



## Factors that Hinder the Development of EFL Learners’ Speaking Skill

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#### ABSTRACT

Nowadays, the inclusive expansion of the English language has led to the importance of mastering four skills of the language, in particular the speaking skill. Despite the importance of the speaking skill, a large number of EFL learners still have issues in communicating and using the language whether inside their classrooms or in their daily lives. Hence, a quantitative study was designed to investigate the factors that can impede the improvement of the speaking skill of EFL learners. The study included 92 participants from Tishk International University (TIU) studying in Education, Pharmacy, Nursing, and Medical Analysis faculties. The results of the questionnaire showed that motivation, personality, attitudes towards English language teachers (AET), classroom environment and instructional media (CEIM), and attitudes towards English language (ATEL) have a significant difference towards the improvement of the speaking skills. The results of this study will have a

number of pedagogical implications for teachers, policy makers, as well as curriculum design.

## **1. Introduction**

English is instructed as a means of fostering global understanding. One can overcome their preconceptions, extremism, intolerance, and narrow-mindedness by learning this language, and they can each do their part to advance international understanding (Ahmad, 2016). English in this era has become compulsory and important for the majority of aspects in this world, such as, education and business (Al-Sobhi & Preece, 2018,). This importance has led to its rapid spread worldwide and consequently increase the number of the non-native speakers of this language particularly in Kachru's expanding circle, as the majority of non-native speakers are in this circle where English is used as a forging language, unlike the inner circle where English is the native language of the speakers, and the outer circle which includes the countries which were under the colony of the native speaker countries, hence English in the outer circle countries is used as a second language (Kachru,1992). English has been used extensively by a large number of non-native speakers as a lingua franca (Houn & Em, 2022). Hence, it has become crucial to those non-native speakers to develop their English language skills, which Hamad (2013) referred to as macro skills. These skills can be divided into two main parts, receptive, which includes both listening and reading skills, productive skills, which include writing and speaking. Speaking skill is one of the aspects that constitute a main focus of the English language users around the world. Ur (1996) stated that among the four skills, speaking appears intuitively to be the most significant one. Speaking skill is crucial as every individual needs to express his/her own feelings, thoughts, needs, and desires through communicating with others (Sha'ar & Boonsuk, 2021). Thus, the major aim of English language teachers is to assist their students to use the language efficiently and precisely throughout their interactions (Abda, 2017). However, a large number of English language users, and despite having good abilities regarding the majority of the skills, face issues related to speaking skill, and find it difficult to speak or improve this ability (Kagwesage, 2013; Haidara, 2016; Al-Sobhi & Preece, 2018; Sha'ar & Boonsuk, 2021). There are a large number of factors that can cause or play a major role in impeding

the development of the speaking skill of the language learners. Hence, it is crucial to identify the issues behind students' hesitation and fear regarding practising their English language to assist them to get over this problem. This study aims to identify the factors that can have a negative impact on those English language learners speaking skill through answering the following question:

“What are the factors that hinder the development of EFL learners' speaking skill?”

## **2. Literature review**

### **2.1 Rational**

Language is a tool that people employ to communicate and interact in their society to convey their feelings and thoughts to others (Rabiah, 2018). So, in order to achieve their aims, needs, goals, and to convey their thoughts and opinions, they must master communication skills. The ability to communicate effectively is crucial in today's society and leads to individuals' success in their respective fields. Therefore, in order to effectively communicate in this globalized world, speaking is the most crucial of the four skills of the language. Le (2019) pointed out that speaking is an interactive process of creating meaning that entails information production, reception, and processing. The context in which it occurs, including the people themselves, their shared experiences, the physical setting, and the goal of speaking, affects its form and meaning. Speaking calls for students to have linguistic competence, which is the ability to generate certain language features like grammar, pronunciation, or vocabulary, as well as knowledge of when, why, and how to do so, which can be called sociolinguistic competence. A skilled communicator combines these abilities and information to be successful in a particular speech act. Learners must develop their communication abilities in English because it is a language that is used widely throughout the world (Rao, 2019). The importance of the speaking skill for learning English language has encouraged scholars to conduct a large number of studies in various contexts and included a variety of samples investigating different aspect of this skill, such as, how to teach speaking, the factors affect positively or negatively to improve interlocutors' abilities, and activities that can push EFL learners to get over their speaking issues.

