

Exploring the Factors Affecting Speaking Skills in the English Language: The Case Study of Rural Sindh Students

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Abstract

The main purpose of this paper was to explore the factors that affect the speaking skills of rural Sindh students. The main objectives of this study were to identify the teacher and students' related factors that affect the speaking of the English language of rural Sindh students. The research approach for this study was quantitative and its nature was exploratory. The study was conducted at Shaheed Benazir Bhutto University located in District Shaheed Benazirabad (Sindh) it is a general University that enrolled students from rural areas of Sindh. Undergraduate students studying in different departments including Chemistry, Information Technology, English, Education, Media, and BBA were the population of this research study, from every department 50% of students were selected with the help of random sampling. To gather satisfactory information, the researcher used a questionnaire as a tool. The questionnaire tool has been selected to conduct data through closed-ended questions that were based on five points, i.e. Likert scale. Data were analyzed in the statistical package for social sciences (SPSS) version 20 software through descriptive statistics such as frequency, percentage, and tabulations. The study findings showed that various factors such as anxiety, self-confidence, passive participation in-class activities, lack of knowledge in L2, and lack of modern resources such as AV-AIDS affect the speaking competence of students in the English language. The current study recommended that teachers should design speaking techniques that may help and guide students to learn more effectively and develop their speaking competence to boost their performance in the English language Class. Further, they have to develop favorable learning conditions for students and let them practice their speaking English through speaking activities like role-play and drama, debate competition, picture description, etc.

1. Introduction

1.1. Background

Language is an imperative tool of imperialism (Galtung 1980: 107). The term imperialism means a system in which one country ruled over other countries and used its force to get power over them; especially in political and economic issues (Cambridge Advanced Learner's Dictionary & Thesaurus). Linguistic imperialism is defined as a dotheination of one language over other languages, it also refers to using one dominant language to produce knowledge, culture, and discourse in a social setup (Rahman). Before the partition (1947) Pakistan was part of the subcontinent and the advent of the English language in the subcontinent was many years before the partition of India and Pakistan. Crystal (2003) stated that in 1600 the British came into the subcontinent for trading and form the British East India Company, in the 18th century when the power of Mughal Emperors deteriorated, the British Company grew their supremacy and governed the charge of the subcontinent. The British ruled over the subcontinent for many years and during this period they controlled social, political, and economic matters of the country, they impose their culture, rules, and language on the people of the subcontinent. Gradually, English becomes the standard and elite language of India (subcontinent) and inhabitants of the country started learning English to understand the Europeans, for Indians the e of modernity was changed, and they begin to adopt the traditional values of English people and effort to become subordinate of them by learning their language (English), (Rahman). English become an inevitable part of the country, exists as a second language and seen as a sign of sophistication (Pathan). The most current figures in the CIA World Fact Book (2002, cited in Mahboob, 2004) record that English is spoken by 6 million people in Pakistan. Abbas (1993) argued that, media including electronic as well as press media is an important source of development of English in Pakistan. It is a language used in education, military, administration and bureaucracy at provincial and federal levels in Pakistan. Pathan (2010) explained that Pakistan is a tourist country and every year people from different countries use to visit different areas of the country and for dealing with international visitors English is required as a compulsory element for the purpose of communication.

After independence of Pakistan, Educational Conference was held and decided that English should be taught and learned as functional subject rather than as literature, Education policy (1992) also recommended that in Pakistan medium of instruction should be based on provincial languages, the national language and English. In Pakistan English is taught as a subject in government sectors whereas in private sectors of education it is medium of instruction not only treated as a subject (Rahman, 2002). Higher education system of Pakistan also acknowledged the importance of English and makes it compulsory to taught English at undergraduate and postgraduate levels, the main purpose is to developed confidence in students and enable them to have exposure of the world in different domains (Pathan, 2010).

1.2. Research Questions

- i. What are the teachers related factors affecting speaking English language of rural Sindh students?
- ii. What are the students related factors affecting speaking English language of rural Sindh students?
- iii. What are the learning environment related factors affecting speaking English language of rural Sindh students?
- iv. What are the learning material related factors affecting speaking English language of rural Sindh students?

1.3. English language in Sindh

In Sindh, different local languages are spoken i.e. Sindhi, Urdu, Balochi, etc. and people prefer to speak and receive education in their L1 generally in rural areas. The focus given on the English language in Sindh differs in private and government sectors, in private sectors, especially in schools and colleges it is treated as a medium of instruction not only as a subject but in government schools and colleges, it is still treated only as a subject to provide particular knowledge of English as a course (Chandio and Jafferri, 2015). Nawab (2012), argued that in rural areas of Pakistan teachers used translation methods to teach the second language (English), their focus is on teaching grammar rules, and emphasis on reading and writing skills through listening and speaking skills is ignored in the teaching and learning process. Horwitz (1988), justified that the learners who believe that they will speak fluent English as the target language through translation method or learning grammar rules and vocabulary; failed to comprehend language and acquire their expected results of speaking English effectively.

Patil (2008) stated that the main goal of teaching the English language is to enable learners to listen, speak, read and write English fluently and accurately. At present time way of learning and teaching English is slightly changed new methods are undertaken and transformation is occurring, in the private sector, new methods are adapted, and promote interactive and performance-based learning of English with innovative teaching strategies and materials (Chandio & Jafferri, 2015).

Mustafa, Memon, and Khalil, (2015) studied that economy of Sindh is facing four major skills gaps: English; Computer and Information technology; Numeracy, and Computational skills; their report shows that lack of focus on these skills is generating problems for youth in Sindh, students, as well as employees, are not able to utilize their communication skills in the market. The study mainly concentrated on the enhancement of English skills (reading, writing and speaking); improving performance, and becoming more competitive in society.

However, it is essential to disclose the factors that affect Sindhi students speaking performance in the English language, the researcher believes that this area should be studied to explore affecting factors, so the learners of rural Sindh get benefit from it and try to overcome the affecting factors.

2. Literature Review

The matter of language controversy is, whether it is instinctive or adapted from the environment, researchers show contradictory results. Mitchell and Myles, (2004) stated that according to behaviorists (Watson, 1924; Thorndike, 1932; Bloomfield, 1933; Skinner 1957), language learning is like habit formation it is based on the system of stimuli and response. Language learner is exposed to different stimuli in their environment and the response they received will reinforce them to repeat or not repeat their action. Behaviorist view is comparatively simple while learning the first language because in L1 learning there is no interference from any other language new habits are formed which are adapted from the environment however learning a second language is problematic it is not easy to adopt a new language or to replace habits by a set of new habits. An American linguist Noam Chomsky argued that language is an innate faculty and it is the consequence of two factors: the initial state and the course of experience. He believes that learners learn language effortlessly with the help of a language acquisition device, children acquired language remarkably in a short period and this is not possible if the human mind does not have an innate quality of language acquisition, further he claimed that children can acquire much more complex language rules and regulations than they are exposed to from surroundings. Chomsky's universal grammar theory suggests that some rules of grammar are stowed in the human brain and manifest without being taught.

Speaking is the art of communication to convey thoughts, feelings, and messages, a good speaker should be clear and informative. It is a process that naturally flows from one person to another person in form of dialogues or it may be planned or scripted as in speech or in presentations etc. Speaking is a collaboration between two or more people in changing ideas and discussing something related to the human lives and movement of the world. It is the action of passing on information or expressing one's feelings in speech (Oxford English Dictionary).

Speaking is the production of sounds through the mouth to produce these sounds speaker uses many parts of his body including the lungs, vocal tract, vocal cords, tongue, teeth, and lips.

2.1. Styles of speaking

Speaking occurs in different styles and it reflects the roles, age, sex, and status of participants in interactions and their expressions. It can be formal or informal: formal speaking occurs in professional situations like academics, band business meetings, and informal speaking is with family and friends. Speaking styles reflect perceptions of participants in society and the importance of language in society different events promote different types of discourse.

