced by students, followed by self-confidence issues and anxiety. Different studies have looked at the students' speaking issues and the causes of them from both the teachers' and students' perspectives. The students' backgrounds and emotional aspects significantly impacted speaking abilities. That is why some studies also sought to identify potential solutions from the viewpoints of students. According to Suchona (2019), speaking is frequently hindered by worry, fear, reluctance, and performance pressure. But if environment is pleasant and offers a platform for uninterrupted speech with helpful criticism, it may make it easier for students to talk. Additionally, most students agree that a strong vocabulary and a supportive learning environment are crucial for overcoming speaking fear (Suchona, 2019). Usage of one's native tongue, and inhibition were primary speaking challenges and speaking errors in front of their classmates were thought extremely embarrassing for students (Al Hosni, 2014).

They frequently encountered linguistic problems with accuracy, fluency, and appropriateness. In addition, many students also encountered some non-linguistic problems like inhibition, lack of the speaking, low partaking and mother tongue use (Ho, Long & Hoa, 2020). Inadequate vocabulary knowledge, grammar as a barrier, fear of receiving a negative response from others, low self-esteem to communicate in English and feeling apprehensive to speak in English (Noprival, 2017). Country's

ineffective educational system is not commonly in line with what the majority of EFL freshmen and seniors needs (Afshar & Asakereh, 2016) and lack of practice affects speaking skills in unfriendly environment (Yusuf, 2022) to participate in class discussion or carry on with oral performance with limited vocabulary (Huwari, 2019). Identified issues were lack of vocabulary, listening capabilities, the dominance of L1 (Punjabi), lack of proper environments that encouraged speaking English at home, at school, family's low educational background, lack of interest in improving language skills, educational system that did not place any emphasis on speaking abilities, the absence of separate English spoken classes in the classrooms and lack of English language specialists (Bilal, Rehman, Rashid, Adnan, & Abbas, 2013).

Poor language skills, such as a limited understanding of syntax, a small vocabulary and a lack of awareness of grammatical structure make it hard to speak English successfully. Also, pronunciation issues prevent English learners from speaking language effectively (Ali, Khizar, Yaqub, Afzaal & Shahid, 2020). Language barriers like poor pronunciation (Otlowski, 1998), grammar (Al Hosni, 2014), lack of proper vocabulary (Anova, Antoni & Kasyulita, 2015; Suryanto, Imron, & Prasetyo, 2021), fluency (Kusumawardani & Mardiyani, 2018), psychological factors like anxiety, attitude, lack of motivation, learning environments (Ganesh, Charyulu, & Hussain, 2019) and other factors like lectures, peers, speaking topics, language practice methods like self-practice, practice with tutors, practice using media and technologies were found out in some studies (Abrar, Mukminin, Habibi, Asyraf & Marzulina, 2018). Fluency and comprehension are speaking issues that arise most frequently in linguistic situations, whereas eye contact and gesture are the common speaking issues in non-linguistic situations affecting performance of students despite preparation for their classes (Wahyuningasih & Afandi, 2020).

The lack of grammatical knowledge and correct pronunciation which are further intensified by shyness, nervousness, fear of making mistakes, lack of confidence, limited practice opportunities, environment factors, mother tongue use and low motivation lead to poor speaking skills (Yendra, 2018). The students then participate in class little or not at all out of fear of ridicule or losing face, having a habit of translating text into their mother tongue and lack of necessary vocabulary (Trinh & Pham, 2021) affecting their confidence (Indari, 2020). Suchona (2019), speaking is frequently hindered by worry, fear, reluctance, and performance pressure. But if the environment is pleasant and offers platform for uninterrupted speech with helpful criticism, it makes it easier for students to talk. The country's ineffective educational system is not commonly in line with what the majority of EFL freshmen and seniors needs. The learners must be able to distinguish amid basic and complex meanings. As their language ability increases, learners become more adept at using words correctly in a variety of contexts and situations in addition to understanding their meaning and grammatical structure (Dewi, & Jimmi, 2018).

