



## Breaking the Silence: Unveiling the Hidden Challenges to English Speaking Among Undergraduates

**Uzma Qayyum**

BS Education, Fatima Jinnah Women University, Rawalpindi  
[Uzmaqayyum160@gmail.com](mailto:Uzmaqayyum160@gmail.com)

**Dr. Irsa Zahoor**

Board of Advanced Studies & Research, AIOU, Islamabad  
[Irsa.zahoor@aiou.edu.pk](mailto:Irsa.zahoor@aiou.edu.pk)

**Dr. Maria Bibi**

Department of Education, Fatima Jinnah Women University, Rawalpindi  
[mariabibi@fjwu.edu.pk](mailto:mariabibi@fjwu.edu.pk)

### Abstract

*This study aimed to explore the challenges encountered by undergraduate students in speaking English, utilizing a sequential explanatory design to gather both quantitative and qualitative data. In the first phase, a five-point Likert-scale questionnaire, based on Shen and Chiu (2019), was administered to 80 students from the Department of Education at three public universities in Rawalpindi and Islamabad to assess their challenges in speaking English. In the second phase, qualitative data was obtained through semi-structured interviews with six participants (two from each university), to provide deeper insights into the challenges identified in the survey. Quantitative data was analyzed descriptively, with frequencies and percentages calculated to identify prevalent trends, while qualitative data were subjected to open coding for thematic analysis. The findings revealed that linguistic barriers were the most significant contributors to students' challenges in speaking English. Key linguistic difficulties included limited vocabulary, poor sentence structure, and inadequate grammatical proficiency. Additionally, psychological barriers such as anxiety, fear of making errors, and a lack of confidence were also prominent, alongside environmental factors, notably a suboptimal learning environment characterized by insufficient support and limited opportunities for English conversation. Moreover, the qualitative data underscored the importance of regular practice, with participants emphasizing daily English-speaking exercises as a critical strategy for improving language proficiency. These findings have important pedagogical implications, suggesting the need for targeted interventions to enhance students' English-speaking abilities, particularly by addressing linguistic deficiencies and fostering more supportive and interactive learning environments.*

**Keywords:** English speaking skill, language proficiency, undergraduate, language anxiety



## **Introduction**

Language skills set humans apart from animals, as they enable the transfer of ideas through structured communication (Maitlo et al., 2022). In the 21st century, English has become the predominant global language (Ali et al., 2023). Amid growing globalization, it has solidified its position as a vital tool for communication, functioning as the world's primary lingua franca. Although, Pakistan classifies English as a foreign language, its significance cannot be overstated, particularly given its widespread use across key sectors such as education, tourism, and industry (Narayanan & Hari, 2016). Proficiency in English is now an asset, as individuals with strong English communication skills are more competitive in the job market, where many companies and businesses prioritize these abilities (Alptekin, 2015; Rattan, 2024). Given this reality, individuals must cultivate and continually improve their English language skills.

However, despite widespread recognition of its importance, English proficiency remains limited, particularly among undergraduate students in Pakistan, who frequently encounter challenges in reading, writing, listening, and speaking (Gul et al., 2022). Among these, speaking is widely regarded as the most challenging skill to master. Research has shown that expressing ideas through spoken language is particularly difficult for many language learners. Speaking is a productive skill in the oral mode, requiring more than mere word pronunciation; it is far more complex than it may appear. Speaking and writing are considered productive skills because both involve the generation of language (Ahmad et al., 2023). As Leong and Ahmadi (2017) observe, effective communication in English requires speakers to construct sentences spontaneously in real-time interactions. This process is especially challenging for non-native speakers who may lack sufficient proficiency in English or struggle with selecting appropriate vocabulary in conversation. Consequently, the ability to speak English fluently remains a significant hurdle for many learners (Gul et al., 2022).

Despite the widespread recognition of the importance of English proficiency, many students continue to struggle with speaking the language fluently and confidently. Extensive research has been conducted globally to investigate the challenges associated with English-speaking skills. In the international context, Akasha (2013) investigated challenges faced by Arabic-speaking learners and instructors at the school level, while Huwari (2019) explored difficulties with English-speaking among Jordanian undergraduates. Aziz and Kashinathan (2021) focused on



similar challenges in Malaysian classrooms. In the Pakistani context, Gul et al. (2022) examined English-speaking difficulties in secondary school students in Kohat, identifying societal and psychological barriers. Arshad et al. (2022) analyzed speaking errors among undergraduates in Islamabad and Rawalpindi. Ali et al. (2023) further revealed psychological and linguistic obstacles faced by Pakistani students across five major cities.

