

IRSTI 16.21.25

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SPEAKING PROBLEMS ENCOUNTERED BY EFL STUDENTS AND POSSIBLE FACTORS FOR THEM

Abstract. Speaking skill is the most significant aspect of learning a foreign language and speaking skill acquisition is crucial for EFL students for the purpose of communication. Although communicative language teaching method is by EFL teachers, English language abilities of EFL students are still unsatisfactory, students encounter English speaking problems that hinder them to perform effective speaking. These problems have been investigated by several researchers from different countries. This article presents an overview of various speaking problems faced but EFL students from 1995 through 2020. Qualitative and quantitative studies were found through a systematic literature review process. Scientific articles were reviewed and analyzed using qualitative content analysis approach. Basically, the research approaches used by the authors for data collection were interviews, observations and questionnaires.

Key words: speaking problems, factors, EFL students.

Аннотация. Устная речи является наиболее важным аспектом изучения иностранного языка, и приобретение навыков разговорной речи имеет решающее значение для студентов, изучающих английский в качестве иностранного языка (EFL) в целях общения. Несмотря на то, что коммуникативный метод преподавания языка осуществляется преподавателями EFL, уровень владения английским языком студентов EFL по-прежнему неудовлетворителен, студенты сталкиваются с проблемами говорения по-английски, которые мешают им эффективно говорить. Эти проблемы исследовались несколькими исследователями из разных стран. В этой статье представлен обзор различных проблем с речью, с которыми сталкивались студенты изучающий английский язык в качестве иностранного языка с 1995 по 2020 годы. Качественные и количественные исследования были найдены в процессе систематического обзора литературы. Научные статьи были просмотрены и проанализированы с использованием подхода качественного контент-анализа. В основном, исследовательские подходы, использованные автором для сбора данных – это интервью, наблюдение и анкетирование.

Ключевые слова: проблемы с речью, факторы, студенты «EFL».

Аңдатпа. Шет тілін үйренуінде ауызша сөйлеу ең маңызды аспектісі болып табылады, және де ауызша сөйлеуді меңгеру ағылшын тілін шет тілі (EFL) қарым-қатынас максатында оқып жүрген студенттер үшін маңызды болып табылады. EFL оқытушылары коммуникативтік әдісті қолдануына қарамастан, ағылшын тілін меңгеру деңгейі студенттердің EFL әлі де қанағатсыз, студенттер ағылшын тілінде тиімді түрде сөйлеуге кедергілер жасайтын қиыншылықтармен кездеседі. Бұл проблемалар әр түрлі елдердегі зерттеушілермен бірнеше рет зерттелді. Бұл мақалада 1995 жылдан 2020 жылдар арасында сөйлеуге байланысты әр түрлі мәселелерге шолу жасалған. Әдебиетке жүйелі шолу жасау процессінде сапалық және сандық зерттеулер табылған. Сапалы контент-талдау амалдарды пайдалана отырып ғылыми мақалалар қаралды және сарапталды. Негізінен, мәліметтер жинау үшін автор, интервью, бақылау және анкеталау зерттеу тәсілдерін қолданды.

Түйін сөздер: сөйлеу мәселелері, факторлар, «EFL» студенттері.

Introduction

This article presents a descriptive methodological analysis of speaking problems encountered by EFL students. It is based on systematic review speaking problems articles published from 1995 through 2020. The purpose of this article review is to summarize and analyze the information related to speaking problems that hinder EFL students to perform effective speaking.

Nowadays English language is considered as the international language and the trend of English globalization made the language an essential instrument in communication for various purposes throughout the world. Therefore, it has been established as the second language or foreign language in majority of countries and increased requirements for preparing students for foreign language communication and Kazakhstan is not an exception; English is employed as a foreign language (EFL), it is one of the compulsory subjects in Kazakhstani secondary schools. English language as a worldwide demand, makes it necessary to communicate with people from different linguistic and cultural backgrounds and in a variety of settings, English as a foreign language (EFL) is one of the challenging aspects faced by the teachers and learners in the process of acquiring the language. Graddol (2006) said that “the growth of the use of English as the world’s primary language for international communication has obviously been continuing for several decades.” The role of foreign language has been significantly increased in connection with the development of an international, economical, educational, political relations and is continuing to be increased.