RESEARCH METHODOLOGY

Both qualitative and quantitative approaches were used for the analysis of the collected data. The close-ended questions were quantitatively analyzed for the frequencies of problems and the open-ended questions were qualitatively analyzed. A survey descriptive design was used to analyze the quantitatively the linguistic barriers and cause of the barriers faced by the EFL learners in learning

English speaking skills in capital high schools of Laghman. Survey method is used to determine the inform required for this study. Based on the nature of the data, the mentioned design was preferred because the study was looking for frequencies (number of occurrences) and simple percentages. The data was collected in form of questionnaire. A questionnaire adapted from Yendra (2018) was used as an instrument for data collection. The questionnaire contained 16 items that were in the form of dichotomous questions which gave two options to respondents (Yes/No). Questionnaire had two types of questions, i.e., open-ended and close-ended questions. In close-ended questions, learners were asked to select of given options.

The learners who had the problems (linguistic barriers), selected the ‘yes’ option and those who had no problems selected ‘no’ option given with each question. In open-ended questions, the students were asked about any problems they thought considerable in terms of learning and using English speaking skills. Both types of data were analyzed separately and the results were deduced. The questionnaire also had questions (both open and close-ended) about the possible causes of these problems for learners. The population of this study was all EFL learners in capital high schools of Laghman Province. Three schools were selected over convenient sampling procedure. From each school, fifty students were selected. One hundred and fifty high schools’ students were thus selected from three schools (fifty from each) as sample of study. Keeping in view, situation in Afghanistan, only male students were selected for collection of data. The gender was not taken deliberately as a variable keeping in view the changing situation in country. All participants willing participated in study and there was difficulty in collecting data. Collected data was analyzed using frequency and simple percentages through SPSS.

RESULTS OF STUDY

The students were asked about different linguistic barriers in speaking English. The following questions were asked about these linguistic barriers from the participants. The following table lists the responses of all students.

Table 1 Showing the responses of students about linguistic barriers in speaking English

Question asked	Responses	
	Yes	No
Do you feel deficiency of grammar while speaking English?	64.7%	35.3%
Do you agree that word choice is a challenge for you in speaking?	72%	28%
Can you understand and use long and complicated words?	29.7%	70.7%
Do you agree that vocabulary is one of the problems for you in speaking	67.3%	32.7%
Do you have enough words that students need to learn for speaking?	28.7%	71.3%
Do you usually forget to add do, does and did in interrogatives?	62%	37%
Can you use prepositions correctly in speaking?	66.7%	33.3%
Do you agree that you face problems in using the article “the” correctly?	45.3%	54.7%
Do you agree not knowing how to pronounce well in English speaking?	71%	29%
Do you agree that you do not understand the pronunciation rules?	70%	30%
Do you have difficulties with the division of syllables?	63.3%	36.7%
Do you feel that you cannot speak like native speaker imitate stress?	40%	60%

The above table shows that students had problems in correct use of English grammar. The greater percentage of 'yes' responses (64.7%) shows that learners considered English grammar very vital and when they had no knowledge of any grammatical form, they could not use it correctly and as a result, it influenced their speaking skills as well. The learners felt the deficiency of English grammar while speaking English and when they were asked why they think that their grammar is deficient; they replied that when they wanted to say something in English, they did not find suitable words to express themselves. The lack grammatical expression becomes a barrier for them while speaking English. But grammar is not the only barrier for them, sometimes the students do not find suitable word to express themselves and so, appropriate words' choice also become a challenge for them. The choice of appropriate word was bigger challenge than even grammatical structure. The greater percentage of 'yes' responses (72%) shows that learners considered finding out appropriate English word more important in speaking English. The limited vocabulary was a kind of barrier during their expression (Yusuf, 2022).