Several factors contribute to the difficulties students face in speaking English. One prominent challenge is the mismatch between the traditional emphasis on grammar and vocabulary acquisition in many language learning programs and the real-world demands of spoken English. Another significant challenge stems from the psychological factors associated with speaking a second language. Many students experience anxiety and a fear of making mistakes when speaking English in front of others (MacIntyre, 2014). This apprehension can lead to hesitation, stumbling over words, and difficulty formulating clear and concise thoughts. The classroom environments also contribute to the challenges students face. Large class sizes often limit opportunities for individualized attention and focused speaking practice (Oxford, 1990). Additionally, a lack of exposure to authentic spoken English, such as conversations with native speakers or immersion programs, can hinder students' ability to develop fluency and confidence in real-world situations (Leung, 2012). Bani and Albalawi (2016) and Diaab (2016) emphasized that inadequate exposure to the target language and a lack of supportive learning environments are significant contributors to speaking difficulties. Similarly, Gan (2012) and Maarof and Munusamy (2015) identified insufficient resources and limited practical use of English as key barriers to effective language acquisition.

In Pakistan, English is taught as a foreign language, and it is learned at the school level and university level either as a compulsory subject or as a medium of instruction. As a former colony, Pakistan has inherited a vast administrative system that operates predominantly in English. Despite the language's central role in bureaucracy and education, English language teaching in Pakistan has experienced significant shifts and inconsistencies in policies and medium of instruction (Javed, 2017). The primary step toward addressing this issue is to ensure equal opportunities for all Pakistani students to learn English. Due to its social significance, students in Pakistan experience considerable anxiety and adopt a competitive attitude toward English. Hussain (2018) suggests that providing greater opportunities for language learning and



practice is essential. Consequently, Pakistani students strive to attain near-native proficiency in English, motivated by the prevailing classification of speakers into two distinct categories: native speakers, or "true members," and non-native speakers, who aspire to achieve similar competency (Liurdia, 2009). As a result, Pakistani students actively engage in activities aimed at enhancing their grammar, vocabulary, and, particularly, their speaking skills, which are viewed as critical tools for personal development and success.

### **Rationale of the Study**

English has established itself as the dominant global language in the 21st century, serving as a primary medium for international communication (Ali et al., 2023). Proficiency in English, particularly in spoken form, has become a fundamental requirement for individuals seeking professional success and social recognition. In the context of Pakistan, however, many students struggle with both accuracy and fluency in English speaking. Several factors contribute to this challenge, including inadequate educational environments, a lack of resources, low self-confidence, and socio-economic constraints, all of which exacerbate students' anxiety and hinder their ability to speak English proficiently. A significant portion of students in Pakistan transition from Urdu-medium schools to English-medium higher education institutions, making the shift to English as the medium of instruction particularly difficult. This research seeks to investigate the specific challenges these students face, recognizing that fluency extends beyond rote memorization to encompass real-time, confident verbal expression. Identifying these obstacles is critical for educators committed to enhancing English language programs. By addressing the root causes of these difficulties, this study aims to inform the development of more effective pedagogical strategies and foster a more supportive and conducive learning environment for English language learners.

### **Research Objectives**

1. To identify the challenges encountered by undergraduate students in speaking English.
2. To explore the techniques that undergraduate students use to overcome their English-speaking problems.

### **Research Questions**

1. What are the main challenges that undergraduate students encounter when speaking English?



2. What techniques do undergraduate students use to overcome their English-speaking problems?

### **Significance of Study**

The significance of this study lies in its potential to inform educators, instructors, and teachers in developing more effective teaching strategies tailored to the needs of students struggling with spoken English. Students will also benefit from the insights gained, as a clearer understanding of their challenges can foster self-awareness and enable them to devise strategies for improving fluency and confidence in speaking English. Additionally, universities can utilize the findings to strengthen their undergraduate English language programs, enhancing overall language instruction.

### **Research Methodology**

#### **Research Approach**

Sequential Explanatory mixed method research design was utilized to conduct the study to investigate the challenges faced by undergraduate students in speaking English and to identify strategies to overcome these challenges.

