Investigating the Problems in Speaking English as a Second Language: A Study of Sindh University Undergraduate Students

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Abstract

The present study aimed to investigate the problems in speaking English as a second language in the Institute of English language and literature at the University of Sindh Jamshoro. The research paradigm was qualitative, and the tool for this study was an open-ended questionnaire that was distributed among the 40 students of IELL, including both male and female students who participated in this work and had their previous education from both private and public academic sectors. The results revealed the problems occurred to the students while speaking. This research explains the problems faced by the students of IELL by dividing them into three categories. The first category is linguistic problems, including vocabulary, pronunciation, and grammar. The second category is psychological and external problems, including low motivation, anxiety, negative attitude towards the target language, and no environment for second language English. The last category is teaching methods and materials problems, including untrained teachers, traditional teaching methods, and syllabus problems. These problems are common in the ESL context due to the faulty education system. The last part of the study recommends some steps to be taken by the students, schools, and future researchers regarding speaking skills improvements.

Keywords: second language, learners, speaking problems, linguistics, motivation, anxiety.

Introduction

This research aims to uncover certain difficulties, i.e., vocabulary, pronunciation, grammar, motivation, environment, anxiety, of speakers of English as a second language in Pakistan. While speaking English, challenges in linguistics, psychology, and pedagogy arise. ESL students have to learn the basis of the English language despite their education. The students of such speech communities are unable to speak English fluently. While all four skills of a language are necessary, Ur (1994, p.120) states that speaking is more demanding since individuals learn language via their speech. According to Khan and Ali (2010), teaching English as a subject to the students gave an escape to rote memory only to pass the examination. Enough time is not given to various exercises and opportunities to improve speaking ability. Students in Pakistan also complained of being scolded and discouraged by their teachers for not speaking correctly. Although the teachers and students are equally responsible for their poor speaking ability, the teachers are

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more responsible as they have professional knowledge and skills. To improve the speaking ability, more stress on the quality of books at the primary level, enough time given to speaking and phonetic drills of students, no scolding but the provision of a friendly environment, making practical and applicable strategies by teachers for students while speaking most of the time in English, developing boldness and confidence in students for asking questions from their teachers, no overcrowded classes, awards and motivation for students, the role of media such as listening to CNN and BBC, the inclusion of viva-voce in the examination system at various levels for checking the competence of the candidates, up-to-date and constant training of teachers, arranging various activities and balancing in the courses concerning literature and language should be there to provide opportunities to improve the language competency of students. Because of the significance of this skill and the numerous difficulties students have with it, researchers are eager to work on this issue. The entire study carried by a questionnaire in the qualitative form of research and tools.

This study focuses on the Institute of English Language and Literature at the University of Sindh. This institute is an integral part of Sindh University. This institute enrolls students from all over Sindh and other provinces of Pakistan every year. Students come from both private and public educational sectors. They learn the English language at this institute, yet they cannot speak it fluently. That is why the researcher chose this research setting.

Furthermore, the population in this context encompasses the whole province of Sindh and neighboring Pakistani provinces. In Pakistan, English is taught as a second language . Jennifer refers to English speakers for the country's internal functions as L2 speakers (Jennifer, p.4). It performs official and educational roles in Pakistan. According to Shamim (2011, p. 5), two separate educational systems exist.

Urdu medium Students attend English-medium in private schools, and it is also taught as a compulsory subject in public schools. They learn English from kindergarten till university, yet their command on the language is limited. Students have a lot of trouble mastering upon speaking skills, including pronunciation, grammar, and vocabulary. Furthermore, many types of research have been undertaken on issues related to speaking English, and some of them are included here. The fact is that they have been learning English since childhood. This research is being conducted at Sindh University to look into learners' challenges with their speaking skills. As previously stated, several investigations have been undertaken worldwide.

Research Question

What are the major difficulties that students at the University of Sindh face while speaking English as a second language?

The Aims and Significance of the Study

Based on the statement's background, the study aims to investigate the problems regarding speaking skills in detail. The research will provide some methods for improving the teaching and learning of speaking skills. This research will make the learner aware of the issues they are dealing with. Furthermore, the work will serve as a starting point for future research on this issue by other scholars.

A Review of the Literature

Psychological Factors

Learning a second language is initially connected to the student's cognitive ability to comprehend and produce a message in a second language; some psychological factors affect the learning of a second language. These factors are discussed below in depth.