Main part

Definition of speaking skill.

A number of definitions of the word “speaking” has been suggested by different researchers in language learning. According to Mahil-Ibrahim (2017) speaking is the process of how to build and share the meaning between two or more through using verbal and non-verbal symbols, and this can be used in a variety of contexts. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown,1994) and (Burns & Joyce, 1997). Speaking is a productive skill that, deserves more attention in both first and foreign language because it reflects people’s thoughts. To most EFL students, mastering the art of speaking is the most important factor of learning a foreign language and success is measured in terms of ability to communicate in the language. Speaking skills demand from the students to be skilled in other language skills. Therefore, with speaking, students can improve the other skills. Speaking appears to be the most important of the four language skills in foreign language learning and teaching because students nowadays perceive communication with others to be significant, as communication competence opens more opportunities for them to be familiar with different cultures.

Significance of speaking.

The significance of speaking has been emphasized in ELT where the goal of teaching is defined as developing communicative competence of learners by acquiring the linguistic means to accomplish the language through several functions. The use of foreign language (EFL) in oral communication is one of the most common, but also highly complex activities learners need to learn for communication. Speaking skill is an important aspect to acquire when learning a foreign language, and the success of learning the language is measured from the learners’ speaking performance. As Bailey and Savage (1994) state that speaking in a second or foreign language has often been viewed as the most demanding of the four skills. Thus, the demand of speaking comparing with other skills. Speaking ability is the competence for people interaction and communication. Richards and Renandya (2002:210) state that speaking is one of the central element of communication. It means that speaking is very essential, and someone can express his or her feeling, emotion, and idea by speaking. (Jannah , Fitriati, 2016; Nabila, et.al, 2017; Mofareh, 2019; Hossain, Phil, 2018).

Speaking has often been viewed as the most demanding of four other skills, for majority of EFL students English speaking ability is significant. Al-Sibai (2004) claims, that the use of English as a EFL in oral communication, is one of highly complex activities necessary to be considered when teaching the English language because nowadays, the ability to speak English fluently has become a must, especially for those who want to advance in certain fields of

human endeavor. Similarly, it was argued that, speaking a language is especially difficult for EFL learners because oral communication requires the ability to use the language appropriately in social interaction Shumin (2002). In this line, Zhang (2009) supported this argument, and claimed that, speaking remains the most difficult skill to master for most of the English language learners, this explains the learners' incompetency in oral communication. The importance of speaking in ELT has been emphasized with the advancement of Communicative Language Teaching in foreign language teaching in ELT, speaking seems to be the most important skills required for communication of all other skills (Zaremba, 2006 cited in boonkit, 2010). Speaking is of vital importance outside of the classroom; therefore, it gives opportunities to find jobs in international companies. This was supported by Baker and Westrup (2003) claimed that learners with good speaking abilities have greater perspectives for better education and career development. Nowadays, various new teaching methods and approaches are used by EFL teachers, the goal of which is defined as developing communicative competence of English language learners; however, a majority of EFL learners still face difficulties in speaking English.

Speaking problems.

A number of studies have been conducted to investigate the problems in speaking English encountered by EFL learners and possible affective factors for those difficulties. Previous studies have revealed that, psychological factors and linguistic domain appear to be dominant reasons of having difficulties in speaking skill (Al-Lawati 1995; Afisa, Yolanda (2015; Tokoz-Goktepe 2014; Sayuri 2016; Rahimi, Quraishi 2019;). One of these previous findings concerning one of these factors was discovered by Jannah and Fitriati (2016) who stated that, some psychological factors that cause difficulties for practicing speaking English in class: fear to make mistakes, students' hesitation to speak in English in the classroom, causes of students' shyness, in this sense, they are afraid of being laughed at by their friends due to their low ability in speaking English; Similarly, Nabila, Usman, Heriansyah (2017) argued the same psychological problems in speaking: fear to make mistakes, shyness because of pronunciation, anxiety. Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language (Horwitz et all cited in Nascente, 2001); students' lack of confidence usually when they realize they are not understood them or when they do not understand others; the students 'lack of motivation. In the same vein, Tokoz-Goktepe (2014) claimed that, majority of students were unconfident, because they felt their incompetency in English and they realized they were not understood and did not understand other speakers. They had a demotivation as they dislike English, it was boring and speaking English was difficult for them. Psychological problems had significant effects, as they made the speaking activity to be passive and the speaking