No two English words are exactly the same and so, the learners need enough vocabulary to express themselves. The use of a wrong word changes the meaning altogether, so, students are more careful in the selection of English words and as the consequence, their speaking skills are influenced. The learners felt the deficiency of their vocabulary as one of the reasons that influences their speaking English and when they were asked why they think that their grammar is deficient; they replied that when they wanted to say something in the English, they did not find suitable words to express themselves. When the students want to say something in English, the first challenge they come across is the selection of appropriate words and when they do not find them in actual conversion, there is no other solution. The limited time of turn taking in speech demands, the quicker selection of appropriate words and if the learners of a second language do not find them, their speaking skills take a blow. The lack of enough vocabulary thus becomes a barrier for them while speaking English. It is not just about words but the types of words as well. The longer and complicated the word, harder it becomes to learn it.

The following table shows the results for the longer and complicated words. Most of the students were of the view that they cannot understand longer and complicated words. When comprehension of these words becomes difficult for them, the use of these words becomes even harder. The lack of vocabulary and practice of it further complicates the issue and students cannot understand them which is evident from their responses (70.7% for no responses). Learning becomes easy when simple and easy words are used leading to complex words' learning. The students while in the initial phases of learning and speaking English could not comprehend complex words. The greater number of 'yes' responses (67.3%) suggests that students were aware of the importance of vocabulary and if they did not have enough vocabulary, they considered it a problem while speaking English. When the students were asked about the number of English words they have learnt, they were of the view that they do not have enough vocabulary for speaking English. They considered it a kind of first step in speaking English. If the words are enough, communication, particularly, speaking is not possible. The greater 'no' responses (71.3%) suggest that learners were not happy with the number of English words they had learnt.

The learners do not speak because they were not happy with number of words they had learnt. The teachers should give enough time to vocabulary learning and once the words are learnt in enough number, the learner become ready for speaking language. But vocabulary is not the only barrier for them, sometimes students do not know the correct use of these words, particularly, the different forms of the same words to convey different meanings of the same word, particularly, the helping verb. The words like helping verbs (particularly the helping verb do and its different forms) are used for different grammatical function to show difference of number and tense. The learners of English find such words difficult in their speech when they are needed. The above table shows that students had problems in the correct use of do and its different forms like does and did. Greater percentage of 'yes' responses (62%) shows that learners considered them very important and when they had no knowledge of correctly using them, they could not use it correctly and as a result, it influenced their speaking skills as well. For the correct use of such words, the learners must learn the concept of tense and number in English.

When students lack this knowledge or cannot correctly apply it during their speaking, the commit mistakes and so try to avoid speaking English. Such linguistic requirement of English thus becomes a barrier for learner learning English speaking skills. But use of such words is not tricky like tricky use of English preposition. The greater percentage of 'yes' responses (66.7%) shows that the learners considered English prepositions very important. But because of tricky use of prepositions without any clear rules, they could not use it correctly and as a result, it influenced their speaking skills as well. Learners always find it difficult to use English prepositions correctly in their English speech because prepositions being functional category have no lexical content and so, their use is trickier in English. English prepositions being tricky influence speaking abilities of learners because they start thinking about appropriate selection of preposition in different contexts. English prepositions are and should be learnt from their functions and learners who fail to do so, always consider them as barriers in learning English speaking skills. Along English prepositions, English articles too are also barrier for learners.

The percentage of 'yes' responses (45.3%) shows that speakers of English focus on their speaking fluency only where the correct or incorrect use of article does not matter for them. The results for this linguistic element were different because the learners do not think about correct use of articles, though they commit many mistakes in their use. The smaller number of yes responses compared to the previous responses were because of nature of article. There are few options available to learners in terms of articles, so, they do not get confused but either use definite article or do not use them at all and as a result do not consider as linguistic barrier during their English speaking. Unlike English article, the learners considered pronunciation of words and longer structures as one of the linguistic barriers for them. Majority of the students considered pronunciation of English words and longer expressions as linguistic barrier as shown in the table above. The greater number of 'yes' responses (71%) shows that learners considered pronunciation an important element of English speaking. The learners were aware of their weakness in terms of pronunciation. English speaking is influenced by pronunciation factors and care about the pronunciation of words and longer structures influence required speaking skills.