#### **Population and Sample**

The population of this study was undergraduates of semester eight from the Department of Education at three public sector universities of Rawalpindi/Islamabad. This group was chosen because they represent a significant segment of the student body that faces challenges in speaking English, and their experiences could provide valuable insights into the broader issues affecting English language proficiency at the undergraduate level. A sample of 80 students was purposely selected to achieve statistically significant results. These are the number of students who were willing to participate in the study.

#### **Research Instruments**

The researchers collect data through a questionnaire and a semi-structured interview guide. A Speaking Difficulties Questionnaire, adapted from Shen Chiu (2019), was employed in this study. One of the benefits of utilizing pre-existing questions, as noted, is that they have been extensively tested at the time of first use, and information on the exact reliability of each question will be easily accessible. The questionnaire consists of 18 items, categorized into three



sections: linguistic factors, psychological factors, and the learning environment. Responses were measured on a 5-point Likert scale, with options ranging from strongly disagree to strongly agree. Moreover, the semi-structured interview guide focused on exploring the techniques that undergraduate students utilize to improve their English language skills.

### **Pilot Testing**

The adapted Standardized Likert scale questionnaire 'Speaking Difficulties Questionnaire' by Shen & Chiu (2019) was pilot-tested for its reliability to determine whether it is reliable for use in the Pakistani context. The internal consistency as reliability could be calculated by Cronbach's alpha, that has mostly denoted as an alpha coefficient of reliability (Cohen et al., 2017). The scale's reliability was tested through the Cronbach Alpha reliability coefficient, the value of the alpha coefficient was .70 which is the reliable value (Cohen et al., 2017). These coefficient values showed that the scale was reliable in measuring the challenges students faced in speaking English at the undergraduate level in the Pakistani context.

### **Procedure of the Research**

As mentioned above the study has two phases, in the first phase, the quantitative data regarding 'challenges faced by students in speaking English at the undergraduate level' was collected by utilizing the questionnaire. The researchers personally distributed and collected the questionnaires in paper format, which allowed for immediate clarification of any participant's queries and ensured the completeness of responses. Each participant was provided with a clear explanation of the research purpose, emphasizing the significance of their participation and ensuring confidentiality and anonymity. Furthermore, for the second phase, six students were selected for semi-structured interviews (two from each university). Those students who mark themselves on the scale that they have good English language speaking skills were selected for semi-structured interviews. The semi-structured interviews were audio-recorded and transcribed by Open Coding.

### **Ethical Consideration**

The research was carefully conducted to ensure ethical principles were maintained and participants' rights were protected. Before administering the questionnaire, the purpose of the study was clearly explained to the participants. Participant responses were kept confidential and used solely for this research. Participation was entirely voluntary, with participants free to



withdraw at any stage of the research. Ethical guidelines were strictly followed to prioritize the well-being and privacy of the participants, ensuring that their involvement in the research was voluntary.

## Discussion and Analysis

### Challenges in Speaking English

To get the answer to the research question ‘What are the main challenges that undergraduate students encounter when speaking English?’. The participants' responses to the challenges faced in speaking English were obtained on the questionnaire. Data was analyzed descriptively i.e. frequency and percentages were calculated and the following factors were identified.

#### Linguistic Factors

The following Table 1 shows linguistics factors results related to students' English-speaking difficulties, a majority of the learners agreed that insufficient vocabulary (81.5%) weak sentence organization (77.6%), and poor grammar (75.5%) were their predominant challenges in English speaking, followed by insufficient expressions (58.8%), and talking intermittently (52.6%). However, it was interesting to find out that inaccurate pronunciation (47.5%) did not annoy the learners as much as the others. Overall, this table illustrates that learners perceive vocabulary, sentence organization, and grammar as more significant challenges.

Table 1  
 Linguistic Factors

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Insufficient vocabulary	2 2.5%	8 10%	5 6.3%	40 50%	25 31.5%
Insufficient grammar	2 2.5%	9 11.3%	9 11.3%	35 43.8%	25 31.3%
Inaccurate pronunciation	10 12.5%	10 12.5%	22 27.5%	30 37.5%	8 10%
Insufficient expression	5 6.3%	11 13.8%	17 21.3%	36 45%	11 13.8%
Talking intermittently	1 1.3%	5 6.3%	32 40%	35 43.8%	7 8.8%
Insufficient sentence organization	5 6.3%	1 1.3%	12 15%	41 51.3%	21 26.3%



### Psychological Factors

Table 2 shows the results of psychological factors related to students' English-speaking difficulties, a majority of the respondents report fear of making mistakes (78.8%), nervousness (70.1%), and lack of confidence (61.3%). Those findings support Thornbury (2005), who stated that psychological factors such as anxiety, lack of confidence, and fear of mistakes are the common factors that hinder students' speaking ability. In addition (55.4%) are misunderstood during oral practice in English, and peer pressure (50%) might cause their psychological barrier in speaking English. On the other hand, it was interesting to find that less than half of the participants in this study responded to stuttering (45.1%), and the timidity and low volume (48.8%) did not annoy the learners as much as others.