teaching and learning process was unsuccessful. Afshar, Asakereh (2016) claimed that, their research findings have similarities with the theory of Harmer (1993) in Mukminatien (2005:231) who stated that learning foreign language for communicative purposes requires to master the pronunciation, grammar, vocabulary, discourse, and other relevant skills. Their findings showed that students had problems related to linguistic problems: pronunciation, fluency, grammar, and vocabulary that had been taken from the result of speaking test. Moreover, the results of their work showed other problems faced by the students, not having self-confidence, being afraid of making mistakes, shyness to others, nervousness, inhabit in speaking English, nothing to say. This view was supported in earlier research of Al-Lawati (1995) who investigated the difficulties encountered by EFL students in their speaking skill, and found linguistic domain defined as the most serious area of difficulty (vocabulary, grammar, pronunciation), this problem was explained from the perspective of EFL teachers as inadequate level in the basic abilities of the language. The research findings by Afshar, Asakereh (2016) and Al-Lawati (1995) show that, notwithstanding the long-time range of conducted studies the problems in speaking English encountered by EFL learners remain the same. Furthermore, Pradya Afisa, Sheila Yolanda (2015) reported, the following factors, that contributed to difficulties in speaking English: low vocabulary mastery, resulted from their limited knowledge of meaning vocabulary, pronunciation and grammar difficulties, students were worried of making mistakes. Similarly, Hussein (2015) holds the view that English language learners have various difficulties in speaking English which are mainly related concerned with insufficient knowledge of grammar, vocabulary and pronunciation. Additionally, psychological factors affecting these difficulties have been revealed by the researcher: shyness and a fear to make mistakes, a lack of speaking activities in textbooks and insufficient time in the classroom to improve speaking skills. The factors that caused anxiety for learners in learning speaking ability and the impact of anxiety on target language communication was examined by Tanveer (2017), the results indicated that anxiety has been found to be in general linguistic knowledge. Tanveer (2017) also found out that insufficient input and chances of practicing speaking skill (output) in the social contexts are the major reasons of facing speaking difficulties by EFL students. Moreover, from psycholinguistic perspective, when learner' cognitive processes of speaking is not controlled due to insufficient speaking practice either inside or outside the classroom, EFL students will continue to have difficulties in speaking English. Later on, Jiménez, Grettel (2015) have analyzed some psychological aspects that affected the oral production of EFL students as low self-esteem that has a negative effect on the learners' speaking skills, as a result of the low self-esteem, EFL students were not able to participate, to speak, to understand, and avoided interaction with peers; anxiety was indicated as