2.2. Functions of Speaking

Speaking is a complex term, it is problematic in every aspect and plays various functions. Brown and Yule (1983) made a useful distinction between the interactional functions of speaking, in which it assists to form and retain social relations, and the transactional functions that focus on the exchange of information. (Richards) explained three functions of speaking, in reference to Brown and Yule's framework: talk as an interaction; talk as a transaction, and talk as performance. Talk as interaction normally mean conversation and it deals with social interaction; when people meet, they exchange greetings, involve in small talk, and recount recent experiences. The function of interaction is to establish a comfortable and friendly atmosphere, the focus is more on the speaker and his presenting style rather than on the message. It may be formal or casual depending upon circumstances and degree of politeness. In this type of conversation, the listener is active and constantly giving feedback, to prompt the speaker to continue.

Talk as a transaction focus on the message rather than on the identity of the speaker, the message should be clear, accurate, and comprehensible. Burns (1998) differentiates between two diverse types of discourse as a transaction. The first type involves situations where the importance is on giving and getting information and on participants' instructions, accuracy is not necessary, if the information is effectively communicated or understood. The second type is transactions that focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant. The Expertise of this type of conversation is making agreement or disagreement, justifying an opinion, clarifying and confirming information, asking questions, and describing something.

Pal (2015) observed in his study that students had no confidence to speak English in classroom environment they prefer to use their L1; due to a lack of knowledge of grammar and vocabulary of a second language students are hesitant to convey their ideas in L2 and habitually using the word by word translation into English. The setting in which learning is occurred also plays an important role in his study he mentioned that overcrowded classes are a hurdle in the development of speaking skills of the second language: teachers are correspondingly responsible for in slow learning of speaking skills by not providing varieties of material i.e. audio and visual materials that might help students to develop speaking skills in English. In addition to the above study; it is explained that students often complain of disheartening response from teachers for making mistakes in L2 speaking, which affect their performance, moreover students are challenged by the problem in listening comprehension they are fail to understand the speech of others in English and have difficulties to understand and comprehend the message and meaning of speech.

Ur (1996) defined speaking problems of students in the classroom: as inhibition; when students are more conscious of making mistakes and have a fear of being criticized by teachers, lack of topical knowledge; due to lack of knowledge about subject learners feel unsuitable to speak and have no motivation to express themselves, less participation; this problem mostly occurs in large size of classes where even chance to participate is not given to learners and native language excessive use.

Tuan & Mai (2015) stated that the most common speaking problem faced by L2 learners is anxiety and due to this avoid participating in speaking class, they are not able to think in the target language and remain blank during activities; the second main issue of learners is fear of being wrong while utterance and then to face criticism in such situation. Study finds

out that learners are good readers in the target language but they are unable to remember structures and vocabulary when they have to speak in natural conditions. Furthermore, limited time is given to learners to perform multiple tasks which makes them confused and panic and this affects their learning.

Dincer & Yesilyurt (2013) studied that students' views about the importance of speaking skills are different from other language skills; this diversion is due to motivational factor and their feeling of lack of competency in speaking, they find that students possess negative ideas and consider themselves as incompetent speaker of the second language.

Adayleh (2013) explained in her study that the main issues faced by nonnative students are sound recognition, connected speech, and the association between sounds and spellings of the target language, they fail to differentiate changes in sounds of their native language and second language, in a result, they make mistakes in pronunciation.

Javid, Al-Thubaiti & Uthman (2012) discussed the importance of language learning strategies, in their study they reported that the learners having high second language proficiency use language learning strategies more frequently and appropriately, they added that for better and comprehensible second language learning it is necessary to teach language explicitly using suitable strategies and classroom activities so learner with different competency should be able to enhance their second language learning.

Javid, Farooq & Gulzar (2012) concluded in their study that for the development of speaking skills in English as a second language teaching and learning environment plays a vital role, the classroom should be equipped with modern technology and students should more participate in classroom activities, regular interaction and participation between teachers and students in the classroom will improve their speaking skills and make them confident while using the second language.

Khazaei, Moinzadeh & Ketabi (2012) stated that class size had a considerable effect on students' participation in speaking activities in the classroom; their findings show students in small classes were more willing to interact in a second language and had the opportunity to develop their speaking skills rather than the students of large size classroom.

Hamad (2013) studied the factors that affect the speaking skills of students and concluded that students' background knowledge of the English language is inappropriate and their lack of information leads them to anxiety, secondly, teachers allow students to use their native language in the classroom to express themselves as making them dependent partially on the native language the third factor is lack of resources and curriculum design that does not contain enough activities to promote speaking skills. She added that teachers do not use suitable strategies to develop speaking skills in a second language, more time is given to developing listening skills rather than the speaking skills of learners.

Park & Lee (2005) investigated the relationship between learners' self-confidence and speaking performance, they concluded that the oral performance of language learners is negatively affected by anxiety and lack of self-motivation. Tanveer (2007) studied the factors affecting the speaking performance of second language speakers and finds out that stress levels and nervousness highly affect language learning abilities and lower the performance of learners.

3. Research Methodology

The research approach of this study was quantitative, the researcher used this approach to better understand the results of the research study. Cresswell (2012) stated that quantitative data collection is used to quantify the results of the study it is useful for the projectable results taken from a larger population; further, he added that it is a fast and easier way to code and analyze data statistically.

The nature of this study was exploratory, the focus of this study was mainly to explore the affecting factors that are hindering rural Sindh students' Speaking the English language. This type of research was preferred by researchers to understand the nature and attitudes of rural Sindh students towards second language speaking.

The study was conducted at Shaheed Benazir Bhutto University (Shaheed Benazirabad) located in Sindh, Pakistan. The city has different public and private educational institutes, however, the researcher selected this university because in this institute several degree programs are offered to students. The study has limitations on the rural students of Shaheed Benazir Abad, Sindh.

The main source of data for this study were students, the population of data was collected from rural Sindh; university students belong to different departments of Shaheed Benazir Bhutto University including Sciences (Chemistry and IT); Social sciences (English, Education, and Media) and Business (BBA). In addition, the researcher was proposed to take 50% of students as a sample from the total population; the sample of the study was selected through random sampling, the researcher has the intention to give equal chances to all department students of the university in the study. Fraenkel and Wallen (2009) argued that the main purpose of random sampling is to give an equal and independent chance of being selected for every participant in the population.

To collect reliable information, the researcher used a questionnaire as a research instrument. The questionnaire contained close-ended questions with a five-point Likert scale and was divided into five parts; in part one researcher try to know about participants' personal information and background education: in the remaining parts, the researcher asked for factual information on affecting factors related to teachers and students.

For data, analysis researcher uses a statistical package for social sciences (SPSS) software. The analysis of data is done through descriptive statistics such as frequency, percentage, and tabulations, obtained data will be organized and coded in a Microsoft Excel sheet. Data were first analyzed through one sample T-test, researcher calculated the T-value and P-value of every statement, and then individually it was analyzed through the graphical test by using SPSS software.

4. Data Analysis

The data analysis was gathered through a questionnaire. The first section deals with the teachers' related factors, second section discussed the students' related factors. The result obtained through the sample; was analyzed by two methods using SPSS software version 20, firstly it was evaluated through a one-sample t-test and secondly, it was examined with the help of a graphical test.