Affective Factors

Affective factors are people's emotions and attitudes towards themselves or the surrounding environment. A few practical factors impact the learning of a second language. They are motivation, anxiety level, and self-esteem. According to Al Nakhalah (201), some reasons, such as fear of making mistakes, shyness, anxiety, and lack of confidence, cause difficulties for students in speaking English. The affective factor is the most substantial factor that positively and negatively influence the target language because it involves various personal factors and feelings. In learning a language, the positive side of this factor will lead to success, and the opposite side will lead to failure. It is now considered that those students who have negative feelings, emotions, and attitudes toward the target language will not learn a language effectively. In contrast, the learning will be effective if they have positive feelings, emotions, and attitudes.

Motivation

Researchers have often observed that motivation plays a significant role in successful learning. In any learning situation, the motivated action that follows is the net result of various forces, positive and negative, including the learner's diverse learning motives and his notions of the attractiveness and attainability of the goal. According to Dalem (2017), students who are not interested in speaking activities face trouble recognizing their skills. Motivation means simply the anticipation of reward. There are two kinds of motivation (intrinsic and extrinsic) that affect language learning. We assume that we do things because we expect to do things by getting rewards. Intrinsic motivations or genius interests are those motivations that motivate learners internally. For example, if a student gets good marks on a test and the teachers praise them, that is intrinsic motivation. Extrinsic motivation comes from outside. It is the anticipation of reward from outside and beyond the self. In simple words, it motivates the learners physically, not internally. For example, if a student gets good marks in the exam and the teacher gives them a gift, learning can be successful.

According to Pradya (2015), the students' difficulties in speaking English were due to (a) the student's low vocabulary mastery, which resulted from their limited knowledge of meaning vocabulary, which had led to their difficulties in understanding the conversation. (b) The students had difficulties pronouncing certain words because English words are different between pronunciation and writing. (c) The students were still confused about arranging words. Then, there were still some mistakes in their grammar. (d) The students were often afraid of speaking English because they were worried about making mistakes. They were unconfident and nervous when the teachers asked them .Second, factors contributing to the difficulties in speaking English are the number of students learning to speak English and students' psychological factors.

Self-Esteem

Brown (2007) says, "self-esteem is probably the most pervasive aspect of human behavior" (p. 154). Self-esteem refers to a person's evaluative attitude toward self-esteem. Coopersmith (1967) said that it expressed an attitude of approval or disapproval and indicated the extent to which the individual believes himself to be capable, significant, successful, and worthy. In short, self-esteem is a personal judgment of worthiness expressed in the individual's attitudes toward himself. The terms' self-respect',' self-confidence,' and'self-assurance' (among others) have been used with much the same meaning as' self-esteem ' (eventual differences are not discussed here). On the other hand, "self-esteem" is often used interchangeably with "self-concept" (Burns 1982, p. 8). In this study, self-esteem is a central component of the self-concept, expressing "the worth that people place upon themselves" and competence in handling things.

Those students with high self-esteem do not avoid taking a risk and do not think or give importance to what others will say about them in order to learn the target language successfully. However, those who have a low level of self-esteem avoid taking a risk for fear that they will be laughed at or criticized. That is why they cannot learn or speak successfully in the target language.

Anxiety

Anxiety is a psychological construct commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object (Hashemi, 2011). Most researchers find it difficult to define anxiety in simple sentences because it is unclear (Brown, 2007). According to Reeve's & Stace's (2005) description of anxiety, it is an emergent coordinated emotion with feelings and expressive phenomena that include tension, nervousness, worry, and dread, often accompanied by physical manifestations such as an increase in the heart rate, body sweats, hands tremble, and a sinking feeling in the stomach. It has been found that the feelings of tension or nervousness centre on the two basic task requirements of foreign language learning: listening and speaking (Horwitz et al., 1986, p.29) because, in oral interaction, the two skills are interrelated. Communication apprehension consists of specific anxiety, embodied by a type of shyness and fear, in speaking with people (Horwitz et al., 1986, p. 29) and whose main manifestations are pair or group communication (oral communication anxiety), public speaking (stage fright), and listening to or learning a spoken message (receiver anxiety). "Test anxiety is a type of performance anxiety" that stems from a fear of failure. Furthermore, learning anxiety is classified as facilitating and debilitating anxiety (Scovel, 1978).