Pronunciation was considered a linguistic barrier because speaking is the pronunciation of words and longer structures. Speaking skills is nothing more than the pronunciation of English words. The problems in pronunciation were mostly because of lack of knowledge of pronunciation rules for these learners. The learners did not know these pronunciation rules and as a result commit many mistakes. Problems in pronunciation were mostly because of lack of knowledge of pronunciation rules. The learners of second language always have problems in pronunciation being unaware of the rules of pronunciation and not being able to use their intuition for the same. That is why majority of students considered pronunciation of English words and longer expressions as linguistic barrier as shown in table above. The greater number of 'yes' responses (70%) shows that learners considered pronunciation an important element of English speaking. Learners were well aware of weakness in terms of pronunciation. As result, they could not pronounce words and longer expressions correctly. This leads them to influence their speaking skills because they try to pronounce words from their orthographic forms.

The learners considered this a linguistic barrier which is clear from their greater number of 'yes' responses (63.3%) showing that learners conscious about dividing words into diverse syllables. The division of English words into syllables has always been problematic for students. The learners of English always consider this a barrier for correctly producing English words like speakers. One of the reasons for this could be the lack of knowledge and concept of stress and intonation of English for these learners. The greater number of 'no' responses (60%) shows that learners did not consider stress and intonation as barriers for them unlike results in other studies and the common observation of English teacher teaching speaking skills. As the leaners were not aware of these concepts, they did not consider these as linguistic barriers for speaking at all. That is why when they were asked about same, they did not consider them great barrier in learning English speaking skills. Initially, it was shocked for the researcher but when the students were asked about these concepts, unlike our expectations, they did not have any ideas about stress and intonation and so, replied for the same question in this way.

Table 2 Showing the results of causes of linguistic barriers in English speaking

Question asked	Responses	
	Yes	No
Do you agree that you learn English to meet the requirements of examination?	63%	37%
Do you agree that you depend only on your teacher for learning English grammar?	66.7%	33.3%
Does content of English grammar course your teacher teaches you is interesting?	62%	38%
Do you agree that you are influenced by mother tongue use while pronouncing?	65.8%	34.2%
Do you agree that silent letters cause major problems for you in pronunciation?	46.7%	53.3%
Do you agree that insufficient time is devoted to pronunciation practice?	70.7%	29.3%
Do you feel that lack of confidence is one of causes of the problems in speaking?	60.7%	39.3%
Do you agree that less attention is given to vocabulary in classes?	59.3%	40.7%
Does your teacher encourage you for extensive reading to expand vocabulary?	36%	64%
Does your teacher teach you about the using of dictionaries?	31.3%	68.7%
Does your teacher evaluate your understanding of words you read or hear?	36%	64%
Do you give sufficient time to practice your vocabulary just you learned?	30.7%	69.3%

The second objective of the study was to know about the possible causes of these barriers according to the selected participants. The questionnaire contained questions about these causes to which the participants replied. There were some suggested causes for each barrier which participants opted in close-ended questions. There were also open-ended questions in which participants suggested some possible causes for these barriers. The following table shows the results for these causes. The students were asked about why they have deficiency of the English which does not help them in speaking English. The students suggested that the grammar taught at schools mostly help them in their examination and it does not help us in speaking English because there are no materials (for practice) for speaking and no marks for measuring English speaking skills and as a result their speaking skill has many barriers. The data in above table shows that most of the students considered deficiency of grammar since of nature of examination system. Most or almost all of our examination system is based on measuring the reading and writing skills and listening and speaking skills are ignored and as a result the students always have deficiency of the grammar in speaking English (Wahyuningsih & Afandi, 2020).