4.1. Teachers-related factors

This section questionnaire further discussed techniques, strategies, and activities used by the teachers in English-speaking classrooms. Participants were asked to give their ideas about how frequently their teachers used these techniques, strategies, and activities in the classroom, secondly, the researcher also wants to know the effect of these factors on their speaking of the English language. The results are presented in the Table 4.1. below:

Table 4.1

One sample T-test table

S: no	Variables	T-value	P-value
1	Questioning and answering	19.128	.000
2	Pairs and group discussions	-1.867	.063
3	Conversations or dialogues	-5.936	.000
4	Roleplay and drama	-15.827	.000
5	Picture description	1.794	.074
6	Panel discussion and debating	-11.469	.000
7	Storytelling	-8.917	.000
8	Peers interview	-14.670	.000
9	Giving instructions on given topics	11.378	.000
10	Listening to the records on the radio or video and presenting the report back to the class	-4.423	.009
11	Daily or weekly individual/group presentation on completed project	10.694	.000
12	Allows me to ask for feedback	9.243	.000
13	Presents pronunciation points that may boost my speaking fluency and confidence in learning English speaking skills.	-7.011	.000
14	Has good speaking activities design	-5.548	.000
15	Uses learners centered approach	4.513	.000
16	Gives enough time for various speaking exercises	-10.445	.000
17	Scolds students for not speaking correctly or with a poor accent.	-2.640	.000
18	Project-based activities(perform certain tasks to learn to speak)	-2.022	.044
19	Monologues(in which each of you is asked to prepare to talk about a hobby or personal interest for three or five minutes)	-4.144	.046

The Table 4.1 is further explained with the help of figures; each variable is discussed individually in detail.

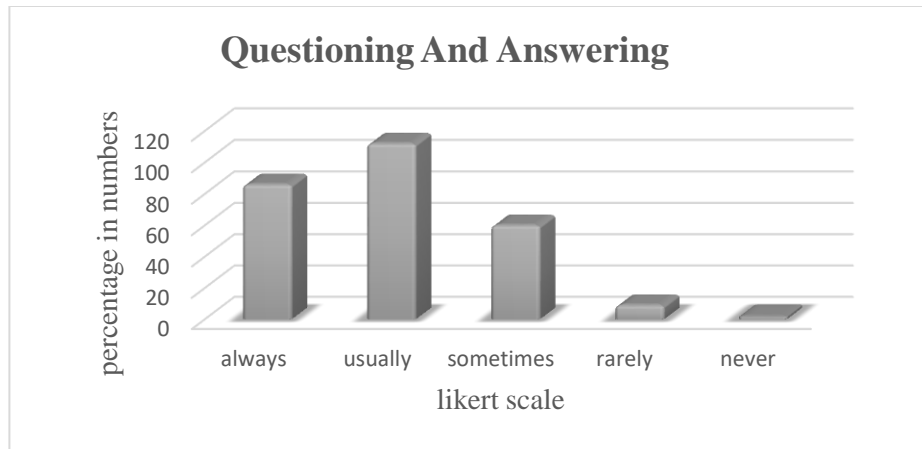


Figure 4.1: Questioning and Answering

As Table 4.1 shows that questioning and answering P-value (.000) is less than 0.05 (level of significance), so it can be seen that opinion of participants about this variable is not neutral, further calculated T-value (19.128) of this item is positive which indicates that most of the participants responded positively; Table 4.1 and Figure 4.1 also revealed that this technique is frequently used in the classroom and teachers provide an opportunity to learners' to speak in English through questioning and answering. Table 4.2 presented that about (112) 41.5% of students responded that usually teachers used questioning and answering in the classroom, (86) 31.9% said that teachers always used this technique whereas (60) 22.2% of students agreed that sometimes questioning and answering was done in the classroom, however (9) 3.3% said rarely and (2) .7% students said never.

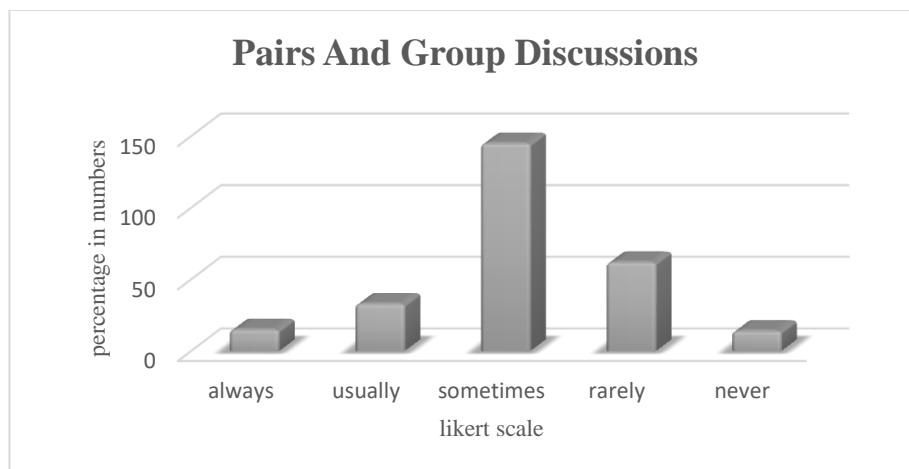


Figure 4.2: Pair and Group Discussion

Pairs and group discussion P-value (.063) is greater than (0.05) (level of significance) so it shows that the opinion of participants about this variable is neutral, whereas its calculated T-value is (-1.867); further Table 4.1 and Figure 4.2 illustrated that (145) 53.7% participants replied that they sometimes practice English speaking in the classroom through discussion, moreover Figure 4.2 shows that (62) 23% said that this technique is used rarely for learning second language speaking skills, and (33) 12.2% responded that usually, teachers used pairs and group discussion in the classroom.

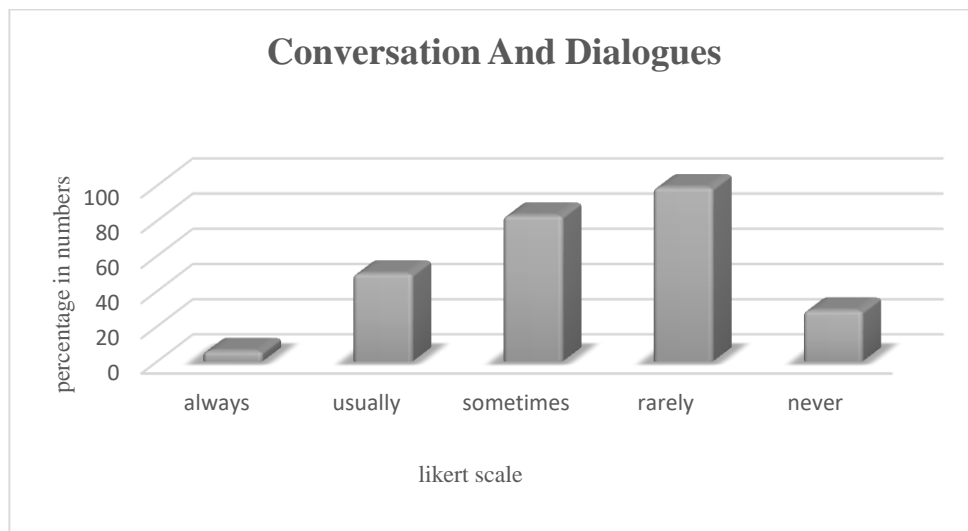


Figure 4.3: Conversation and dialogue

As P-value (.000) shown in Table 4.1 is less than the value of the level of significance interpret that opinion of participants about the item (conversation and dialogues) is not neutral, its calculated T-value (-5.936) indicates that most of the participants responded negatively. Such as Figure 4.3 shows that about (29) 10.7% said 'never', (83) 30.7% said 'sometimes' and the majority (99) 36.7% said 'rarely'. Several students were of the view that teachers do not allow them to practice English speaking through conversation and dialogues, whereas (50) 18.5% said 'usually' and (6) 2.2% replied 'always'.