Those students who possess a comfortable environment for the second language feel less anxiety. They can learn the target language successfully and perform very well with less anxiety. Those students who do not have a comfortable environment for learning feel anxiety. Because of that, they may experience difficulties in learning a second language. Their performance may be poor compared to students who have a comfortable environment for the target language.

These aspects were found in the students of Sindh using an open-ended questionnaire. It was important to explain them before discussing them in the results section.

Review of Past Investigations

Al-Hossani (2014) investigated the difficulties in speaking English as a foreign language. She discussed many problems students face while speaking English as the target language. She identified that because students lack vocabulary, they cannot speak in the target language. Still, they have not stocked words for speaking. Another resistance that she found was the influence of the mother tongue; students talked in their native language rather than the target language.

According to Abrar (2018), the text revealed overarching themes and sub-themes, including (1) language barriers (vocabulary, pronunciation, grammar, and fluency); (2) psychological factors (anxiety, attitude, and lack of motivation); (3) learning environment (lecturers, peers, and topics of speaking modules); and (4) practicing the language (self-practice, practicing the language with tutors and peers, practicing the language with media and technology, and maintaining a positive attitude).

According to Mosha (2014), in her study, she reported many factors affecting students' performance in the English language. An untrained language teacher does not know how to teach a specific language skill. Another factor was teaching material. According to her, several teachers do not make their teaching materials for the students. Therefore, the material mostly did not match the students' needs. This study also showed that the physical classroom environment was impoverished in the rural areas, such as no electricity, desk settings, etc. The condition of the learning classes was critical. She also found that the students were not getting the proper instructions for language practice in the group discussion from the instructor. The results were that students could not answer the questions in group discussions.

Gan (2012), in his research, found some interesting problems such as inadequate vocabulary, poor grammar, and trouble with fluent speaking. Many students make small and simple mistakes in sentence structure, such as using 'do' instead of 'he.' They shift from the past tense to the present because students do not grasp the grammar. Moreover, he reported that pronouncing and intoning are significant barriers to speaking skills. Students make minor pronunciation mistakes while speaking. They did not differentiate between sounds.

Further, he stated that students were not being facilitated to practice in the classroom by giving group work, debate, and discussion tasks; students did not improve their L2 because of the lack of these activities. One more problem that he mentioned was that in academic institutions, there was a lack of focus on the curriculum, subjects were not related or suitable for language improvement, and traditional methods were used for language pedagogy. Finally, he finds an "input-poor environment outside the class." He got the results in Hong Kong. More than 90% of students are not facilitated, or opportunities are not given outside the classroom in a social environment where they can practice the target language.

According to Khan (2007), four significant linguistic categories affect learners' oral performance. He has researched in Bangladesh and explored some constraints in learners' verbal communication; the effect of L1 pronunciation over the target language because learners did not get opportunities to speak with the native speakers. Therefore, they communicate with the same cultural people while learning L2. Consequently, they feel many problems while speaking English and do not take care of pronunciation and its sub-skills, e.g., stress, unstressed, and usage of intonation during communication. Moreover, another

constraint was grammar. The usage of parts of speech. Frequently, students use a noun for a verb and an adjective for the verb (choice for choose and loss for lose). Sometimes they make big blunders in prepositions because they are not familiar with grammar rules.

They also lack the prefix, suffix, synonyms, and antonyms .It all happened because of a lack of practice of morphological structure usage. He has also investigated the meaning of words that primarily cause trouble in oral communication. Students are dependent on literary language, so they admit many mistakes. It happens because of a lack of knowledge of the target language's culture and the use of semantics and the pragmatic meaning of words.

On the other hand, he said the poor knowledge and use of tenses, passive voice, direct and indirect speech, and word order and tag questions. Students always make mistakes in speaking; he said it results from a lack of knowledge of the syntactic category. One more constraint he has discussed is psychological factors. He said many students break their communication because of shyness, lack of confidence, eye contact, and speech's false start. Because of these things, they fear speaking in front of others in the target language, and learners think others will laugh and make a joke about their speaking.