Table 2  
*Psychological Factors*

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Fear of making mistakes	7 8.8%	8 10%	2 2.5%	31 38.8%	32 40%
Peer pressure	5 6.3%	15 18.8%	20 25%	32 40%	8 10%
Nervousness	2 2.5%	16 20%	6 7.5%	39 48.8%	17 21.3%
Stuttering	4 5%	25 31.3%	15 18.8%	19 23.8%	17 21.3%
Lack of confidence	4 5%	12 15%	15 18.8%	30 37.5%	19 23.8%
Worries about not being understood	7 8.8%	15 18.8%	14 17.5%	32 40%	12 15%
Timidity and low volume	9 11.3%	21 26.3%	11 13.8%	31 38.8%	8 10%

### Learning Environment Factors

Table 3 shows that the learning environment also contributes to difficulty in speaking English. The results show that a majority of the participants (57.5%) were not satisfied with their learning environment because of less support. Besides, most of them revealed another poor learning environment such as insufficient resources (52.5%), infrequent English conversation (50%), low





participation in class (41.3%), and insufficient practice (37.5%) factors that hinder students speaking ability.

Table 3  
 Learning Environment Factors

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Infrequent English conversation	4 5%	17 21.3%	19 23.8%	26 32.5%	14 17.5%
Learning environments with less support	7 8.8%	11 13.8%	16 20%	28 35%	18 22.5%
Insufficient practice	10 12.5%	10 12.5%	30 37.5%	22 27.5%	8 10%
Insufficient resources	10 12.5%	7 8.8%	21 26.3%	34 42.5%	8 10%
Low participation in class	17 21.3%	4 5%	26 32.5%	19 23.8%	14 17.5%

### Techniques to Overcome English Speaking Challenges

The second research question entails the views of students towards the use of various techniques to improve their English Language Skills. For this purpose, semi-structured interviews were conducted with six students, two from each university. Moreover, these semi-structured interviews were audio recorded with their consent. These audio recordings were transcribed and analyzed through open coding. The qualitative data of the semi-structured interview guide was analyzed by open coding and “*Self-Practice*” emerged as a technique to overcome English speaking challenges as most, students practice themselves to improve their English Language Speaking Skills. Student highlighted that “*I practice daily independently to improve my English Language Skills*” (Participant, A). There are different platforms available to improve Speaking skills such as Robot, Tutorials, etc. Students shared that ‘*we get help by online tutorial to bring betterment in our English Language Speaking Skills*’ (Participants D and E).

Practice of any work brings improvement in the tasks. The peers and class fellows also become a source to improve our skills based on mutual practice daily. Students shared that “*we speak in English Language with our peers while doing group work inside the classroom and outside the classroom*” (Participants, C, and F). When students practice their tasks and assigned activities at home, it also brings a change in their skills. Some students practice English Speaking with their



siblings. A student shared that “*I improved my English language Speaking Skills by talking and frequently practicing with my siblings*” (Participants, B).

## Discussion and Conclusion

### Discussion

The findings of this study indicated that most of the students considered linguistic factors, such as insufficient vocabulary, weak sentence organization, poor grammar insufficient expressions, and talking intermittently as the main barriers to speaking English. Psychological factors, such as nervousness, fear of making mistakes, lack of confidence and not being understood are the main barriers to speaking English. Insufficient vocabulary and fear of making mistakes were the predominant problems that caused their difficulty in speaking English. The learning environment with less support also worsened their performance in speaking English. The current study indicated that among linguistic factors, learning environment factors, and psychological factors, linguistic factors are the most influential factors that affect students' English-speaking skills. These factors were discussed in detail in the following sections.