## **2.2 Previous Studies**

A large number of studies were conducted to investigate the factors which can have a negative effect on improving EFL learners' speaking skills in a variety of contexts. The majority of the results in these studies, as will be presented in this section, showed a number of factors related to motivation, personality, attitudes towards English language, attitudes towards teachers, as well as classroom activities and instructional media. Soureshjani & Riahipour (2012) conducted a study investigating both teachers' and learners' attitude towards factors that can hinder the improvement of speaking skill. In the study, two developed questionnaires were distributed for the participants. The results of the students' questionnaire showed three top factors that can negatively affect speaking skill. First, teachers' negative reaction and violent behavior. Second, teachers' discrimination and preference to smart students and neglecting weaker students can cause demotivation for the students. The last factor was attributed to the lack in using appropriate equipment and materials in teaching speaking, such as CDs and DVDs. Teachers' questionnaire resulted also in a number of factors that can hinder the improvement of the speaking skill. The first factor is attributed to teachers' expectations that their learners produce error-free sentences. The second factor is ignoring slow students which can also create a hesitation for these students to participate in speaking activities. The last factor is related to teachers' dissatisfaction with their career, such as their salary.

Hamad (2013) conducted a mixed method study investigating the factors at one of Saudi colleges for girls. The researcher investigated five main domains including instructors, students, syllabus, teaching methods, and teaching environment. The data of the questionnaire and the interviews revealed that the students' weak background was the main factor. Moreover, teachers allow students to use Arabic language during their classes which consequently lead to partly depending on their L1 to express their ideas. In addition, students have anxiety in presenting, making phone calls, public speech, and expressing their attitudes. Also, the results showed a lack in the exercises related to speaking skill, and the major focus is on the listening activities. As for teaching methods like role-playing, debates, and presenting assignments are not used by instructors to help students improve their speaking skills.

Also, more time was devoted for practicing listening than speaking. In addition, labs were not used to teach listening and speaking skills. Furthermore, materials related to listening and speaking were ignored in the classes, such as the use of CDs and DVDs. Finally, big class size did not allow all students to participate in the speaking activities. Al Nakhalah (2016) concluded that a variety of reasons can be obstacles to improve learners' speaking skill. The first factor was the fear of making mistakes and being criticized. Moreover, the lack of motivation was also one of the reasons behind learners' unwillingness to speak and express their ideas. In addition, the use of shared L1 was also one of the obstacles that prevent students from improving and being encouraged to use the language. Another factor was related to the lack of vocabulary which makes it difficult to communicate effectively. Another issue is the absence of a target language environment, which naturally leads to a lack of participation in real-life scenarios. Finally, speaking issues can also arise from not providing suitable opportunities to the students in order to engage in debates. As a result, the learners cannot be involved in proper occasions for speaking activities.

Khamkhien (2011) referred to a number of factors that impede the improvement of skill of the students in a study indicated both semi-structured interviews and a questionnaire. The first factor was the fear of committing mistakes and being criticized by the teacher or other peers. Moreover, the discouraging and inappropriate classroom activities resulted in demotivating the learners to participate in classroom discussions. In addition, the class size was also an issue, as it prohibits the majority of the students to take part in speaking activities. Moreover, the use of inefficient media, such as, tape recordings, video tapes, listening via the internet, video clips and role plays (were also hindering the learners' speaking skill improvement). Furthermore, the mismatch found in textbooks, uninteresting and unrealistic topics, was also hindering the learners' speaking improvement. Also, these textbooks included topics which were described either too easy or too difficult for the learners. Finally, the learners' showed a satisfactory attitude towards both their teachers and the English language. It was very clear for the results of this study that teachers played a great role in motivating their students to improve their English language.