Riahipour et al. (2012) have done work on demotivating factors. Their work found some factors that demotivated learners to learn the target language. They mentioned teachers' shouting and anger over some students. This kind of behavior, teachers said, de-motivates the learners. Furthermore, they found that teachers' discrimination supports and gives more chances to clever and strong students than the weaker students; with this discrimination, some students were discouraged and demotivated. Another factor was inequalities; teachers prioritized students who sat in the front chair of the class, while ignoring back-benchers. As a result of this behavior, only a few students learn, and others are demotivated and do not learn successfully. Moreover, they investigated that most teachers used materials unrelated to the topic and that students were bored. They think they are wasting their time, and this kind of material is the primary cause of demotivating the learners.

Abbas et al. (2013) have researched the problem of speaking English as a second language. Their research boundary was limited to one district, Sargodha, in rural areas. Moreover, the research was quantitative in that they got the percentage of problems rather than the rationale of problems students face in learning the language. The study aimed to explore the hindrances to speaking skills. Even after getting a twelve-year education, students cannot utter a single sentence grammatically correct. They find many factors that are the main barriers to communication abilities. They stated that 62% of students have less vocabulary; they hardly know two hundred words. The lack of vocabulary items is a significant constraint on speaking skills—another way to understand the English language. Students cannot understand the English language, even though a few students can understand the language but do not know how to functionalize it in daily use. Family background is also a significant constraint in speaking the second language; especially in rural areas of Pakistan, where students' parents are uneducated. They are not capable of speaking English with their offspring, and students do not get an environment to practice their target language at home because speaking is connected with practice.

Furthermore, they discussed students' learning English to get an education. Most students learn English to get a job and pass the exam, not for language improvement. Many students said that there is no special English language teacher; they do not know how to teach the second language to their learners. Other problems students face, such as attitudes of learners toward a second language and students' fear of speaking in the second language before others because of shouting and laughing, It happens, especially with those students who are poor in grammar and lack vocabulary items. They said that many students start learning English in the sixth grade and their foundation is too weak. That is why they do not give good results in speaking the English language.

Research Methodology

The research approach for this study was phenomenological, which leads to qualitative research focusing upon the shared aims of a lived experience within a particular group. The current study aims to scrutinize the data about Sindhi speakers' speaking English as a second language. Hence, the qualitative approach is practical for knowing the participants' opinions as the data is obtained through an open-ended questionnaire.

Population Sample

The population for this research study is the students of Sindh University Jamshoro. Their level of study is under-graduation, and they are doing their graduation in English language and literature disciplines. The majority of them are not proficient in speaking English. However, language and literature students learn English as a compulsory, remedial, and functional subject. They are not becoming proficient in speaking English. Although they have been taught English subjects from primary education to higher secondary studies.

The population included both males and females. They were selected randomly from both disciplines of the institute. The population consisted of students from every class of the institute—for example, the students of Bs-1, Bs-2, Bs-3, and Bs-4. Purposive sampling has opted for better and more fruitful qualitative research for small participants. It helped to get more accurate data with the association of the research question. The number of the sample was sixty, and they were selected purposively from different classes. An equal number of girls and boys was opted from every English language and literature institute class.

Research Instrument

The current study used an open-ended questionnaire to get data because an open-ended questionnaire gives a chance to participants to share their ideas freely without any restrictions. Another reason for selecting an open-ended questionnaire as a research instrument is that, in the questionnaire, respondents feel comfortable sharing their views without any fear or pressure. Sayuri (2016) used the open-ended questionnaire in her research. The questionnaire document was based on nine questions. All the questions were the same for all participants. There were two sections in the questionnaire document. The first section of the document was about the introduction of respondents. The second part of the document was asked to answer the questions regarding the research statement.

The Data Collection Process

This study was only for English language and literature students. The completed questionnaire was presented to the supervisor for approval. After getting the approval, it was proceeded to the next step. Before distributing the questionnaire, the researcher explained the questions to the participants. After that, the questionnaire was distributed among the respondents. They attempt the questionnaire in the presence of the researcher.

Data Analysis Techniques

The data collected through a questionnaire was analyzed through the thematic method. The analysis process followed the Braun and Clarke model of thematic analysis. By following that model, Firstly, the researcher read the entire raw data documents. After similar codes were extracted into themes, data were coded with the English Alphabet, and themes were assigned based on similar codes. The themes were reviewed to ensure that they reflect the meaning of the data set. After that, the researcher defined the detailed story of themes. Finally, the report of the entire data was written based on a thematic analysis format. The report was summarized, logically relevant and not repeated.

Results and Discussion

The participants were divided into two groups based on their previous educational background, i.e., private and public sectors. The table is given below.