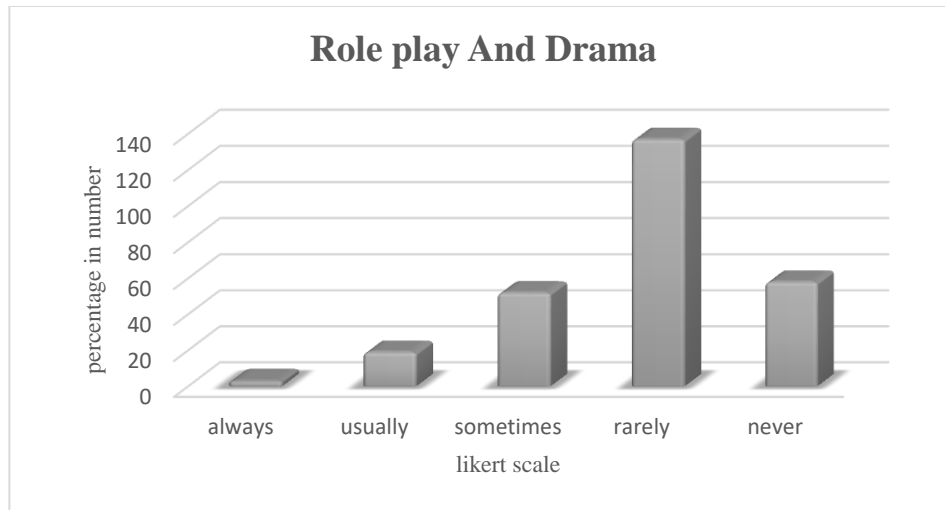


Figure 4.4: Role play and drama

As it can be seen in Table 4.1 the P-value (.000) of role-play and drama is less than the level of significance (0.05) so it can be inferred that the view of participants about this technique is not neutral with the calculated T-value (-15.827). The result is more clearly shown in Table 4.1 and Figure 4.4; from the total number of participants about (137) 50.7% said rarely and (58) 21.5% said never whereas (52) 19.3% replied sometimes, (19) 7% said usually and (3) 1.1% said always. The above result expressed that the absence of applying role-play and drama in a class context can affect students' English speaking performances.



Figure 4.5: Picture description

According to the results shown in Table 4.1, P-value of picture description is (.074) greater than the (0.05) level of significance which demonstrates that the result of this variable is neutral, and its T-value is (1.794), further in Table 4.1 and Figure 4.5, it can be seen that (101) 37.4% participants answered ‘sometimes’, (85) 31.5% said ‘usually’, (16) 5.9% said always, although (41) 15.2% students responded ‘rarely’ and (23) 8.5% said ‘never’. The majority of participants remain neutral on this technique which shows that students did not practice English speaking frequently through picture descriptions.

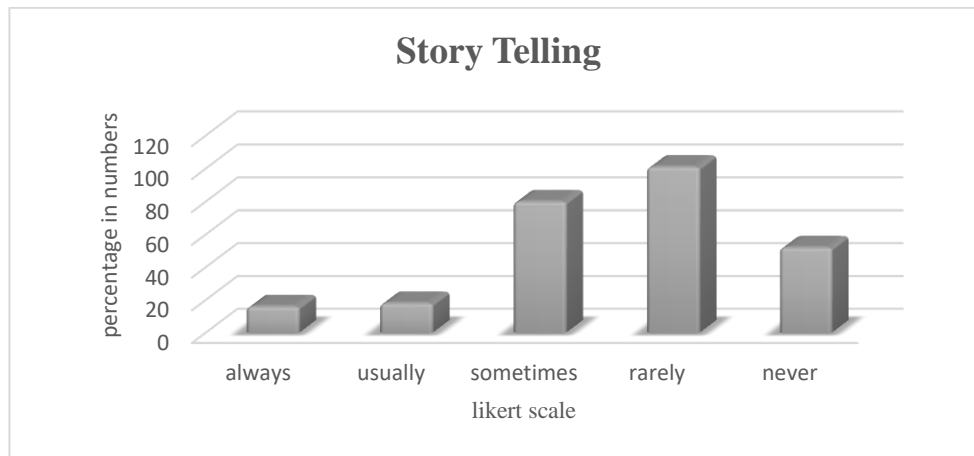


Figure 4.6: Story Telling

A majority of respondents replied that teachers did not use storytelling techniques in the classroom for enhancing English speaking skills, such as shown in Table 4.1, P-value of this variable is .000, and believed that its result is not neutral, whereas Table 4.1 and Figure 4.6 stated that (101) 37.4% students said rarely, while (80) 29.6 % said sometimes and (52) 19.3% answered never.

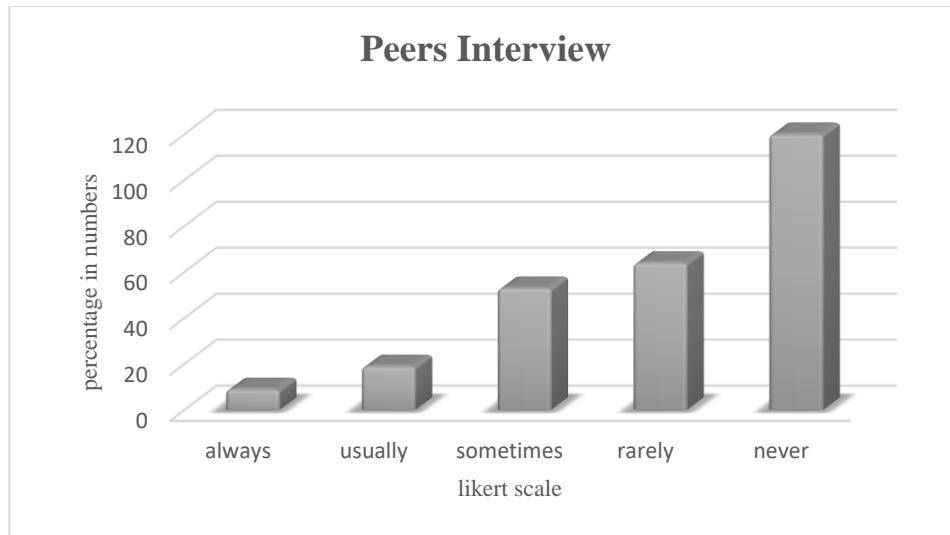


Figure 4.7: Peers interview

Peers interview technique should be used by teachers in the classroom to know the weakness and strengths of students, according to Table 4.1 and figure 4.7, results show that the majority of students said that this technique was never used in their classroom; about (120) 44.4% participants answered never although (64) 23.7% students said rarely. It is also presented in table no 4.1 where its P-value is (.000) and T-value is (-14.670) which indicates that the opinion of the majority regarding this item is not neutral.