Ariyanti's (2016) study which utilized class observations and interviews revealed a number of factors. First, the observations showed that anxiety affects learners' performance, whether in groups or in individual activities, as they tend to repeat their utterances in case, they get them wrong. Also, the lack in self-esteem which led them to utilize their L1 in their speaking. Regarding the interview results, the fear of committing mistakes was apparent and thus the students preferred to keep silent during their classes. Moreover, being shy was also one of the factors, which in a way or another related to the fear of making mistakes. One more factor was the lack of motivation. Students' unwillingness to learn the language led not to pay attention to their peers during their lessons and to make themselves busy with other distracting factors, such as, using their phones. Kibret (2017) in a mixed method study listed a number of factors. The first factor related to learners was the fear of making mistakes. Also, the learners showed that they are reluctant to use the language unless their teachers push them to do so. The final factor related to learners, is the lack of self-confidence. Regarding teaching procedure, the results showed that the traditional and strict environment are among the crucial factors that can cause anxiety for the students. As for teachers' attitude towards their learners' errors, the majority of the learners' showed that their teachers show positive attitude towards any mistake committed by them and encourage their learners to learn from the mistakes they commit. Through the class observation, the researcher concluded that despite the inattention showed by the students, the teachers paid a great effort to motivate their learners. On the other hand, if compared to other skills, speaking skill was given less attention than other skills. As for socio-cultural factors, they comprised a variety of aspects including exposure to target language, social status, and gender. The limited exposure to target language can cause an obstacle for improving their speaking abilities, as their exposure is almost limited to the classrooms. As for social status, learners expressed their feeling inferior when being in a conversation with someone of a higher status. Finally, regarding gender, the results showed that the learners feel more anxious when talking to the other gender.

Siame (2020) in a qualitative study included semi-structured interviews with teachers, class observations, focused group discussions, and documentary review, a number of

factors were emerged. The first factor related to students was related to their surrounding and families, as there was a lack of motivation from their families as well as their peers. Moreover, lack of motivation and rare utility of English language inside their schools, with extensive use of the L1 inside their classes from both teachers and classmates were among the factors. Also, the students viewed their teachers as incompetent in teaching the language and tend to use their L1 as a medium of instruction. Anxiety and lack of confidence were also factors that affected students speaking skill. Finally, there was obvious negative attitude towards English language which eventually led to hinder the improvement of the speaking ability. As for teachers, the use of lecturing method was one of the factors that can affect the speaking improvement. The lack of sources, such as textbooks, was also one of the challenges which emphasized by the teachers. teachers also were novice in teaching English, as they were required to teach other subjects. Moreover, the lack in teacher training courses was also among the issues faced by those teachers. Finally, the irregular attendance of the students constituted an obstacle for the development of the students' speaking abilities.

### **3. Methodology**

#### **3.1 Instrument**

This study is a quantitative study in which a questionnaire was used for collecting data. The questionnaire is adapted from a study conducted by Khamkhien (2011) with modifications. The questionnaire indicated two main parts. The first part focused on the samples personal and background information. On the other hand, the second part indicated five variables that have an impact on learners' speaking improvement. These variables included: motivation, personality, attitudes towards English language teachers, Classroom environment and instructional media, and final variable is attitudes towards English language. The total number of the statements was forty-two. Likert scale was used ranging from strongly disagree, disagree, neutral, agree, and strongly agree. The scoring ranged from 1 to 5 in the scale.

### **3.2 Participants**

The samples selected in this study included first stage and foundation students at the Tishk International University in which English is the medium of instruction in all the faculties, except for the Faculty of Law. The total number of the participants was 92, including 33 males and 59 females. Faculty of education students majoring in various specialities, such as English language teaching, mathematics education, biology education, computer education, and physics education, were selected to fill the questionnaire. Moreover, pharmacy, nursing, and medical analysis faculties first stage students also participated in filling out the questionnaire. All the selected faculties provide English language course for their students during their first stage.

### **4. Results and Discussion**

The personal details related to the participants were all listed in Table 1. Afterwards, the questionnaire data was analysed and categorized into five themes including (motivation, personality, attitudes towards English teachers, classroom environment and instructional medium, and attitudes towards English language). The collected data was analysed in a quantitative form indicating minimum, maximum, mean, and standard error of the mean, and were all presented for each faculty and department individually.

**Table (1) participants personal information summary**

<b>Gender</b>	<b>Number</b>	<b>Percentage</b>
Male	33	35.87
Female	59	64.13
<b>Total</b>	<b>92</b>	<b>100.00</b>
<b>Marital Status</b>		
Single	86	93.48



Married	6	6.52
<b>Total</b>	<b>92</b>	<b>100.00</b>
<b>Faculty</b>		
Medical Analysis	13	14.13
Nursing	16	17.39
Pharmacy	12	13.04
Education:	51	55.43
• Mathematics	8	15.87
• Biology	12	23.53
• English Language Teaching	10	19.61
• Physics	11	21.57
• Computer	10	19.61
<b>Total</b>	<b>92</b>	<b>100.00</b>

#### **4.1 Description of the results**

In this section the results of each faculty and department will be presented and discussed according to the analysed data.