### Linguistic Factor

The results showed that problems related to linguistics factors were the most influential and affected students' English-speaking skills. This is followed by the psychological factors and learning environment, respectively. Insufficient vocabulary, weak sentence organization, and poor grammar were predominant challenges in English speaking. Vocabulary is the foundation of language proficiency. The high percentage of learners identifying insufficient vocabulary as a major challenge indicates that they struggle to find the right words to express their thoughts. This can lead to hesitation, incomplete sentences, or even avoiding communication altogether. These results were supported by earlier conducted studies by Jiang and Phusawisot (2023) and Urwat et al. (2022). Poor grammar was another challenge related to linguistic factors affecting students' English-speaking skills. The prevalence of poor grammar as a challenge indicates that learners may have difficulty applying the rules of English syntax, tense, and agreement. Grammar helps students construct English sentences effectively for communication (Muhsin, 2015). The participants reported that lacking English knowledge related to linguistics (e.g., insufficient



vocabulary, poor grammar, and poor sentence organization) affected their ability to speak or communicate in English. Consistent with previous studies, the current research demonstrated that most students have linguistic problems, especially vocabulary, grammar, and sentence organization, which directly affect English speaking and cause difficulties in speaking (Jiang & Phusawisot, 2023; Khasawneh, 2021; Muhsin, 2015; Urwat et al., 2022). Therefore, teachers should prioritize helping students enhance their basic language knowledge, especially vocabulary, grammar, and sentence organization.

### **Psychological Factors**

The psychological barriers faced by students in speaking English are significant and multifaceted. The results showed that psychological factors were the second important variable for students' speaking challenges. Among the most prominent factors are fear of making mistakes, nervousness, lack of confidence, worries about not being understood, and the influence of peer pressure. These findings align with Wulandari et al. (2022), who noted that psychological issues have a negative impact on language. Similarly, Sokip (2020) in his study in Indonesia discovered that university students primarily faced challenges such as fear of making mistakes, anxiety, and low motivation. Challenges of low confidence and shyness were also supported by earlier conducted studies (Ali et al., 2023; Arshad et al., 2022; Aziz & Kashinathan, 2021; Gul et al., 2022; Huwari, 2019). These internal challenges can severely restrict students' ability to participate in speaking activities, ultimately hindering their progress in language acquisition. To address these challenges, teachers should focus on building students' confidence by providing positive feedback and creating opportunities for low-stakes practice. Incorporating collaborative speaking activities that reduce the pressure on individual students can also help alleviate anxiety and promote a more inclusive atmosphere. Additionally, fostering a classroom culture where mistakes are seen as a natural part of the learning process rather than something to be feared can help students overcome their inhibitions and become more active participants in speaking English.

### **Learning Environment Factors**

The results showed that learning environmental factors also challenges the students in speaking English. The primary aspect of the environment that caused problems in speaking was the poor support for the learning environment, followed by insufficient resources, and inadequate



opportunity to use English respectively. The current study is consistent with previous findings that inadequate exposure to the target language is one variable contributing to learners' speaking difficulties (Bani & Albalawi, 2016; Diaab, 2016; Gan, 2012; Maarof & Munusamy, 2015). A lack of a supportive learning environment limits the improvement of students' language abilities, leading to speaking difficulties. A major aspect of the learning environment contributing to speaking difficulties is the lack of adequate support. This encompasses various forms of support such as teacher guidance, peer collaboration, and feedback. When students do not receive sufficient encouragement and constructive feedback, their opportunities for practice and improvement are diminished.

### **Techniques to Overcome English-Speaking**

The qualitative research question entails the views of students towards the use of various techniques to improve their English-speaking skills. For this purpose, semi-structured interviews were conducted with six students, two from each university. The students shared that they work hard to improve their English-speaking skills because it is the need of the time. Students also highlighted that they utilized various techniques to improve their English-speaking skills. They mainly practice with their siblings, and peers and also practice by themselves to bring betterment in their spoken and fluency in the English conversations. Today is the technological era, in which there is ample information available on the internet. Anyone can explore that information with the help of the internet. The students shared that they also use the internet as a medium and learning platform. Due to robots and online tutorials, they work to improve their English-speaking skills. They believe that everything can be overcome by effort and practice. On this belief, they work hard to polish their skills.