another evidence that affected the oral production of EFL students: students experienced anxiety while speaking in front of teacher and classmates. Alternatively, Younes, Zuhoor and Albalawi, Fatima (2016) have discovered the following four factors, that mainly affected students' speaking performance: insufficient input, time for preparation, poor instructions and the unsatisfactory amount of practicing speaking. This finding shows that, one of the reasons of students' problems in speaking skill might be teaching approaches. Previously, the main speaking difficulties encountered by EFL students were revealed based on the study of Samira Al Hosni (2014): linguistic difficulties, mother tongue use, and inhibition. The results of investigations showed that, students were unable to produce oral speech in English because of insufficient vocabulary items and incompetency in using grammar structures; moreover, a feeling of embarrassment in front of their classmates, resulted in speaking performance, and they avoided speaking. The five main factors that contributed to the existence of these speaking difficulties were: teachers' perceptions and tacit beliefs of teaching speaking, teaching strategies, curriculum, extracurricular activities, and assessment regulations. Indeed, many studies have indicated that communicative competence development has been neglected in the classroom, and most of the time, oral language in the classroom is used more by teachers than by students. Surveys such as that conducted by Al-Jamal & Ghadeer (2014) have showed a low proficiency level among EFL students in speaking English, highlighted difficulties: communication in mother tongue, large classes, and insufficient time for practice. In comparison, it was noted that "conceptual knowledge" affected EFL students' speaking performance, the students confirmed the importance of "teachers' feedback during speaking activities", the anxiety as an important factor that influenced their speaking performance, the students also considered "motivation" as an effective factor on their speaking performance Al-Sibai (2004). The study conducted by Maulana, Daud, Heriansyah (2016) supported most of the previous investigations of other researchers, from the result of works three difficulties have been found: 'not using the correct intonation while speaking', 'low motivation to speak English fluently', and 'difficult to use the words in appropriate context'. More recent study conducted by Mahil Ibrahim (2017) illustrated that all of the study participants strongly agreed that lack of adequate vocabulary, insufficient amount of speaking activities in English textbook, lack of laboratories, lack of practice their speaking skills outside the class, fear to speak because of making mistakes affected negatively in speaking skill and made speaking English difficult for the students. In addition, Banu and Nishanth (2017) in their examination of speaking problems in English, have pointed out mainly grammatical problems, lack of vocabulary. Major reasons of these problems were less qualified teachers, gaps in education assessment system, school environment, and less practice of grammar. Several factors

affect students' speaking performance have been indicated: students hesitate to speak in English, because shyness and nervousness, lack of confidence about their own competence in English. According to Mohammed e.at. (2016) the lack of interaction between students and their teachers is considered as one of the major factors of having difficulties in speaking and the syllabus design play an important role for improving speaking skill. Correspondingly, there have been revealed essential factors that cause the existence of these difficulties: teachers' perceptions and beliefs about teaching speaking, teaching strategies, curriculum, activities, and assessment (Samira al Hosni, 2014). Likewise, it was identified, that inadequate teaching strategies contribute to the problem of speaking in English, as they are not focused on speaking, this results negatively in a development of speaking skill; teacher-training programs were found to be unsuccessful in changing the teachers' methodology (Rababa'ah,2005). Mofareh, (2019) revealed five difficulties in speaking: expression, pronunciation, grammar, psychological, language environment. The evidence of limited vocabulary, students explicitly acknowledge that they have difficulties in understanding the meaning of an English word. Based on the research findings, the researcher concluded that the most dominant problem encountered by English learners is the psychological problems, he mentions, that the grammar problem is still a barrier that affect students' speaking performance. Also, he emphasizes that, the anxiety, the absence of self-confidence – psychological problems mostly affect students' performance in speaking skill. Overall, the recent studies of Rahimi, Quraishi (2019), Widagdo (2018) also identified the same factors and reasons that affect EFL students speaking performance, these problems are mainly related to linguistic and psychological factors. Importantly, it has been discovered that the environment is of crucial importance to learning any foreign language, nonetheless, majority of EFL students have scarcely any opportunity to practice target language outside the classroom. Moreover, the students are immensely criticized and negatively evaluated if they make errors; hence, this evidence reduces the production of foreign language by learners. In the study of current year, the researches Rullu, Daburan (2020) performed that the speaking problems faced by the students are lack of vocabulary, worry about making mistakes in pronunciation and grammar. The causes of problems faced by students in speaking were lack of practice in English, difficulties in using grammar. The students also had other problems related with feeling anxiety, and ashamed when communicating with friends, the students prefer use their mother tongue in expressing themselves. It caused the students by demotivation to learn more about English. Together these studies provide important insights into existing speaking problems faced by senior EFL learners. Much of the research works in investigating speaking problems encountered by EFL students and revealing the affective factors have been conducted among university students; however, few works