Table 1 Participants of the current study, i.e., students of government and private schools, are facing problems.

Problems	Government Sectors	Private Sectors
Vocabulary	16	10
Pronunciation	7	5
Grammar	8	5
Motivation	9	3
Environmental	11	8
Anxiety	14	10
Teaching Methods	12	7
Syllabus	8	6
Un-trained Teachers	9	2
Attitude	3	3

Linguistic competence problems, psychological and external problems, and teaching methods and materials problems are among them. Each component has a different theme, and each section will be examined in detail one by one.

Linguistic Competence Problems

Lack of Vocabulary

A vast number of *students* had private or government educational backgrounds. They claimed that a lack of lexicon and vocabulary was a big problem in their speaking skills, and they were unable to speak English proficiently. According to one student, "I faced many difficulties. The main difficulty I was facing was vocabulary. Vocabulary is hard. "

Poor Knowledge of Grammar

Students of government and private schools had poor knowledge of grammatical structures such as inappropriate use of prepositions, modal verbs, comparative and superlative degrees, subject-verb agreement, use of "s" in present simple tense etc. For these reasons, they were unable to speak English. One participant shared that, "I lack knowledge of grammar and I could not speak fluently."

Lack of Knowledge of Pronunciation

The students' pronunciation of English words was highlighted as a constraint in their speaking skills. They said they were unable to pronounce English words till they reached intermediate. One student said that "Mostly I have problems with the pronunciation of words and fluency." Similarly, at the University of Sindh, they still face pronunciation problems such as intonation issues, long vowels, short vowels, connected speech, etc., in their speaking skills.

Teaching Methods and Materials

This section describes the difficulties faced by the participants with regard to the teaching methods and materials.

Traditional Teaching Methods

The majority of students in public and private sectors emphasized the importance of teaching speaking skills through GTM (Grammar Translation Method). They were traditionally taught English, which caused further difficulties in acquiring speaking skills. "In our classes, the teachers employ an older approach, which is the old GTM method in the classroom, where cooperative learning is not respected," one student said. Similarly, university professors employ the same traditional tactics. The fundamental goal of GTM is to translate English structures into the trainees' native language. As a result, conventional educational approaches generate resistance to effectively communicating in the second language.

Untrained Teachers

The majority of learners in both sectors cited concerns about untrained teachers. They stated that when they were studying until intermediate, English professors did not have a technique to teach specific English language skills. They said that teachers lacked speaking abilities and that their focus was solely on grammatical structures rather than other components. One student explained that if the teacher wasn't good at speaking, then they couldn't educate us well. Furthermore, teachers frequently speak in their

native language when teaching the English language. Students have been having this problem in their Intermediate because they are teaching English like other science topics.

Material Problems

The majority of students complained about the syllabus and materials used in teaching English language skills. Students said that the syllabus and materials did not meet their needs. Teachers were using random material that did not suit speaking skills. Most language materials were not created by the teachers . Further, they said the syllabuses they were following, the practical activities for speaking skills are skipped . One of the students said that, "I'm facing problems here as teachers are not using authentic material, which is not according to speaking skills activities." Some students said that teachers using the material for speaking skills are more theoretical than practical in university. The English language course material that teachers use to create difficulties for students' speaking skills.

Psychological and External Problems

In this section, the difficulties regarding psychology and other external factors are explained in the light of the collected data.

Motivation

Participants said they were amotivated by the teachers, peers, and parents when they spoke English. Their teachers and peers discount them. According to one participant, "I'm facing problems like mocking, discouragement, and lack of motivation."

Anxiety

Most students, girls and boys from private and government sectors, said that they feel anxiety while speaking in the classroom before other students and teachers. Delivering the presentation or answering in English was problematic. It is due to a lack of confidence. Students have no confidence in speaking in the second language, and they feel afraid of making mistakes and being ridiculed. According to one participant, "Well, not that many problems are being faced, but it is hard to speak in a huge crowd, and there is hesitation because of lack of confidence and anxiety."

The Negative Attitude towards Language

The majority of students, both girls and boys from the government sector, especially Sindhi language speakers, prefer to speak in the Sindhi language instead of the English language. They stated that they preferred to speak in their native language rather than English until intermediate school and now at university because they consider English to be the language of *Kafir* .One student said that, "My mother tongue is Sindhi, so I give more preference to speaking in my mother tongue than English." Although they are studying in the English department, they even have a negative attitude towards English.