The greater number of yes responses (63%) shows that students are of the view that grammar is only taught for examination purposes and not actual speaking of English in real conversation. The students know about this barrier in the form of ignoring an important skill (English speaking) in our examination system. In a sense, the learners reject whole examination system but are kidnapped at the hands of higher up who do not take heed to take their considerations in syllabus designing. The dependency of students on teacher to learn English grammar was also highlighted. The students are aware of the modern trends of English language teaching. They know that they are dependent on their teachers for learning English grammar. The result of this dependency is in form of deficiency of grammar. Learners are not given any task to complete on own and so, to work out the grammatical structures and so to learn on their own. Greater number of yes responses (66.7%) shows that students have realized the lack of their autonomy and the traditional dominant role of English teachers in their classes and their dependency on teacher for materials taught. The students understand if they do some grammatical activity on their own, they will learn many grammatical structures easily in light of needs of learning English.

The same realization is heightened when they speak English where their deficiency come to the surface, and they start thinking about its causes. Further, if the grammar is taught in the class, the contents are not made interesting for students because they are not taught to students according to their needs and interest. Learners are well aware for their classroom activities and if they are not made interesting by teachers, students realize this and lose interest in learning. Students consider this cause in the form of a barrier which does not allow them to learn speaking skill (Yusuf, 2022). Greater percentage for the 'yes' response shows that students expect every activity in class should be made interesting by teacher so that students may take interest in learning those contents. By ignoring the learners' needs, no teacher can teach any contents because if the interest of the learners is lost, whole process of learning and teaching becomes meaningless in the long run. Culturally appropriate materials will help learners focusing on English and role of the mother tongue will be minimized. The role of mother tongue in learning a second language is an established fact. The

similarity and differences languages help or hinder learning of new language and become relevant when it comes to speaking skills.

The phonological differences among two languages are more than differences in any other system. Use of excessive use of mother tongue compels learners to fall back on the phonology of their first language and as a result, second language speaking skills do not improve. The greater percentage for 'yes' responses (65.8%) shows that students mostly use mother tongue for learning English which is one of the causes of linguistic barrier hindering English language learning. The target language (English) words are pronounced like the words in the mother tongue although phonological systems of these languages are different. English words should be pronounced like English words and if they are pronounced like the words in first language, the speaking skills in the target language in not improved. The same happens when other aspects like the pronunciation of the words in the target language is ignored. In this connection, one possibility for mispronouncing English words could be the presence of silent letters in English words. But luckily, the students did not consider this a great cause of deficiency of learning English. The percentage for 'yes' responses (46.7%) is less than fifty percentage suggesting that silent letters was not a great barrier for the students in learning English speaking in different contexts.

The students did not agree with the statement that English silent letters cause linguistic barrier, and their responses were less than half for this option. The results show that the silent letters are not problematic for learning in speaking English. But the students are aware of the need of practice for speaking skills. The students agreed that enough time should be given to pronunciation practice. Pronunciation being one of the most important aspects of learning speaking skills should be given more than enough time. The same realization was felt by learner, and they were of the view that enough time should be given to it which is not given in the classroom environment. The greater percentage for 'yes' responses (70.7%) shows that students were in favor of giving to pronunciation practice which is not given in their context. The time for language learning should be judiciously divided for each activity meant to be taught in the class. Language learning is only possible with maximum practice, particularly, practice for pronunciation of English words. Enough time should be devoted for such activities make sure pronunciation practice. When same does not happen, this causes a linguistic barrier when learners come to speak the language. They feel need of practice as enough time is not given to it.

Confidence is not just a single thing but an amalgamation of many things which are practiced in learning situation. The learners' responses for 'yes' responses (60.7%) shows that most of the students were of the view that confidence has a greater role in speaking skills. The confidence of learners is built and improved in classroom situation. But if our context most of the activities which could help learners improve their confidence are not entertained and so, students' confidence is not improved. This becomes one of problems in learning English. The confidence can be improved by many ways and one of the ways is the use of relevant and appropriate vocabulary. The learners are conscious of their time and when time is not given to important aspect of language learning like vocabulary learning, they fell need and hold instructors responsible for this. The percentage for 'yes' responses (59.3%) shows realization. Vocabulary being important element of English learning is not given

enough attention still it is given attention more than other structures. The encouragement on part of the teacher is needed for extensive reading to expand vocabulary of students. The 'no' responses for this question (64%) suggest lack of encouragement of this practice causing barrier for language leaning and speaking.