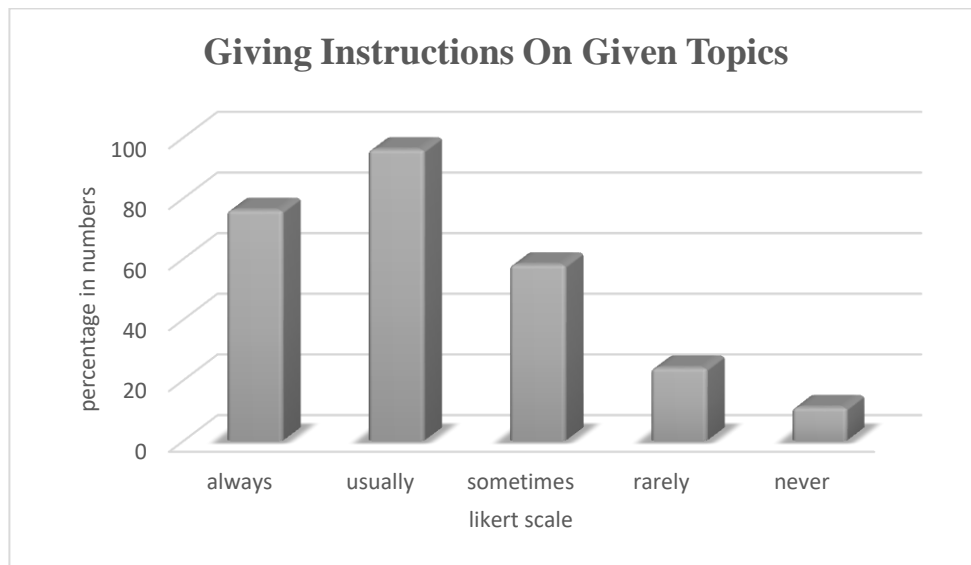


Figure 4.8: Giving instructions on given topics

As P-value (.000) shown in Table 4.1 is less than the level of significance (0.05) interpret that the findings are not neutral, its T-value (11.378) shows that most of the participants give a positive answer. Likewise, results shown in Figure 4.8 clarified that the majority of students about (96) 35.6% said usually and (76) 28.1% said always teachers instruct them on given topics although (58) 21.5% said sometimes, (24) 8.9% said rarely and (11) 4.1% answered never on this variable. The results explained that teachers provide information and instruction about topics, which can help students to learn easily and clearly.

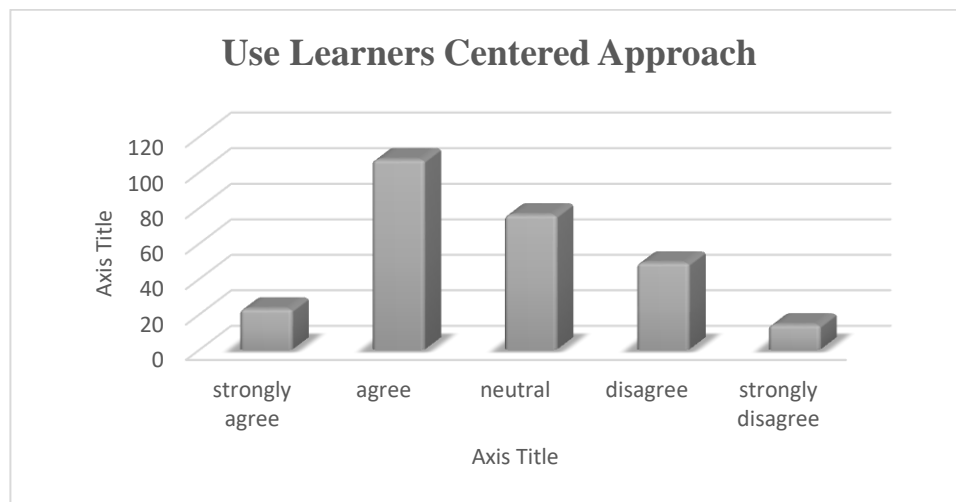


Figure 4.9: Use learner's centered approach

Relating to the use of learners centered approach respondents answered in positive mode, as the P-value (.000) shows that opinion about this item is not neutral, its T-value is (4.513) indicates that most of the participants agreed on teachers used learners centered approach in the classroom. Table 4.1 and Figure 4.9 further added that nearly (107) 39.6% of students were agreed and (23) 8.5% strongly agreed while; (76) 28.1% remained neutral, (49) 18.1 replied disagree, and (14) 5.2% strongly disagreed on this item. The result shows that teachers used learners centered approach but they were less focused on the speaking skills of students; as findings of previous item designing good speaking activities concluded with negative outcomes gives an important consideration that less speaking activities disable students to perform with proficiency and confidently.

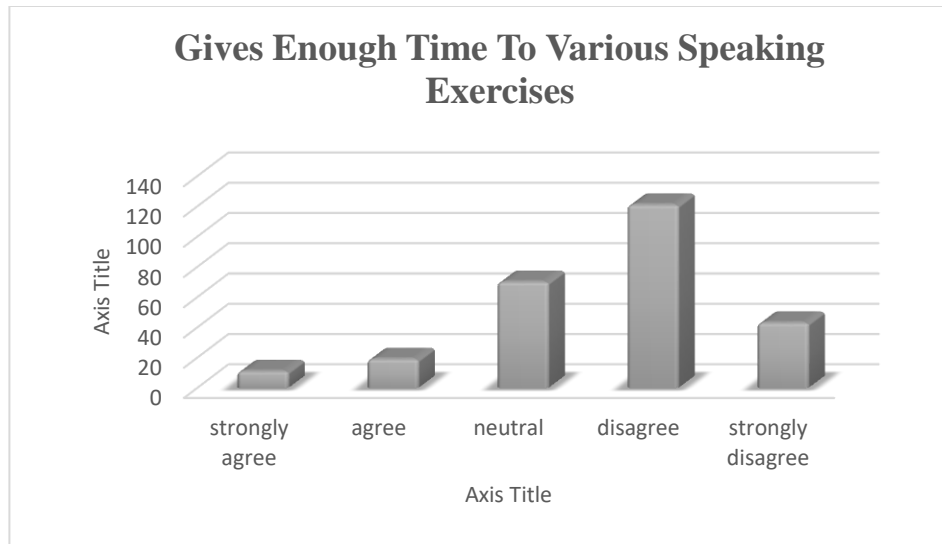


Figure 4.10: Gives Enough Time to Various Speaking Exercises

As far as teachers provide enough time to practice different speaking activities is concerned, (121) 44.8% and (43) 15.9% of participants have disagreed and strongly disagreed, as shown in Table 4.1 and Figure 4.10; the same result can be seen in Table 4.1 where P-value (.000) is less than the level of significance (0.05) and T-value (-10.445) declared that majority of students disagreed with the item respectively. Although Figure 4.10 also shows that (70) 25.9% of students answered neutral, (19) 7% said to agree, and only (11) 4.1% said strongly agree. Findings of this item concluded that teachers do not provide enough time for speaking practices, and through the result of the learners-centered approach, research interprets that teachers may pay more attention to writing or reading skills rather than to speaking skills which may affect speaking the English language.

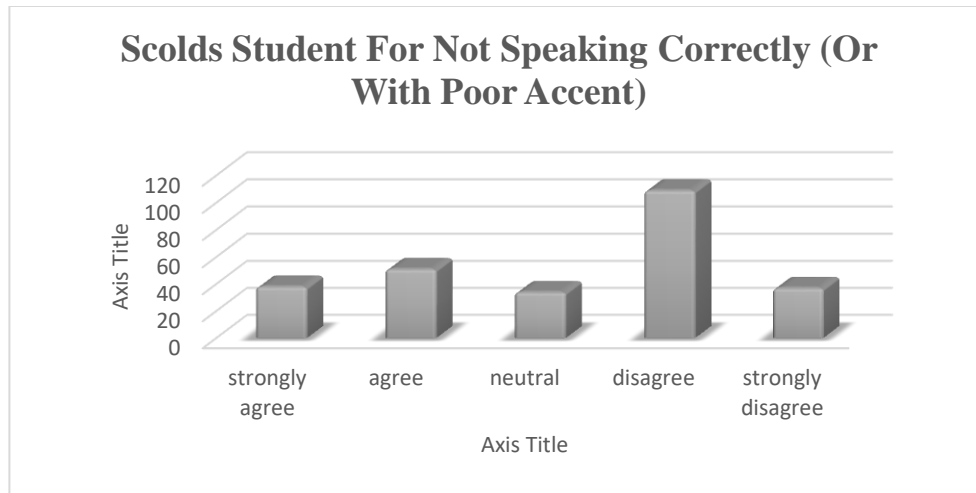


Figure 4.11: Scolds Student for Not Speaking Correctly or With Poor Accent

As it can be seen in Table 4.1, P-value (.000) is less than the (0.05) level of significance interpreting that the opinion about this item is not neutral, further, its T-value (-2.640) illustrates that the obtained result is negative. Table 4.1 and figure 4.11 explained that about (109) 40.4% of students disagreed and (37) 13.7% strongly disagreed with the conception that teachers scold them for not speaking correctly or speaking with a poor accent and less fluency. Whereas (51) 18.9% said agree and (38) 14.1 said strongly agree, about (34) 12.6 of them remained neutral.