**4.1.1 Faculty of Education**

In this section we will present the descriptive statistics for the five departments of education faculty individually. Each table indicate the minimum, maximum, mean, and standard error of mean.

Table 2 indicates the measurements of some of the statistics for all the variables that hinder the development of speaking skills related to mathematics education department.

**Table (2) Summary of descriptive statistics for the variables of Mathematics Education Department.**

Variables	Minimum	Maximum	Mean	SE Mean
Motivation	30.00	46.00	40.25	1.83
Personality	22.00	31.00	27.88	1.13
AET	29.00	40.00	34.25	1.47
CEIM	29.00	44.00	36.88	1.37
ATEL	24.00	32.00	28.500	0.866

From Table (2) we can infer that the variables can have a significant impact on improving the speaking skill of the learners. The results showed that motivation has the most significant effect as its result is ‘strongly agree’. On the other hand, the other variables also have ‘strong’ impact on learners’ speaking skill.

As for biology education department, Table 3 below indicated the statistical measurements for all the variables specified in the study.

**Table (3) Summary of descriptive statistics for the variables of Biology Education Department.**

Variables	Minimum	Maximum	Mean	SE Mean
Motivation	36.00	47.00	40.67	1.12
Personality	13.00	29.00	23.92	1.42
AET	21.00	40.00	34.17	5.62
CEIM	27.00	46.00	36.33	5.47
ATEL	17.00	33.00	26.17	1.31

According to the listed measurements in Table (3), the results showed that motivation was also considered to have the greatest impact on improving the communication skill. Other variables related to AET, CEIM, and ATEL can also have ‘strong’ effect on this skill. However, the results for personality factor showed that its effect can be considered as ‘neutral’. Table 4 included the summary of the results of English Language Teaching department (ELT) in which four variables showed significant impact on developing learners’ speaking skill.

**Table (4) Summary of descriptive statistics for the variables of ELT**

Variables	Minimum	Maximum	Mean	SE Mean
Motivation	34.00	48.00	42.00	1.24
Personality	16.00	33.00	24.90	1.52
AET	36.00	40.00	39.000	0.471
CEIM	35.00	50.00	40.80	1.79

ATEL	23.00	32.00	28.500	0.778
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According to the statistics available in Table (4), three of the variables in this study, including motivation, AET, and CEIM showed a great significance regarding effecting learners’ speaking as their results were ‘strongly agree’. On the other hand, both personality and ATEL can also be considered effective factors as their results were close to ‘agree’, which consequently show their effectiveness.

Physics education department results are listed in Table 5 below, showing the statistical measurements for the main variables of this study.

**Table (5) Summary of descriptive statistics for the variables of Physics Education Department.**

Variables	Minimum	Maximum	Mean	SE Mean
Motivation	27.00	43.00	36.91	1.80
Personality	16.00	29.00	22.09	1.22
AET	17.00	37.00	29.55	1.87
CEIM	22.00	42.00	34.55	1.82
ATEL	18.00	31.00	26.82	1.17

Regarding physics department, motivation, AET, and ATEL results showed their great impact on the learners as they were closer to ‘agree’ option. However, both personality and CEIM factors’ results were ‘neutral’ which eventually means that they do not have a great influence on the improvement of the communication skill. Regarding computer education department, Table (6) illustrates the results of the analysed data.

**Table (6) Summary of descriptive statistics for the variables of Computer Education Department.**

Variables	Minimum	Maximum	Mean	SE Mean
Motivation	36.00	48.00	42.70	1.18
Personality	13.00	32.00	24.60	2.01
AET	26.00	40.00	33.40	1.54
CEIM	27.00	48.00	36.90	1.93
ATEL	18.00	33.00	28.10	1.54

Regarding computer education department, motivation factor’s result showed its great influence on the speaking ability for the learners, as the results was ‘strongly agree’. Moreover, the rest of the variables can also be considered as effective and crucial as their results were ‘agree’, which eventually represent their importance in the improvement of this skill.

**4.1.2 Medical Analysis faculty**

The results of the questionnaire related to the medical analysis faculty are shown in Table 7 below.