### **Conclusion and Recommendations**



This study concludes that linguistic, psychological, and environmental factors significantly hinder students' English-speaking abilities. Linguistic challenges, such as limited vocabulary, poor grammar, and weak sentence structure, are the most influential barriers, while psychological issues like fear of mistakes and lack of confidence, along with an unsupportive learning environment, further exacerbate difficulties. The findings suggest a need for comprehensive language instruction that enhances vocabulary, grammar, and confidence. To address these issues, the study recommends creating a supportive classroom environment through group discussions, speaking activities, and frequent practice opportunities, enabling students to improve their fluency and communication skills in English.

The study offers several recommendations for enhancing English-speaking skills. First, teachers play a crucial role in creating a supportive environment where students can practice English freely. Classes should be conducted entirely in English, with teachers fostering interaction and encouraging active listening, which is key to developing speaking skills (Sokip, 2020).

Additionally, teachers should implement strategies such as oral presentations and speaking tasks to build students' confidence and reduce nervousness (Amoah & Yeboah, 2021; Leong & Ahmadi, 2017). Teachers must also motivate students to expand their vocabulary and improve grammar through regular reading and speaking activities. Students are encouraged to adopt strategies like attending English-language events, watching English news, mimicking accents they admire, and participating in English lectures to overcome obstacles and improve their communication skills (Yang, 2014). Lastly, institutions should enhance the English-speaking environment by establishing speaking clubs and organizing competitions, making participation compulsory to ensure all students actively engage in speaking practice.

In conclusion, addressing the challenges of English speaking among undergraduate students requires a multifaceted approach that considers personal, linguistic, social, and environmental factors. By fostering a supportive and interactive learning environment, educators can help students overcome these obstacles and improve their speaking skills.



## References

- Ahmad, A., Iqbal, B., & Rao, I. S. (2023). Efficacy Of Blended Learning Technique in Enhancing ESL Students' Linguistic Skills. *Global Language Review*, 8(2), 9-21.
- Akasha, O. (2013). Exploring the challenges facing Arabic-speaking ESL students & teachers in middle school. *Journal of ELT and Applied Linguistics (JELTAL)*, 1(1), 12-31.
- Ali, M., Kamal, T., & Imran, S. (2023). Disfluency of English Speaking Skills of Students at College Level in District Karak. *Journal of Development and Social Sciences*, 4(2), 343-356.
- Alptekin, C. (2015). The importance of English language proficiency in the era of globalization. *International Journal of Humanities and Social Science*, 4(6), 121-125.
- Amoah, S., & Yeboah, J. (2021). The speaking difficulties of Chinese EFL learners and their motivation towards speaking the English language. *Journal of Language and Linguistic Studies*, 17(1), 56-69. <https://doi.org/10.52462/jlls.4>
- Arshad, H., Mirza, E., & Alam, M. F. (2022). Factors Affecting English Speaking Skills: Evidence from Graduate Students in Rawalpindi. *University of Chitral Journal of Linguistics & Literature*, 6(1), 269-285. <https://doi.org/10.33195/jll.v6i1>
- Aziz, A. A., & Kashinathan, S. (2021). ESL learners' challenges in speaking English in Malaysian classroom. *Development*, 10(2), 983-991.
- Bani Younes, Z., & Albalawi, F. (2016). Investigating the factors leading to speaking difficulties: Both perspectives of EFL Saudi learners and their teachers. *Arab World English Journal (AWEJ)*, 7(2), 268-287. <https://doi.org/10.2139/ssrn.2814824>
- Barat, M. I., & Talukder, M. J. (2023). Exploring the impact of English language proficiency on business communication effectiveness: A comprehensive research analysis. *International Journal For Multidisciplinary Research*, 5(6), 1-11.
- Cohen, L., Manion, L., & Morrison, K. (2017). Validity and reliability. In *Research methods in education*. Routledge.
- Diaab, S. (2016). Role of Faulty Instructional Methods in Libyan EFL Learners Speaking Difficulties. *Procedia-Social and Behavioral Sciences*, 232, 338-345. <https://doi.org/10.1016/j.sbspro.2016.10.032>
- Gan, Z. (2012). Understanding L2 speaking problems: Implications for ESL curriculum development in a teacher training institution in Hong Kong. *Australian Journal of Teacher Education*, 37(1), 43-59. <https://doi.org/10.14221/ajte.2012v37n1.4>
- Gul, N., Ali, M., & Sabih-Ul-Hassan, S. (2022). An investigation into the challenges faced by the secondary level students in speaking English In district Kohat KPK Pakistan. *Pakistan Journal of Social Research*, 4(2), 1018-1027.
- Hussain, M. A. (2018). Language Anxiety and Attitude of Secondary School Students towards Learning English. *Pakistan Journal of Education*, 35(1), 71-82.
- Huwari, I. F. (2019). Problems faced by Jordanian undergraduate students in speaking English. *International Journal of Innovation, Creativity and Change*, 8(9), 203-217. [https://www.ijicc.net/images/vol8iss9/8915\\_Huwari\\_2019\\_E\\_R.pdf](https://www.ijicc.net/images/vol8iss9/8915_Huwari_2019_E_R.pdf)
- Javed, F. (2017). A Historical Perspective of Pakistan's Language in Education Policy. *Language in India*, 17(8), 45-55.