4.2. Students' related-factors

The second section of the questionnaire contains question-related about the strategies students used to learn English speaking skills and how frequently they used these strategies in their classroom or outside their classroom, secondly they were asked about their role in learning second language speaking and their perception of the second language. Findings are presented in the following Table 4.2

Table 4.2

20	I speak in English only inside the classroom.	5.911	.000
21	I can make a phone conversation in English	-12.905	.000
22	I actively participate in the class and like to present my group ideas to the whole class in English.	-7.888	.000
23	I evaluate my weakness and strengths in learning English speaking skills.	-15.177	.000

24	I watch and listen to English TV and radio programs as a model for English speaking skills and to help me build my English listening comprehension.	1.727	.085
25	I have confidence in English speaking.	-7.267	.000
26	I am motivated in learning English speaking because I see that is advantageous.	9.957	.000
27	I have resentment toward the teacher who mistreats or insults me.	11.966	.000
28	I always tend or prefer to speak in my mother tongue.	13.024	.000
29	I have a negative attitude towards the culture of native speakers of English.	-3.376	.026
30	Do you find it difficult to listen and comprehend what the other person is saying in English?	5.143	.000
31	Do you have a good knowledge of English grammar that lead you to construct errors free sentences when speaking?	-5.799	.000
32	Do you have a good knowledge of English vocabulary that can let you easily express your ideas when speaking?	-6.820	.000
33	Do you pause a lot or say ah or um many times when you speak in English?	9.376	.000
34	When you are speaking in English do you first construct your message in your mother tongue and then translate it into English word by word?	7.037	.000

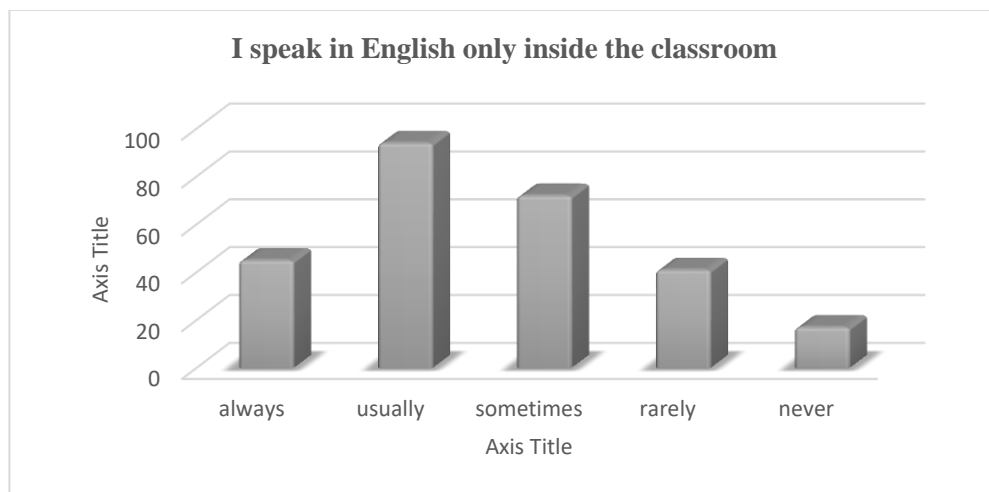


Figure 4.12: I speak English only in the Class

Participants were asked that they speak English only inside the classroom, Figure 4.12 shows that (94) 34.8% and (45) 16.7% of the participants replied always and usually, P-value (.000) noted in Table 4.2 is less than the level of significance which interprets that result is not neutral and its T-value (5.911) illustrate that majority of participants gives positive response towards this item, however (72) 26.7% of them said sometimes, (41) 15.2% said rarely and (17) 6.3% said never. The result demonstrates that students are reluctant to speak English outside the classroom, they are afraid to use it in informal settings and in some ways feel more comfortable using English only in-class environment.

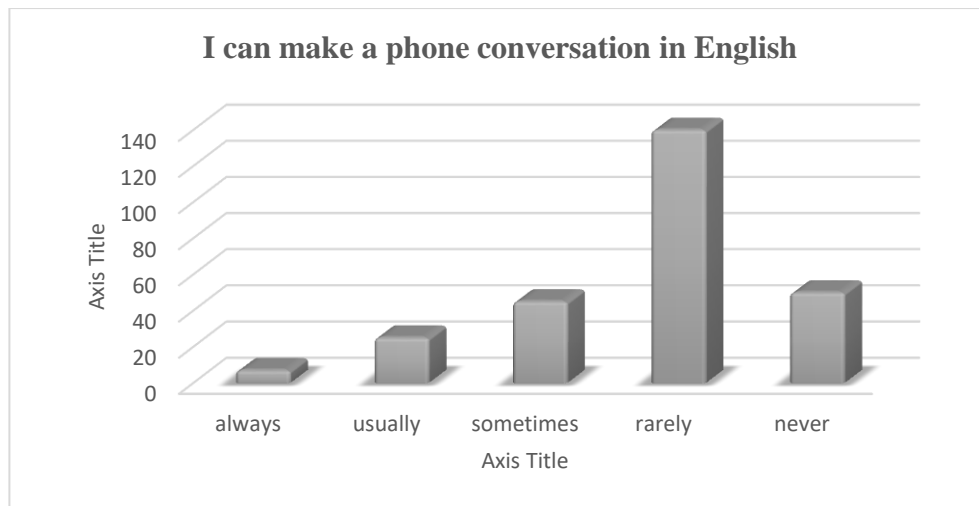


Figure 4.13: I can make a phone conversation in English

It can be seen in table no 4.2, P-value (.000) of the item I can make a phone conversation in English is less than the level of significance (0.05) and its T-value (-12.905) is negative which indicates that most of the participants give a negative response. As Table 4.2 and Figure 4.13 represent the majority (140) 51.9% of the participants replied rarely and (50) 18.5% said that they can never make a phone conversation in English, whereas (45) 16.7% said sometimes, (25) 9.3% said usually and (7) 2.6% said always. The results show that students feel hesitant to use the English language for conversation.

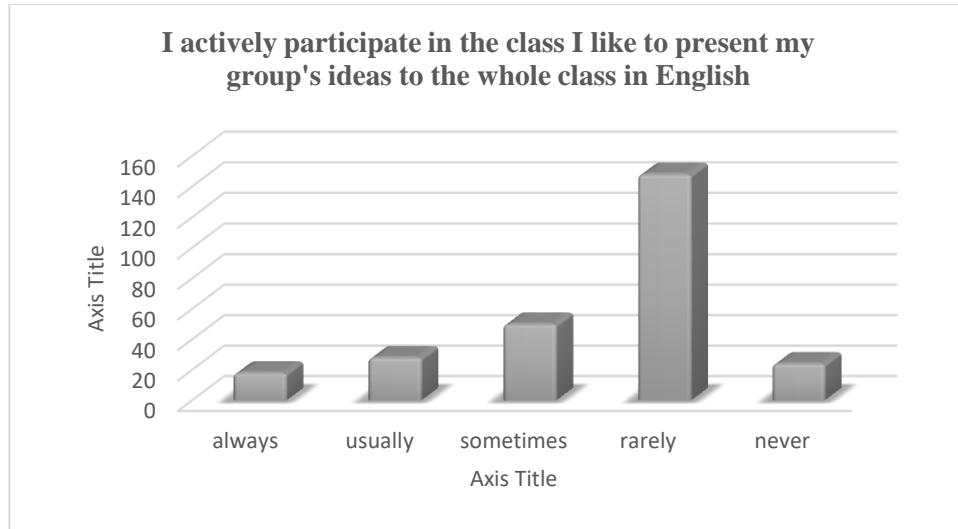


Figure 4.14: I actively participate in the class I like to present my group's ideas to the whole class in English