**Table (7) Summary of descriptive statistics for the variables of Medical Analysis Faculty.**

Variables	Minimum	Maximum	Mean	SE Mean
Motivation	23.00	50.00	39.00	2.04
Personality	12.00	34.00	22.00	1.79

AET	17.00	40.00	29.15	1.66
CEIM	19.00	50.00	36.23	2.23
ATEL	7.00	35.00	28.54	2.22

The results demonstrated in the table above show that all the variables, except for personality, can have impact on the development of the communication skill. As for personality, the results were ‘neutral’ which reflects that other factor can have more importance in the development of the speaking skill.

#### **4.1.3 Nursing Faculty**

Nursing department results are shown in Table 8 below including the statistical measurements of the main variables of this study.

**Table (8) Summary of descriptive statistics for the variables of Nursing Faculty**

Variables	Minimum	Maximum	Mean	SE Mean
Motivation	22.00	50.00	39.38	1.91
Personality	7.00	35.00	21.63	1.93
AET	10.00	35.00	26.31	1.92
CEIM	18.00	40.00	30.94	1.57
ATEL	12.00	35.00	23.38	1.59

The results of Nursing faculty were a lot different from the other faculties and departments. The results of the factors related to personality, AET, CL, and ATEL showed that they can have a little effect on the development of the speaking skills,

as their results were considered as ‘neutral’. However, only motivation factor can be considered as a crucial for impeding or improving the speaking skill, as its result was closer to ‘agree’.

**4.1.4 Pharmacy faculty**

Table (9) demonstrates the results of the main variables of this study related to pharmacy faculty.

**Table (9) Summary of descriptive statistics for the variables of Pharmacy Faculty**

Variables	Minimum	Maximum	Mean	SE Mean
Motivation	30.00	45.00	36.42	1.60
Personality	16.00	33.00	23.00	1.45
AET	22.000	31.000	27.083	0.848
CEIM	26.00	50.00	34.17	1.94
ATEL	20.00	35.00	26.58	1.32

The results of the pharmacy faculty were also close to Nursing faculty in terms of personality, AET, and CEIM, as the results of these factors were ‘neutral’. Both Motivation and ATEL results showed their significance in the development of speaking skill as the results were ‘agree’

**4.2 The Statistical Tests**

The one sample t-test is used to show the attitudes of the questionnaire regarding each factor in this study. Table 10 gives the attitudes in the questionnaire towards motivation factor.

**Table (10) one sample t-test regarding motivation factor**

Department/faculty	Mean	SE mean	T-Value	P-Value
Math	40.25	1.83	5.60*	0.001
Biology	40.67	1.12	9.49**	0.000
ELT	42.00	1.24	9.69**	0.000
Physics	36.91	1.80	3.85*	0.003
Computer	42.70	1.18	10.73**	0.000
Medical anal.	39.00	2.04	4.42*	0.001
Nursing	39.38	1.91	4.90*	0.000
Pharmacy	36.42	1.60	4.00*	0.002

\*Significant    \*\*high significant

We can infer from Table (10) that there is a significance and highly significance ( $\mu > 30$ ) towards motivation factor with agree and strongly agree responses.

Table 11 gives the attitudes in the questionnaire towards personality factor.

**Table (11) one sample t-test regarding personality factor**

Depart/faculty	Mean	SE mean	T-Value	P-Value
Math	27.88	1.13	6.11*	0.000
Biology	23.92	1.42	2.05	0.065
ELT	24.90	1.52	2.56*	0.031
Physics	22.09	1.22	0.89	0.394



Computer	24.60	2.01	1.79	0.106
Medical anal.	22.00	1.79	0.56	0.587
Nursing	21.63	1.93	0.32	0.750
Pharmacy	23.00	1.45	1.38	0.196

We can infer from Table (11) that there is a significant ( $\mu >21$ ) only for mathematics education respondents and ELT towards personality, whereas other departments and faculties respondents showed non significance regarding personality factor.

Table 12 gives the attitudes in the questionnaire towards AET factor.

**Table (12) one sample t-test regarding AET factor**

Depart/faculty	Mean	SE mean	T-Value	P-Value
Math	34.25	1.47	6.96*	0.000
Biology	34.17	1.62	6.26*	0.000
ELT	39.000	0.471	31.82**	0.000
Physics	29.55	1.87	2.97*	0.014
Computer	33.40	1.54	6.12*	0.000
Medical anal.	29.15	1.66	3.11*	0.009
Nursing	26.31	1.92	1.20	0.247
Pharmacy	27.083	0.848	3.64*	0.004

All the faculties and departments respondents showed significant and highly significant ( $\mu >24$ ), except for nursing faculty.