No Environment for Practice

Both male and female students in public and private schools had major issues with their speaking abilities. They said that they did not get an environment to practice speaking English. When they were in

college there, teachers did not facilitate or force them to talk in the second language, either inside or outside the classroom. Furthermore, in the Sindh University IELL department, they were not facilitated by the English-speaking practice environment. One student shared that "we have text material in English but there is no environment for students to converse with each other in EL. Similarly, teachers did not provide the opportunities for speaking English inside the classroom.

Discussion

This study is designed to highlight the problems of English as Second Language speakers at Sindh University. After analyzing the questionnaire data, the main argument is that our educational system is faulty in our context. Especially in English language teaching, teachers are not well trained in language teaching. Language teaching methods are traditional, and the language laboratories in our educational academies are not suitable for English language teaching. It is happening in both the private and public sectors. Furthermore, the students of public schools are suffering more from these problems than private students.

Moreover, other problems are more common in both students, such as linguistic problems (grammar, pronunciation, and vocabulary), psychological & external problems (environment for practice, motivation, anxiety, etc.). These problems are happening because of traditional teaching methods like GTM in the present time, when others are using advanced methods of teaching and the English language syllabuses are like science subjects instead of being like a language course. These problems are discussed below in detail.

These problems are the barriers to the teaching of ESL. The first major problems are with linguistic competence. Lack of vocabulary was reported in the questionnaire's results mostly. ESL speakers face problems in speaking because of a lack of vocabulary. It is not happening only to the students of Sindh University, but everywhere. According to Al-Hossani (2014), students do not speak English because of a lack of lexicon. On the other hand, Gan (2012) investigated that the students of Hong Kong have a lower stock of vocabulary, creating a problem in speaking English. Students wanted to speak English, but they did not speak because of a lack of vocabulary. In the linguistic competence, students expressed poor grammar and a lack of knowledge of pronunciation, resisting them from not speaking English because they are not aware of the correct use of grammatical structures and pronunciation. Rasheed (2011) conducted research in Bangladesh. He reported that students did not care about pronunciation and the sub-skills that go with it.

Another problem he mentioned in his research was the incorrect use of grammatical structures, such as active and passive sentences, direct and indirect speeches. He found the poor knowledge of grammar makes ESL speakers' speaking problematic. In contrast, grammatically decorated language speakers appreciate and are fluent while speaking, and correctly pronounced words are also admired by the listener. Keeping this thought in mind, students do not speak in English because they are tired of making grammatical mistakes in any spoken discourse. However, they do not speak English because of grammatical and pronunciation hindrances. As a result, learners cram all the grammar rules but are unaware of grammar rules in practice or in speaking discourse. As in the pronunciation, they are unaware

of it. However, they face plenty of problems while speaking in English because they cannot convey their message and speak fluently because of their ignorance of these linguistic features.

The second set of problems are psychological and external. Lack of motivation is a problem for second language speakers. Teachers and fellow learners should be motivated and appreciated whenever they speak a second language. Students in the survey complained that they were not motivated by their teachers and fellows. They are always discouraged by them.

Similarly, students in other contexts where English is being taught as ESL are also plagued with this issue. Riahipour et al. (2012) researched the motivation factor. Their study said learners are demotivated when teachers discourage or do not give equal attention to all students. Likewise, Brown stated (2000), motivation is simply the expectation of reward, and here in our context, learners do not get things like that. Anxiety is again a problem for ESL learners. As Brown (2000) said, those students pose more anxiety. They experience difficulties in learning. Participants reported more anxiety while speaking English either inside the classroom or outside the learning room in the current study. It happens to them because they lack confidence. Students feel shy while speaking in English because they think if they commit any mistakes, others will laugh or make fun of them. However, they do not speak the second language.

Additionally, this problem was investigated by Rasheed (2011). He usually said students break their communication because of shyness and lack of confidence. Then, in the environment for practice, students do not practice speaking in English. Gan (2012) reported that the students of Hong Kong reported the same problem. Similarly, they do not get opportunities to speak in the classroom. There are no activities or discussion tasks given to them to practice speaking inside the classroom. There is no environment for the practice of speaking outside the classroom, and at home, they said their fellows do not speak English with each other. No environment for speaking is a challenge for second language speakers because second language practice is more important for the learners. Attitudes towards language also influence language learning. Students have a negative attitude towards the English language. One student stated, "We prefer speaking in our mother tongue because it is our identity." As a result of this attitude, they do not speak or practice English. Al-Hossani (2014) said in his study that students mostly speak in their mother tongue rather than the target language.