have been done in exploring these problems among the senior EFL students of secondary schools. Overall, these conducted studies highlight the need for developing communicative competence among EFL students. Heriansyah (2012) highlighted that EFL students encountered various problems in speaking ability. The main problems were related to lack of vocabulary and fear of making mistakes, these difficulties hindered students to speak. There were three difficulties related to linguistic problems; nevertheless, students attempted to overcome problems in learning speaking, but they did not succeed in it. Bozorgian (2012) investigated the relationship between listening skill and the other language skills. The results revealed that there is a close correlation between listening comprehension and language proficiency. That is, the higher the listening score, the better the speaking score. Suleimenova (2013) examined speaking anxiety in a foreign language classroom and stated Kazakhstani educational system as one of the dominant factors for EFL students' increased anxiety, as educational system is not focused on communicative competence development of students. On continuing the research on this issue, Jannah, Fitriati (2016) confirmed previous findings, and asserted that, some psychological factors that cause difficulties for practicing speaking English in class: fear to make mistakes, students' hesitation to speak in English in the classroom, causes of students' shyness, in this sense, they are afraid of being laughed at by their friends due to their low ability in speaking English; Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language (Horwitz et al cited in Nascente, 2001); students' lack of confidence usually when they realize they are not understood them or when they do not understand others; the students 'lack of motivation. Similarly, Nabila, Usman, Heriansyah (2017) argued the same psychological problems in speaking: fear to make mistakes, shyness because of pronunciation, anxiety. Previously, it was discussed by Tokoz-Goktepe (2014) that majority of students were unconfident, because they felt their incompetency in English and they realized they were not understood and did not understand other speakers. They had a demotivation as they dislike English, it was boring and speaking English was difficult for them. Psychological problems had significant effects, as they made the speaking activity to be passive and the speaking teaching and learning process was unsuccessful. Similarly, the findings of Hussein (2015) showed that English language learners have various difficulties in speaking English which are mainly concerned with insufficient knowledge of grammar, vocabulary and pronunciation. Additionally, psychological factors affecting these difficulties have been found by the researcher: shyness and a fear to make mistakes, the minority speaking activities in textbooks and insufficient time in the classroom to improve speaking skills. Likewise, according to Mohammed e.at. (2016) the lack of interaction between students and their teachers is considered as one of

the major factors of having difficulties in speaking and the syllabus design play an important role for improving speaking skill. Correspondingly, there have been revealed essential factors that cause the existence of these difficulties: teachers' perceptions and beliefs about teaching speaking, teaching strategies, curriculum, activities, and assessment (Samira al Hosni, 2014). Tsiplakides, Iakovos; Keramida, Areti (2009) argued that, it is a fact, that foreign language speaking anxiety is a common phenomenon in the teaching of English. However anxious students are not often identified by teachers and their unwillingness to participate in speaking tasks is attributed to factors such the absence of motivation, or low performance. Alternatively, studies have indicated that speaking skills development has been neglected in the classroom, and has been primarily used by teachers rather than by students. Ali Dincer and Savas Yesilyurt (2013) performed the study towards teachers' beliefs on speaking skills based on motivational orientations. The results of their exploration indicated that the teachers had negative opinions about speaking instruction though they believed that it was of great significance in speaking skill. The results also revealed that the teachers felt unskilled in oral communication though they had various motivational orientations towards speaking English. The researchers mentioned that that learners have different opinions about the significance of speaking skill in English language and this difference is related with the learners' motivational orientations and their competent/incompetent feelings in speaking skill. The results demonstrated that learners' self-assessment about their speaking skill was negative and they expressed themselves as incapable speakers of English. Just some of them expressed that they had a good position in taking part in speaking tasks. In his study, Mofareh (2019) revealed five difficulties in speaking: expression, pronunciation, grammar, psychological, language environment. The evidence of limited vocabulary, students explicitly acknowledge that they have difficulties in understanding the meaning of an English word. Based on the research findings, the researcher concluded that the most dominant problem encountered by English learners is the psychological problems, he mentions, that the grammar problem is still a barrier that affect students' speaking performance. Additionally, he emphasizes that, the anxiety, the absence of self-confidence – psychological problems mostly affect students' performance in speaking skill. Subsequently, Hossain & Phil (2018) in their research results identified that, EFL students had complexities with English grammar, vocabulary, and speaking skill.