Table (12) gives the attitudes in the questionnaire towards CEIM factor.

**Table (13) one sample t-test towards CEIM factor**

Depart/faculty	Mean	SE mean	T-Value	P-Value
Math	36.88	1.73	3.98*	0.005
Biology	36.33	1.58	4.01*	0.002
ELT	40.80	1.79	6.04*	0.000
Physics	34.55	1.82	2.50*	0.032
Computer	36.90	1.93	3.58*	0.006
Medical anal.	36.23	2.23	2.80*	0.016
Nursing	30.94	1.57	0.60	0.559
Pharmacy	34.17	1.94	2.15	0.055

All the faculties and departments respondents showed significant t ( $\mu > 30$ ), except for nursing and pharmacy faculties. Table (13) gives the attitudes in the questionnaire towards ATEL factor.

**Table (14) one sample t-test towards ATEL factor**

Depart/faculty	Mean	SE mean	T-Value	P-Value
Math	28.500	0.866	8.66**	0.000
Biology	26.17	1.31	3.93*	0.002
ELT	28.500	0.778	9.64**	0.000

Physics	26.82	1.17	4.99*	0.001
Computer	28.10	1.54	4.62*	0.001
Medical anal.	28.54	2.22	3.40*	0.005
Nursing	23.38	1.59	1.50	0.155
Pharmacy	26.58	1.32	4.24*	0.001

All the faculties and departments respondents showed significant and highly significant ( $\mu > 21$ ), except for nursing faculty.

## 5. Discussion

The data analysis of the current study concentrates on five major variables, namely: motivation, personality, attitudes towards English language teachers, classroom environmental and instructional media, and attitudes towards English language. The statistical results of the t-test showed a significant difference for these factors. For motivation, the results were highly significant for all faculties and departments. Putra (2017) and Mulugeta (2021) also came to the conclusion that training speaking skills had a favorable link with motivation. Learners are more engaged in class and more into improving their speaking skills through motivation. Whereas for personality factor, the results were different. Only mathematics education department and ELT department from education faculty showed high significance, while the other departments and faculties results were not significant. Mulugeta (2021) also pointed out that personality traits, such as lack of confidence and anxiety, have an impact on the development of speaking abilities. As for AET the results of all faculties and departments, except nursing, were highly significant and emphasized the importance of the role of the teachers in learning the language. Khamkhien (2011) also confirmed that the educators play a crucial role in enhancing students' ability to speak the language. Regarding ATEL, all faculties and departments results were significant, except for nursing, which was not significant. The study of Soomro & Farooq (2018)



resulted in a negative attitude towards the English language and a preference for the use of the mother tongue instead. Finally, CEIM factor results also showed significance for all faculties and departments except for both nursing and pharmacy. Soomro & Farooq (2018) also pointed out that the classroom environment does not support frequent speaking practice since there are few speaking learning resources, students rarely have access to audio and visual aids, and there are only a few language laboratories that are difficult for educators to utilize for speaking practice. The results of the current study will have sufficient pedagogical implications for educators to take into consideration these factors, and to find out innovative solutions for the learners to master the language.

## **6. Findings**

The focus of this study was on five major factors including motivation, personality, attitudes towards English language teacher, classroom environment and instructional media, and attitudes towards English language. Motivation results were highly significant for all faculties and departments. As for personality, which includes some traits as anxiety and lack of confidence, the results varied for the faculties and departments. The results were highly significant for mathematics and ELT departments, while the other faculties and departments were not significant. Regarding attitudes towards English language teachers (AET) and attitudes towards English language (ATEL), the results were highly significant for all departments and faculties, except for nursing which was not significant. Finally, classroom environment and instructional media (CEIM) results were significant for all departments and faculties except nursing and pharmacy.

## **7. Conclusion**

The current study investigated the factors affecting the improvement of the speaking skills for EFL learners. The main factors investigated are motivation, personality, attitudes towards English language teachers, classroom environment and instructional media, and attitudes towards English language. The results of this study showed that these factors have a significant variance to the development of the

speaking skill of the learners. The study's findings illuminated a number of pedagogical implications for teachers, policy makers and curriculum design. As for teachers, this study enables them to be aware of the factors that play a significant role in improving the speaking skill, and to shed light on the teaching methods utilized which need to be updated in ways that enhances learners' speaking skill improvement. Policy makers should arrange more teacher training courses to improve both the teachers' speaking skills, as well as their teaching methodologies implemented in regards of speaking skill. Finally, there must be more focus on curriculum design in relation to speaking skill, such as specifying enough time for speaking skill which eventually enables the learners to participate actively in speaking activities. Moreover, including more authentic and life-related topics for the students in the text books which will prepare the learners for communicating out of the classrooms effectively in real life situations.