Concerning learners' involvement and willingness in class to present ideas and knowledge in English, findings according to Table 4.2 and Figure 4.14 show that about (18) 6.7% and (28) 10.4% of the participants said always and usually whereas (50) 18.5% of them said sometimes and the majority (148) 54.8% of the participants said rarely and (24) 8.9% said that they never participate in class. Table 4.2 also displayed the same result regarding this item by showing P-value (.000) and T-value (-7.888) which indicates that the majority of respondents give a negative answer. Students' passive participation in class expressed that they feel hesitant and are anxious about making mistakes in front of others

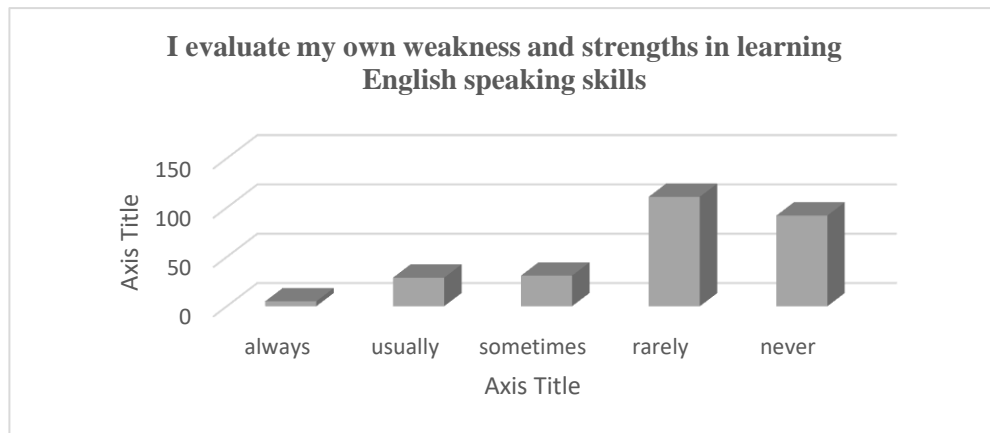


Figure 4.15: I evaluate my own weakness and strengths in learning English speaking skills

As P-value (.000) shown in Table 4.2 is less than (0.05) level of significance and interpret that the opinion about this variable is not neutral further its T-value (-15.177) presented that the most of the participants give a negative answer. Table 4.2.and figure 4.15 also displayed that about (111) 41.1% of participants said rarely and (92) 34.1% said never which indicates that the majority of students cannot evaluate their weaknesses and strengths in learning English speaking skills.

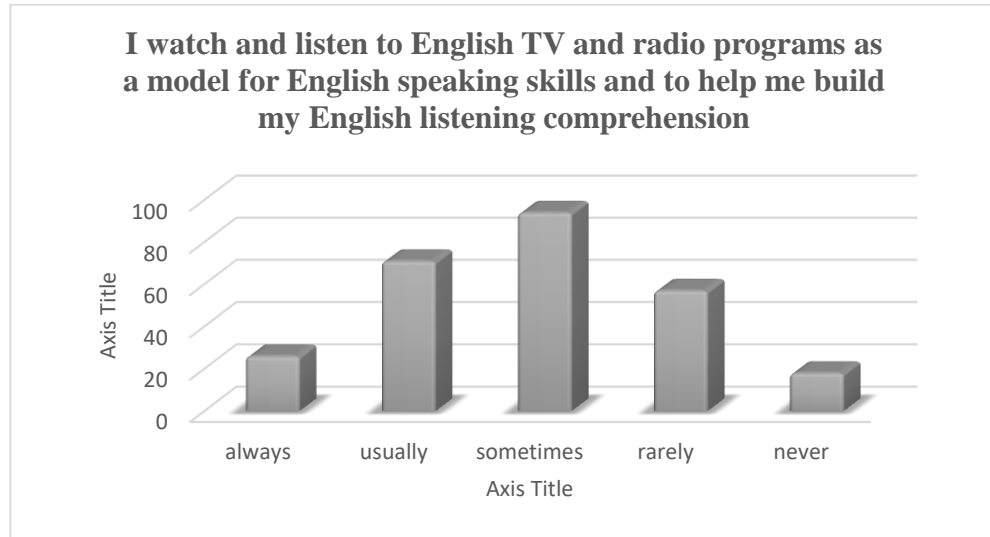


Figure 4.16: I watch and listen to English TV and radio programs as a model for English speaking skills and to help me build my English listening comprehension

P-value (.085) shown in Table 4.2 explained that the opinion about this item is neutral, as it can be seen in Figure 4.16 that number of participants around (94) 34.8% said sometimes, (57) 21.1% said rarely and (18) 6.7% said never, on the other side (71) 6.3% and (26) 9.6% said that they usually watch and listen to English programs as a for English speaking.

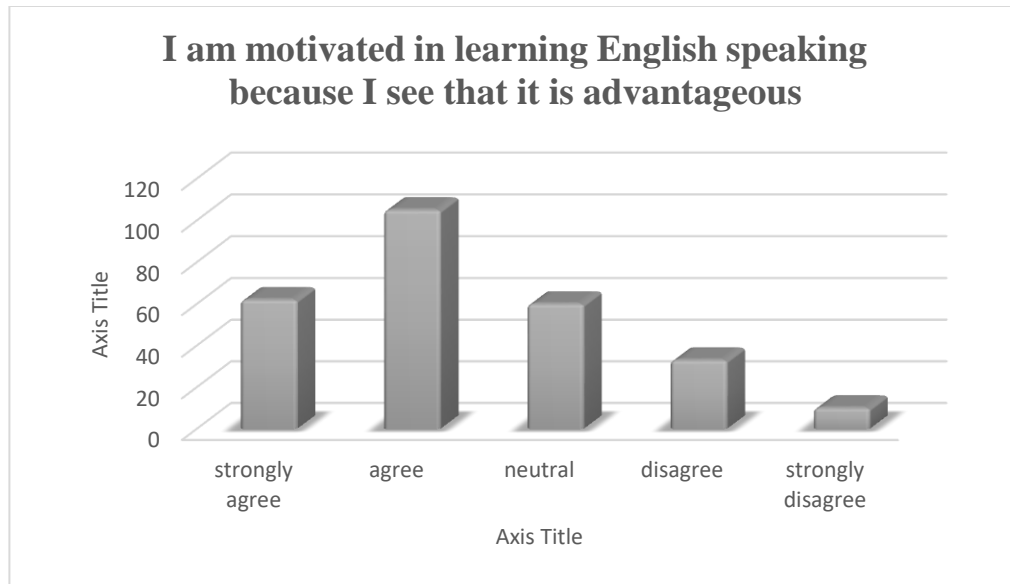


Figure 4.17: I am motivated in learning English speaking because I see that it is advantageous

As results were seen in Table 4.2, P-value (.000) of this element is less than the level of significance which interprets the result of this statement as not neutral further its T-value (9.957) is positive and it clarified that most of the participants agreed on it. For detailed result figures shown in Figure 4.17 demonstrate that (105) 38.9% and (62) 23% of the students agreed and strongly agreed with the item but (33) 12.2 % and (10) 3.7% of them were disagreed and strongly disagreed.