The third problem is the teaching methods and materials. Traditional teaching methods and untrained teachers are common problems. Teachers have mostly used the GTM method for teaching English in other contexts, especially in the public sector. Through this method, they translate the sentences from the native language to the second language, although the main focus of this method is on the reading and writing skills, not on the speaking. Learners' speaking skills are neglected and become more problematic when speaking English. Gan (2012) said that in Hong Kong, teachers also used the old teaching methods for language pedagogy because of traditional methods. Speaking is poor and problematic, and it happened just because of untrained language teachers. Mosha (2014) stated that most teachers are not trained as language teachers and do not know language teaching, so the learners face more problems in learning language skills. Here in our context, teachers are not trained as language teachers. One student said, "Our English teacher teaches English like a science subject," and other students said, "Our teacher speaks in his

mother tongue while teaching the English language." However, students' speaking skills are poor because teachers do not teach English as a language as a subject, and they do not give the learners practical activities that will help them speak. Material for language teaching is problematic for second language learners. The teacher does not set or design the syllabus for their learners' main. They are using the same material for all learners, and that material is not suitable for all levels of learners, especially courses designed by the educational policymakers. Mosha (2014) also discussed her research study's language teaching material problems. She said most teachers do not set materials for their learners and the materials they use in teaching mostly do not match their needs.

On the other hand, Riahipouri et al. (2012) have reported that teachers use material that does not deal with the topic, and students get bored and think they are wasting their time. It is happening because of the inappropriate use of materials for the different skills.

This work was limited to that specific population. The researcher has explored those problems at Sindh University in Sindh province in this research. These problems were searched for by Abbas et al.(2013) in the Sargodha district of Punjab. All the problems are identical in there and to the current study.

It is important to know the reasons and difficulties in the speaking skills. If we do not know the difficulties, how can we solve the issues. Researchers have found the following problems which students are actually dealing with their speaking. Overall, the ESL students face linguistic, psychological, external and teaching methods issues. It is happening because of the poor educational system. However, students of ESL are encountering these problems in their speaking, and numerous studies have been conducted in ESL contexts, and most results are common.

Conclusion

The analysis of the current data study revealed various problems in the speaking of ESL encountered by the learners at Sindh University. Open-ended questions were being asked of them. Students reported a lack of vocabulary and poor knowledge of grammatical structure. In this section, they have reported that pronunciation is a problem for them in speaking. They make common grammatical errors while speaking. They could not accurately pronounce the words while speaking. They have no words for complete conversation.

Moreover, the results indicated psychological and external problems such as low motivation, anxiety, and negative attitude toward the English language. In the anxiety, they become nervous and lack confidence, which are the major problems for them speaking English in front of an audience. The environment for practice is also a hindrance in speaking skills, because a comfortable environment does not facilitate learners for practice either inside the classroom or outside the classroom.

Finally, it shows that the teaching methods and material problems influence the learner's oral comprehension. Traditional methods and untrained teachers are barriers for ESL learners, especially in speaking skills. These methods and teachers do not focus on speaking skills. However, the syllabus for the English language is not up to the learner's needs. The material which teachers use in their courses is

without the practical activities of speaking skills. Students are suffering a lot of problems because of these complexities.

Recommendations

For Students

The data showed that English is very important for their future and they have to speak in English as much as they can. To increase their vocabulary, they have to read English newspapers and pick out the new words in their mind. They should watch English movies and news channels to overcome the pronunciation problems. Further, the researcher would recommend practicing speaking themselves if someone is not interested in speaking with them.

For Schools

The school administration has to hire English language teachers rather than those who have good knowledge of grammar and adopt innovative methods for the English language, especially those based on practical activities. The language teachers they appoint give them the task of creating materials or designing new syllabi according to the level and needs of their learners.

For Future Researchers

Research on problems like this will be conducted in vast areas and populations and use different tools and paradigms of research. Researchers have to research the problem and solution to issues like this. Researchers should be aware of the teachers' and education policymakers' concerns about students' problems regarding learning English as a second language.

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