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## ئەو ھۆکارانەى كە رېگىرى لە پەرەپېدانى تواناى قسەکردنى فېرخوازانى ئىنگىلىزى وہك زمانى بيانى (EFL) دەكەن

پوختە:

لەم سەردەمەدا بۆلۆبوونەوہى بەرفراوانى زمانى ئىنگىلىزى بووئە ھۆى ئەوہى كە گىرنگى شارەزابوون لە چوار كارامەىى زمانەكە، بەتايبەتى شارەزايى قسەکردن. سەرەراى گىرنگى تواناى قسەکردن، ژمارەبەكى ژۆر لە فېرخوازانى EFL ھېشتا كېشەيان ھەبە لە پەيوەندىکردن و بەكارھېنانى زمانەكەدا جا چ لەناو پۆلەكانياندا بېت يان لە ژيانى رۆژانەياندا. لېرەوہ، لېكۆلېنەوہەبەكى چەندايەتى بۆ لېكۆلېنەوہ لەو ھۆكارانە دارپژرا كە دەتوانن رېگىرى لە باشتربوونى تواناى قسەکردنى فېرخوازانى EFL بەكەن. تووژېنەوہەكە ۹۲ بەشداربووى زانكۆى نېودەولەتى تېشك لەخۆگرتبوو كە لە فاكەلتيەكانى پەرورەدە، دەرمانسازى، پەرستارى، و شىكارى پزىشكى دەخوېنن. ئەنجامى پرسيارنامەكە دەرىخست كە پالەنر، كەسايەتى، ھەلوپستەكان بەرامبەر بە مامۆستايانى زمانى ئىنگىلىزى (AET)، ژىنگەى پۆل كو مېدىاي فېرارى (CEIM)، و ھەلوپستەكان بەرامبەر بە زمانى ئىنگىلىزى (ATEL) جياوازيەكى بەرچاويان ھەبە بەرەو باشتىرکردنى تواناكانى قسەکردن. ئەنجامى ئەم تووژېنەوہەبە سوودى دەبېت بۆ مامۆستايان كە سەرنجيان لەسەر ئەم ھۆكارانە بېت و شىوازى وانەوتنەوہيان بە شىپوہەبەك باشتىر بەكەن كە يارمەتى فېرخوازان بەت بۆ باشتىرکردنى تواناى قسەکردنەيان.

## العوامل التي تعيق تنمية مهارة التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية

### الملخص:

في الوقت الحاضر، أدى الانتشار الواسع للغة الإنجليزية إلى أهمية إتقان أربع مهارات من مهارات اللغة، وعلى وجه الخصوص مهارة التحدث. على الرغم من أهمية مهارة التحدث، إلا أن عددًا كبيرًا من متعلمي اللغة الإنجليزية كلغة أجنبية لا يزال لديهم مشكلات في التواصل واستخدام اللغة سواء داخل فصولهم الدراسية أو في حياتهم اليومية. وعليه، تم تصميم دراسة كمية لبحث العوامل التي يمكن أن تعيق تحسين مهارة التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية. شملت الدراسة 92 مشاركاً من جامعة تيشك الدولية (TIU) يدرسون في كليات التربية والصيدلة والتمريض والتحليل الطبي. أظهرت نتائج الاستبيان أن الدافع، الشخصية، وجهات النظر تجاه معلمي اللغة الإنجليزية (AET)، بيئة الفصل الدراسي والوسائط التعليمية (CEIM)، وجهات النظر تجاه اللغة الإنجليزية (ATEL) لها فرق كبير نحو تحسين مهارات التحدث. وستكون نتائج هذه الدراسة مفيدة للمعلمين للتركيز على هذه العوامل وتحسين أساليب التدريس لديهم بطرق تساعد المتعلمين على تحسين مهارة التحدث لديهم.