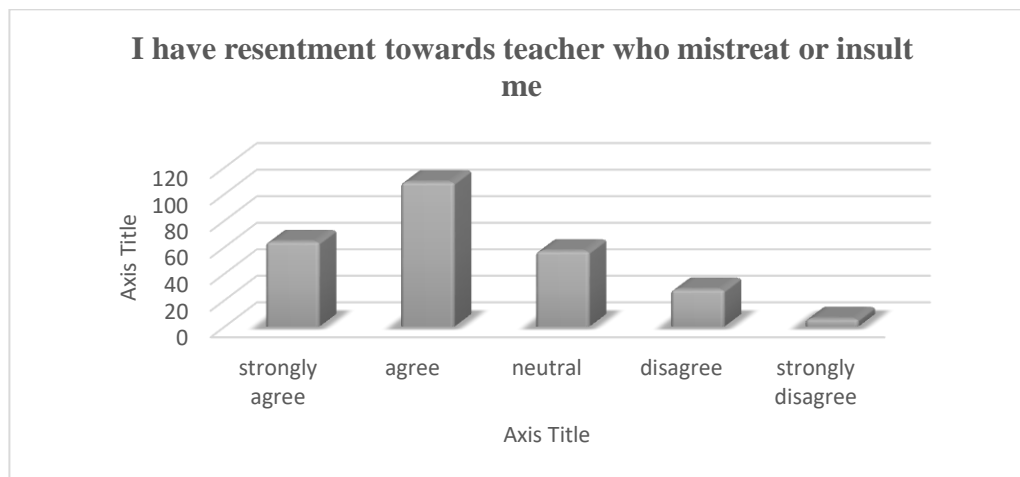


Figure 4.18: I have resentment towards teacher who mistreat or insult me

Participants were asked about their psychological aspect of the element of resentment towards the teacher who mistreats them or scolds them when they make mistakes in English speaking, the results in Figure 4.18 show that about (109) 40.4% and (64) 23.7% of the participants were agreed and strongly agreed with the item, so findings declared that negative or harsh behavior of teacher affect students speaking English, according to the Table 4.2, P-value is (.000) and its T-value is (11.966).

5. Conclusion and Discussion

As findings shown in chapter four presented different issues and gaps in learning to speak the English language. It is the utmost responsibility of teachers to develop and facilitate students' learning skills in all fields, therefore it is expected they to plan inversely according to different requirements and conditions. Results of the study showed that there are factors related to learners, affecting students speaking the English language; it demonstrates that teachers frequently used questioning and answering techniques in the classroom which is beneficial for learners to boost their confidence and encourage them to speak in front of others, besides, when students were asked about pairs and group discussion result was different, this technique was not actively used by the teacher in learning classroom, it illustrates that teachers give more attention towards teacher-student interaction than to student-student interaction. After that conversation and dialogues, role play and drama, picture description, panel discussion, and debating also showed the same results, teachers did not let students communicate spontaneously using a second language, and more focus is given to academic courses rather than creative activities that are affecting students speaking competency in the English language.

Likewise, the storytelling technique is also rarely used by the teachers in the class context, data analysis further revealed that the peers' interview technique is never used in the classroom, it showed that teachers and students only interact with each other for academic course-related questioning and answering, teachers are unaware from their students' weakness and strengths, this is one of the major factors which may affect student speaking skills of English language, students did not feel comfortable and hesitate to discuss their learning problems with their teachers. Among these, giving instructions on topics technique was commonly used by teachers, they usually guide students related to the topics, the neutral result was found on listening to the records on the radio or video and present the report back to the class, which indicates that lack of interest is given to such activities students are no compelled to do so, whereas daily or weekly presentation on the completed project is frequently done in the classroom that again leads learning speaking English through books and course material.

Different strategies used by teachers in the classroom were also asked from the students' findings displayed that teachers always allow students to ask for feedback or mistakes correction they point out mistakes of students but they did not present correct pronunciation points to build their confidence and accurate their speaking English language, only pointing out mistakes is not enough for fluent English speaking correct pronunciation and detail knowledge about phonemes is also very essential for learning English speaking. Teachers had poor speaking activities design which also shows that more attention is given to written sessional activities (i.e. tests, exams, assignments, etc.) rather than speaking activities as discussed earlier (i.e. debating, storytelling, role-play, drama,

etc.); they also give less time to selected various speaking exercises as it was expressed that presentation and questioning and answering are used in the classroom but good enough time to develop speaking skills in the second language is not given to the students that are affecting their speaking the English language. Students disagree with the statement that teachers scold them for not speaking correctly.

Many factors are also related to the students; only teachers are not responsible for poor English speaking; researchers found that students prefer to speak English only inside the classroom they were not habitual of speaking English outside the class environment, and students feel easy to use the second language in a classroom or it was also possible that they do not find any opportunities of learning and speaking English outside the classroom, and it is considered as another factor act as an obstacle in successful learning of English speaking skills. Students were not able to make a phone conversation in English which shows that they were not confident and had a lack of knowledge of the English language. Though students are expected to be active learners, the study result illustrate that rural Sindh undergraduate students did not actively participate in their learning classroom, they feel reluctant to express their ideas in the English language in front of the whole class; they did not evaluate their weakness and strengths in speaking English, which indicates that lack of self-confidence is also one of the major barriers in their speaking English, secondly, their exposure to the English language is very less, results clarified that they were sometimes listening to the foreign English radio station programs, e.g. BBC, VOA...or watching the foreign TV station programs such as CNN, BBC, Ajezira...etc as a model for learning English speaking skills. Outcomes showed that students had high resentment towards those teachers who insult them or demotivate them during learning practices, this causes a negative effect and becomes a barrier to learning. Furthermore, the study presented that students had no negative or positive attitude towards the culture of the English language, the researcher found neutral result which shows that this did not cause any effect on their learning English language, while students strongly prefer to speak in their mother tongue inside the classroom or outside the class environment, they feel easy to speak in their native language in every situation because they were confident in it and can speak fluently without any reluctance. Findings explained that second language speakers first construct their sentences in their mother tongue and then translate them word by word into English; this happened due to the teaching method through which they studied in schools they become habitual with the translation method. Thus these were the factors affect that effect speaking English language of rural Sindh students.

5.1. Recommendations:

Based on the conclusion, it is recommended that teachers should design speaking techniques that may help and guide students to learn more effectively and develop their speaking competency in the English language, they have to develop favorable learning conditions for students and let them practice their speaking English through speaking activities like role-play and drama, debate competition, picture description, etc. Further, it will have enhanced their learning and motivate them to speak the English language. Teachers should also provide more opportunities for students to interact with each other using the second language, it will make them fluent in the English language, and in a friendly environment, they can learn more easily without any hesitation or fear of being mistaken. Quality time must be given to various speaking activities because as many

speaking exercises will be done in the classroom speakers become more active, fluent, and appropriate. It is very important to teach students about the English sound system, in Sindh students only learned about the alphabet, words, and spellings that guide them in their writing, on the other hand very less attention is given to the pronunciation of the language. Teachers should correct the mistakes of students and also provide them with accurate knowledge of the target language.

Students should play an active role in learning English speaking, they have to be self-confident and practice the English language in different contexts, such as should communicate with people outside their classrooms in English or confidently making a conversation in English on the phone or other sources. Students have to obtain more knowledge about the English language, they have to explore the language by listening to more English documentaries or programs on television or radios, and by reading they can also develop their vocabulary and become familiar with many words which may help them to construct English sentences while speaking. The way students translate utterances from their native language into the English language is highly affecting their speaking English language, less preference should be given to their mother tongue to omit the translation process from the first language to the second language. It is generally recommended that students have to evaluate themselves they should know about their weaknesses and strengths in learning, it will and encourage them to learn appropriately. It is necessary to provide well trained and educated teachers for effective teaching of speaking English language, so they should take responsibility and facilitate their students, on the other hand, students should be aware of their duty, so they may take their learning more consciously and monitor it with more sense of responsibility. Moreover, classrooms should be arranged according to learning needs which may support students speaking the English language.

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