Numerous studies have reported the main factors and reasons causing problems in speaking English and suggested possible solutions and recommendations to solve these issues. However, studies have consistently demonstrated that these students still encounter difficulties in speaking English. English learners have limited time and encouragement to practice

English in class and it is not widely used outside the classroom. Moreover, most English teachers concentrate teaching on improving other skills, but do not consider the importance of speaking skills. There are many problems associated with teaching English, which are generally concerned with accuracy and fluency, and most learners are not satisfied with their English speaking. These issues bring a problem that make high school students have difficulties to communicate in English. Communicative efficiency appears to be the main goal of teaching speaking. English learners must have communicative competence and for acquiring it, teachers need to encourage students to develop their ability to successfully interact in target language.

Riadil (2020) identifies inhibition, nothing to say, passive participation, the mother tongue interference as the major causes of problems in learning speaking English by EFL learners of university. The students are worried to make mistakes and to be criticized, they concern about their pronunciation, grammatical structure and vocabulary. Also, the author states that mother tongue is preferably used in the class as they feel comfortable in using it tongue rather than using English.

Preliminary study by Riadil (2019) revealed that the poor academic performance of the students can be affected by language problems. These students had linguistic problems as insufficiency of vocabulary, ignorance of grammar and difficulties with pronunciation prevented from improving their speaking ability. Moreover, psychological problems influenced on students' speaking ability: unconfident, nervous, feeling embarrassed when speaking English.

Correspondingly, Tang (1997:121) identifies the same problems in speaking that EFL learners as inhibition, keeping silence, non-participation and mother tongue interference; these problems existed in the past are still encountered by EFL students, despite the fact that nowadays foreign language teaching is focused on the development of communication skills, this phenomenon denotes that EFL students have difficulties in speaking ability and this problem requires further investigation. Another earlier study by Ambu and Saidi, (1997) carried out the main reasons for learners' speaking difficulties related to insufficiency of the English teaching periods and the syllabus that did not satisfy the learners' expectations. Lukitasari (2003) carried out a study towards learners' strategies in overcoming their speaking problems. The results obtained from this study show that learners face a lot of speaking difficulties such as inhibition, nothing to say, low participation, and mother tongue use in their speaking classes. The other result of this study demonstrate that learners did not better their speaking skill because they had not learnt three components of speaking called vocabulary, grammar, and pronunciation.. In an analysis of the problems in speaking from the students' and teachers' point of view, Arnanda and Harpain (2017) found that the students encountered difficulties in mastering vocabulary, and the same

problem was mentioned by their teachers. This study showed that the students who experienced difficulty with speaking often had problems with motivation and self-confidence. The connection between speaking difficulty and self-confidence related to students' feeling. The survey such as conducted by Inayah and Lisdawati (2017) has shown that the major problems encountered by EFL students was grammar, vocabulary, fluency and comprehension. The reasons for these problems were pronunciation difficulty, limited vocabulary, lack of self-confidence, insufficient practice, embarrassment, that influenced on students' speaking performance. Furthermore, Kibret (2017) in his research revealed that language anxiety had been caused by fear of negative evaluation from the teachers' and classmates' sides, inappropriate teaching methodology, and differences in social status of the students. In the same vein, the Noprival (2017) performed the finding consistent with the previous researches: major problems related to students' feeling of anxiety to speak English, inadequate knowledge of grammar and vocabulary, fear before audience and low self-esteem. A number of authors have revealed that obstacles in speaking faced by EFL students have been mostly related to psychological and linguistic factors (Al-Roud, 2016; Megawati and Mandarani, 2016; Muamaroh, Nurhidayat & Lestari, 2019; Mahawattha, 2012; Horwitz et all cited in Nascente, 2001; Hossain and Phil, 2018).