**Survey**

**Tishk International University**

We would like to invite you to participate in a study on factors hinder the development of EFL learners' speaking skills. Your participation is essential and crucial for the success of this study. It will take five minutes only to answer the questions. Your honest input will help bring us close to understanding this very important aspect of learning. The information you share with us will be held in confidential and used solely for the purpose of this research and will not be shared with third parties. The questionnaire has two parts.

Thank you for your cooperation

**Part 1: BIODATA**

Grade:

Faculty:  Pharmacy  Medical Analysis  Nursing  Education

Department for **Education faculty**:  Mathematics  Biology  English  Physics  
 Computer

City:

Gender:  Male  Female

Marital status:  Single  Married

Language skills:  Speaking  Reading  Writing  Listening

The approximate hours you spend on practising speaking everyday:

Less than 5  5 - 10  10 - 15  15 – 20  More than 20

**Part 2: MAIN ITEMS**

For each item, please choose the answer on a scale of one to five (1 – 5). (1 – strongly disagree, 2 – disagree, 3 – neutral, 4 – agree, 5 – strongly agree).

**Motivation**

1. I am learning English because it is compulsory subject	1	2	3	4	5
2. I like learning English because the lessons are interesting.	1	2	3	4	5
3. Learning speaking will enable me further my education in other institutions of higher learning.	1	2	3	4	5
4. The ability to speak English fluently will help me get a job after education.	1	2	3	4	5
5. I am learning English to communicate with foreigners.	1	2	3	4	5
6. When I hear someone speaking English fluently, I wish I could speak like that.	1	2	3	4	5
7. I want to speak English because I want to communicate with foreign friends.	1	2	3	4	5
8. I learn English so that I can understand foreign culture.	1	2	3	4	5
9. I want to be able to understand English movies and songs.	1	2	3	4	5
10. I want to speak English as beautifully as my teacher.	1	2	3	4	5

**Personality**

1. When I speak English, I never worry about making mistakes.	1	2	3	4	5
2. I am not afraid people will laugh at me if I don't say things right.	1	2	3	4	5
3. I am not nervous when I have to speak English in front of other people.	1	2	3	4	5
4. I don't feel embarrassed when I speak English incorrectly.	1	2	3	4	5

5. What ideas I have or what I think, I am brave enough to tell people in English.	1	2	3	4	5
6. In the classroom, even if I am not certain about the answer in English, I'll speak up.	1	2	3	4	5
7. I find it easy to start a conversation in English.	1	2	3	4	5

**Attitudes towards English teachers**

1. My teacher has good teaching techniques	1	2	3	4	5
2. My teacher is kind and helpful.	1	2	3	4	5
3. My teacher is qualified to teach English.	1	2	3	4	5
4. My teacher makes me like to study English.	1	2	3	4	5
5. My teacher is experienced and confident in his/her teaching.	1	2	3	4	5
6. My teacher's characteristics are satisfactory.	1	2	3	4	5
7. My teacher doesn't make me feel bored with studying English.	1	2	3	4	5
8. My teacher speaks English very well, so I want to be like him/her.	1	2	3	4	5

**Classroom environment and instructional media**

1. Classroom activities encourage students to speak English.	1	2	3	4	5
2. The contents of the textbooks are not too difficult.	1	2	3	4	5
3. The contents of the textbooks are interesting.	1	2	3	4	5
4. There are enough instructional media.	1	2	3	4	5
5. The instructional media are effective and interesting.	1	2	3	4	5

6. There is enough time to learn speaking English.	1	2	3	4	5
7. There is enough time to learn reading.	1	2	3	4	5
8. Class hours/ schedules for speaking English are appropriate.	1	2	3	4	5
9. Class hours/ schedules for reading English are appropriate.	1	2	3	4	5
10. Classroom environment is appropriate, e.g., there is no disturbing noise, the temperature is good enough, etc.	1	2	3	4	5

**Attitudes towards English language**

1. The knowledge of English is important for daily life.	1	2	3	4	5
2. I think all people should be able to speak English.	1	2	3	4	5
3. The knowledge of English enables me to be well-informed.	1	2	3	4	5
4. A person who has good knowledge of English is superior in terms of job opportunities such as getting a better job and higher salary.	1	2	3	4	5
5. Iraqi people who speak good English are smarter than those who cannot.	1	2	3	4	5
6. A person with good English knowledge is regarded as highly educated.	1	2	3	4	5
7. The knowledge of English enables me to further my higher education easily.	1	2	3	4	5