To make things easy and to encourage the students for helpful activities are two important roles of language instructors. But the learners who participated in study were of the view that they were not encouraged for extensive reading and that is why their vocabulary is limited and they cannot speak English way they have to. There could be means to expand the vocabulary of students and one of the that could be the use of dictionaries. The use of dictionary is the least used technique in English language teaching. The learners strongly feel the need that they should be trained in this respect because after all when they become independent learners, they will feel the need of using dictionaries. 68.7% students were of view that dictionaries are not used for teaching. The teacher only teaches the meaning of words from his/her memory and students do not learn the art of using dictionaries. If dictionaries are used, learners will become autonomous learners and whenever they feel need of dictionaries, they will search on their own for extensive reading to expand vocabulary of students. Thus, those learners who know this art can speak well because they can solve their problems on their own.

Because of lack of such practice, the teacher cannot correct assess and evaluate the learners' learning outcomes in terms of vocabulary acquisition and other structures. In traditional classrooms, the teacher only asks the students about the words assigned and has no clear guideline how to assess and evaluate the understanding of students reading and listening abilities. Most of the students (64%) were not happy with evaluation of their abilities. One such practice is learning vocabulary and the practice of vocabulary the students have learnt. Most of the students (69.3%) felt this need and were of the view that they should be given time to practice these activities. Practice always makes the learners perfect in their learning. The practice at the stage of learning helps the learners perform better at stage of production. When the learners start speaking language, they reproduce the skills they have already acquired. But if the students are not given time to practice, they cannot perform better later while speaking. In this linking, the data as whole suggests that every aspect of language learning should be covered in teaching and learning, and learners should be motivated and inspired for the practice of the same to make sure their best motivation and performance when it comes on their part.

DISCUSSION

One of the biggest challenges for learners was in form of choosing appropriate words to express themselves. The choice of appropriate word was bigger challenge than even grammatical structure. Sometimes the students do not know the correct use of these words, particularly, the different forms of the same words to convey different meaning in terms of tense and number in English etc. Because of the tricky use of prepositions without any clear rules, learners could not use them correctly and as a result, it influenced their speaking skills as well. English prepositions should be learnt from their functions and the learners who fail to do so, always consider them as barriers in learning English speaking skills (Yusuf, 2022). But unlike English prepositions, English articles were not considered

as barriers by learners. There are not options available to learners in terms of articles, so, they do not get confused but either use definite article or do not use them at all and as the result do not consider as a linguistic barrier during their English speaking. Unlike English article, the learners considered pronunciation of words and longer structures as one of the linguistic barriers for them. The problems in pronunciation were mostly because of lack of knowledge of pronunciation rules for these learners (Wahyuningsih & Afandi, 2020).

The division of words into smaller segments was also a problem for them. The learners of English did not know how to divide a word into syllables because they had no training or practice of English pronunciation and as a result were left to their own sweet will to divide words into syllables. Unlike our expectations, the learners did not consider stress and intonation problematic for them. One of the reasons for this could be the lack of knowledge and concept of stress and intonation of English for these learners. As the learners were not aware of these concepts, they did not consider these as linguistic barriers for speaking at all. Learners who try to imitate native speakers like pronunciation did not have any clear idea about stress and intonation. That is why when they were asked about the same, they did not consider them great barriers in learning English speaking skills. When the students were asked about possible causes of these barriers; students suggested that the grammar taught at schools help them in examination and it does not help them in speaking English because there are no materials (practice) for speaking and no marks for measuring English speaking skills and as a result their speaking skill has many barriers. The students are aware of modern trends of English language teaching.