In 2015, Fitriani & Apriliaswati have used a descriptive method in their research to investigate English speaking problems in speaking performance. Based on the conducted questionnaires, the authors concluded that psychological problems were found to be most dominant problem encountered by EFL students: lack of self-confidence, anxiety. Besides, linguistic problems as grammar usage, limited vocabulary and pronunciation difficulties hindered effective speaking performance. Furthermore, the challenges in EFL speaking classes have been widely explored (Kara, Ayaz & Dündar, 2017). It has been claimed that EFL students with low self-esteem and low motivation had difficulties in speaking skill, on the contrary the students with higher motivation and lower anxiety performed effective speaking, it has been proposed that cooperative environment can help to overcome speaking difficulties (Leong & Ahmadi, 2017). Findings revealed that educational and social reasons have been considered as the major obstacles in speaking performance. Based on the results, the social reasons on the EFL learners' speaking skill were insufficient foreign language resource from their families, significant people around them and the media. Moreover, quantitative data discovered that half of the participants had not spent sufficient time and effort to learn English; contrary, the results of qualitative data showed that all of the participants assumed that they made an effort to learn foreign language and the reasons of ineffective speaking performance was not themselves. It has been also revealed that the students' financial situation effected on their speaking ability

because they could not visit language courses. To determine the problems faced by EFL students, Huwari (2019) interviewed the EFL students, according to the results demonstrated that the majority of the students had difficulties in speaking; it has been proposed by the students themselves to focus on the acquisition of vocabulary and terminology. Various difficulties hinder the students' effective speaking performance, as a consequence, they cannot fulfil the basic requirements of having successful English communication during their course. In recent study, Suchona & Shorna (2019) reported that EFL students encountered difficulties in speaking in the presence of their classmates and some technical terms were not clear for them. Moreover, the results of the interview with students demonstrated that some students attempted to employ strategies to cope with anxiety: social, affective, metacognitive, compensatory, cognitive, and memory-related strategies, most of the students believed that these strategies can reduce the anxiety while speaking English. Wahyuningsih & Afandi (2020) defines that majority EFL students encounter some problems in English speaking performance. Based on the observation and interviews, the authors conclude that linguistic factor is the major reason for students' speaking proficiency; furthermore, insufficiency of English input outside the class and insufficient speaking activities in the curriculum have been considered as a hinder to effectively acquire speaking skill. In another study, linguistic factors (pronunciation, grammar, vocabulary), psychological factors (inhibition, demotivation), learning environment factors (topics of speaking modules, limited time) and insufficiency of practice have been identified as major reasons that hinder EFL students to perform effective speaking (Siagian & Pinem, 2020). A broader perspective has been adopted by Suryani, Suarnajaya, & Pratiwi (2020) in their descriptive qualitative research, as a result affective and cognitive factors appeared to be the major reasons that inhibit the students in speaking effectively; in addition, linguistic factors were found to be the reason of students' low speaking ability. In an analysis of Nirwan (2010) majority of EFL students stated that lack of confidence, rare practice, anxiety and inadequate vocabulary knowledge were the main problems faced by the students in speaking English.

Method

The main aim of this literature review was to identify speaking problems and possible factors for them encountered by EFL students. Related articles were searched using key words and phrases as "speaking problems", "speaking difficulties", "speaking problems and possible remedies", "English speaking problems", "speaking problems faced by EFL students", "inhibiting factors on speaking skills", "investigating speaking problems", "speaking skills", "speaking problems".

Only peer reviewed articles and works published within 10 years (some articles from earlier years) were reviewed and analyzed. The articles were selected and analyzed through a systematic process.

Discussion

Several studies have reported and analyzed speaking problems encountered by EFL students and possible factors that hinder students from effective speaking performance. Previous research findings have discovered various speaking problems faced by EFL students, the majority of studies have revealed the problems mostly related to linguistic and psychological factors. Some studies have indicated social problems, as a lack of input from parents' side, which also hinder students to perform efficient speaking skills. Together these studies provide important insights into the problems in speaking and possible factors for them. However, in their research works, the insufficient number of authors have provided detailed examination of speaking problems encountered by EFL students. Most of the literature has been published on speaking problems faced by EFL students, but no studies have been conducted on investigating speaking problems at secondary schools. Therefore, the problems in speaking should be explored among the EFL students of secondary schools, because the required language level will help students to develop their speaking skills at university level effortlessly. Moreover, provided studies have been conducted in foreign countries, but there are no research works on speaking problems in Kazakhstani context.

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