- Jiang, H., & Phusawisot, P. (2023). Chinese EFL learners' perceptions of English-speaking difficulties in Thailand. *English Language Teaching*, 16(8), 69-82.  
<https://doi.org/10.5539/elt.v16n8p69>
- Khasawneh, M. A. S. (2021). The effect of using a language games-based electronic program on acquiring oral expression skills among people with learning difficulties in English language during Covid-19 pandemic. *Manazhin*, 3(2), 136-150.  
<https://doi.org/10.36088/manazhim.v3i2.1109>
- Leong, L. M., & Ahmadi, S. M. (2017). An analysis of factors influencing learners' English speaking skills. *International Journal of Research in English Education*, 2(1), 34-41.  
<https://doi.org/10.18869/acadpub.ijree.2.1.34>
- Leung, C. (2012). Immersion programs for language learning: The state of the art. *Language Teaching Research*, 16(3), 317-332.
- Liurda, E. (2009). *Attitudes towards English as an International Language: The pervasiveness of native models among L2 users and teachers*. In F. Sharifian (Ed.), *English as an International Language. Perspectives and Pedagogical Issues*. Clevedon. Multilingual Matters.
- Maarof, N., & Munusamy, I. M. A. (2015). Learner's learning experiences & difficulties towards (ESL) among UKM undergraduates. *Advances in Language and Literary Studies*, 6(3), 83-87. <https://doi.org/10.7575/aiac.all.v.6n.3p.83>
- MacIntyre, P. D. (2014). The impact of anxiety on second language learning. *Studies in Second Language Learning and Teaching*, 4(3), 361-373.
- Maitlo, S. K., Tumrani, G. A., & Ali, S. (2022). Factors affecting speaking and listening skills of English language learners at secondary school level in Sindh, Pakistan. *Journal of Development and Social Sciences*, 3(2), 875-884. [https://doi.org/10.47205/jdss.2022\(3-II\)79](https://doi.org/10.47205/jdss.2022(3-II)79)
- Muhsin, M. A. (2015). The correlation between students' grammar knowledge and writing ability. *Indonesia: Muhammadiyah University of Makassar*.
- Narayanan, S., & Hari, M. (2016). Problems faced by undergraduate students in speaking English: A case study of students at a selected university in Saudi Arabia. (Unpublished doctoral dissertation). Saudi Arabia.
- Oxford, R. L. (1990). *Language learning strategies what every teacher should know*. Heinle and Heinle Publisher.
- Shen, M. Y., & Chiu, T. Y. (2019). EFL learners' English speaking difficulties and strategy use. *Education and Linguistics Research*, 5(2), 88-102.  
<https://doi.org/10.5296/elr.v5i2.15333>
- Sokip. (2020). Overcoming the problem of learning foreign language skills in the classroom. *Universal Journal of Educational Research*, 8(2), 723-729.  
<https://doi.org/10.13189/ujer.2020.080246>
- Urwat, M. S., Nadeem, M., Zafar, M., & Khan, R. U. (2022). Why Do University Students in Pakistan Confront Problems In Spoken English?. *Journal of Education, Society and Behavioural Science*, 35(8), 40-49.



- Wulandari, N. A., Amalia, S., & Ramdhani, M. I. (2022). Investigating speaking difficulties of senior high school students: linguistics and psychological problems. *English Franca: Academic Journal of English Language and Education*, 6(1), 151-166.  
<https://doi.org/10.29240/ef.v6i1.4271>
- Yang, Z. (2014, May). Strategies of improving spoken English for learners. In *International Conference on Education, Language, Art and Intercultural Communication (ICELAIC-14)* (pp. 334-337). Atlantis Press.