The learners are not given any task to complete on their own and so, to work out the grammatical structures and so to learn on their own. Learners have realized the lack of their autonomy and the traditional dominant role of English teachers in their classes and their dependency on teacher for materials taught. The students being the stake holders in process of learning of English language expect that they should be involved in all learning activities. Without their involvement, there is no learning at all since if they lose interest in learning, there is no purpose of teaching. The teachers should make teaching materials interesting by including some culturally appropriate materials so that students may take interest in learning and may learn to speak the same in actual conversation. Culturally appropriate materials will help learners focusing on English and role of mother tongue will be minimized (Wahyuningsih & Afandi, 2020). The overuse of mother tongue compels learners to fall back on the phonology of their first language and as a result, their second language speaking skills do not improve. Negligence of some important aspects of language results in losing confidence of learning while speaking English. Learning becomes easy when simple words are used leading to complex words' learning.

The language instructors do not give extensive reading to students and as a result, the vocabulary of the learners does not expand. The use of dictionary is probably the least used technique in English language teaching (Yusuf, 2022). The modern assessment and the evaluation techniques should be used in traditional classrooms because they cover many aspects of learning and teaching. As the learners were not aware of concepts, they did not consider these as linguistic barriers for speaking at all. The learners who try to imitate native speakers like pronunciation did not have any clear idea

about stress and intonation. Problems in pronunciation were mostly because of lack of knowledge of pronunciation rules for these learners (Wahyuningsih & Afandi, 2020). That is why when they were asked about the same, they did not consider them great barriers in learning English speaking skills. Data as whole suggests that every aspect of language learning should be covered in teaching and learning, and learners should be motivated for practice of same to make sure best performance when it comes on their part.

CONCLUSION

The present study was concerned with linguistic barriers for learners of English at school level and the causes of these barriers for them. The study through a survey of these barriers and causes found out that these learners had problems in the correct use of English grammar because they had no knowledge of any grammatical form, they could not use it correctly and as the result, it influenced their speaking skills as well. The lack grammatical expression thus becomes a barrier for them while speaking English. Sometimes the students do not find suitable word to express themselves and so, appropriate words' choice also become a challenge for them. The limited vocabulary was a kind of barrier during their expression. The words like helping verbs functioning to show the difference of number and tense were difficult for learners. The scrambling of English words and their appropriate use becomes challenges for learners. In this linking, because of tricky use of prepositions without any clear rules, learners could not use them correctly and as a result, it influenced their speaking skills as well in the different contexts. But unlike preposition, English articles were not considered as barrier for learners.

Unlike English article, the learners considered pronunciation of words and longer structures as one of the linguistic barriers for them. The learners were well aware of their weakness in terms of the pronunciation. The majority of the students considered pronunciation of English words and longer expressions as linguistic barriers. The problems in pronunciations were mostly because of lack of knowledge of pronunciation rules. The division of words into smaller segments was also a problem for them. They did not consider these as linguistic barriers for speaking at all. The learners were found aware of modern trends of the English language teaching and reject their dependency upon language instructors. In this connection, the learners are not given any task to complete on their own and so, to work out the grammatical structures and so to learn on their own. Further, if the grammar is taught in the class, the contents are not made interesting for students because they are not taught to students according to their needs and interest. In this linking, the students being the stake holders in the process of learning of English language expect that they should be involved in all learning activities and practices.

The excessive use of mother tongue compels learners to fall back on the phonology of their first language and as the result, their second language speaking skills do not improve. The language instructors do not give extensive reading and do not suggest dictionaries for extending vocabulary of the students. There are no clear guidelines for assessing and evaluating the learners' learning outcomes in terms of vocabulary acquisition and other structures. The lack grammatical expression thus becomes a barrier for them while speaking English. Sometimes the students do not find suitable word to express themselves and so, appropriate words' choice also become a challenge for them. The

division of words into smaller segments was also a problem for them. In this connection, they did not consider these as linguistic barriers for speaking at all. In this connection, the findings as whole suggest that every aspect of the language learning should be covered in teaching and learning and learners should be motivated for the practice of the same to make sure their best performance when it comes on their part.

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