



STUDENTS' DIFFICULTIES IN SPEAKING ENGLISH

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Annotation: Oral speech is one of the main components of communication for English language learners. Students face a number of difficulties in the process of learning a foreign language and developing oral communication. The purpose of this article is to examine the main reasons for the difficulties faced by EFL group students in communicating in English.

Keywords: difficulties, EFL group, speaking skills, psychological factors, critical thinking, accuracy and efficiency.

English is an international language which is spoken by most people around the world. In educational and professional field, English is mostly used for communication among them. In Uzbekistan, English is spoken as a foreign language and has become a core study which is taught at the level of elementary school to high school and up to university. The students of University are demanded to be able to use spoken English in the job-field when they conduct their job-field practice.

There are three areas of knowledge that students have to gain skills to be master in speaking, namely (1) language elements that consist of pronunciation, grammar and vocabulary, (2) the functions of language that deals with speaking performance in the form of transaction and interaction (3) the socio cultural norms such as turn-taking, rate of speech, length of pauses between speakers, relative role of participants, understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason. [Brown, H.D. (2001). Teaching by Principles].

In line with these areas of knowledge, students strive to improve their ability to effectively communicate through speaking. They do not only know how to pronounce a word, how to arrange words into a good sentence and how to enrich their mind with more vocabularies. Otherwise, they have to know the functions of language and the socio-cultural norms in order to communicate well with others. Additionally, [Brown, H.D. (2001). Teaching by Principles.] mentioned some non-linguistics elements, which support speech to be clear, such as gestures, body language, intonations, facial expressions. In short, we can conclude that to master speaking skill is the most complex and most difficult. It is needed not only linguistics knowledge but also non linguistics aspects in order to convey the message correctly and clearly to the receiver of the message.

According to Brown [Brown, H.D. (2001). Teaching by Principles.2] speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. In accordance with this statement students' speaking skill can be observed for accuracy and effectiveness.





During speaking skill is a productive skill, students have to create their own language to delivery their opinion or when they do communication with others. As a productive skill, speaking skill should be more practiced in order to train students express their ideas. It is not to consume other's language but to produce a language. Relate to produce a language, students should be master in speaking skill. Speaking skills consist of fluency, vocabulary, pronunciation and grammar. It is also supported by gesture, confidence, and motivation. Furthermore, Brown argued that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. In relation to processing information, students have to understand the spoken language they get. They will process the information easily when they are master in linguistics competency. At least, they are familiar with the words or sound they hear.

As a tool of communication, speaking skill plays a vital role in interaction with others in real life. Mastering speaking skill indicates who the speaker is in the society. Chomsky [Chomsky, N. (1965).] gives definition about the ability as a skill, power, competence, knowledge. Speaking ability is the competence or a power of speaking in delivering a conversation. The receiver of the message will understand the conversation when the speaker speaks clearly. Speaking clearly means the speaker speaks in grammatical rule, pronounces it properly and uses a proper word. In addition, it is supported by mimicry, intonation and gestures so conversation can be understood well and clearly. There is no misunderstanding due to the lack of speaking ability. Furthermore, Richard categorized the function of speaking in real life into three classes namely speaking skill as an interaction, speaking skill as a transaction and speaking skill as a performance. With regard to the function of speaking, it can be defined that speaking is people's life. They can interact in social life, they can make transaction to fulfil their needs and they can perform their capability in society by speaking. Modern trends courage an increasing number of people to discuss various dilemmas that concern our society in some way; in this regard, one should acknowledge that an alarmingly large number of students face challenges on a daily basis when confronted with difficult topics such as politics, medicine, global issues, and many more to mention. While it may initially appear that this is due to a lack of ideas, experience, or a narrow-minded perspective, a closer examination of the root issue reveals that the challenges students face when discussing complex topics can stem from a variety of factors. Here are some reasons why students may struggle with engaging in discussions on challenging subjects:

1. Lack of Knowledge and Understanding: Students may struggle with complex topics because they lack sufficient knowledge and understanding of the subject matter. Without a solid foundation of information, it can be difficult to contribute meaningfully to a discussion.

Additionally, a limited understanding of scientific terminology or technical jargon related to specific topics aggravates the issue." "The problem could have been more easily solved if mental, social, psychological, and behavioral concerns were not so prevalent. However, the prevalence of these concerns makes it more difficult to address the issue at hand. The lack of critical thinking and being trapped in a conformist mindset, as well as the fear of going against societal norms and expressing unique ideas, prevents Uzbek youth from challenging traditional beliefs and breaking free from limiting stereotypes and prejudices.

2. Fear of Being Judged: Students may hesitate to engage in discussions on challenging topics because they fear being judged by their peers or teachers. This fear of criticism can inhibit their ability to express their thoughts and opinions openly.

3. Lack of Critical Thinking Skills: Discussing complex topics often requires critical thinking skills to analyze information, evaluate arguments, and form well-reasoned opinions. Students who have not developed these skills may find it challenging to participate in discussions effectively.



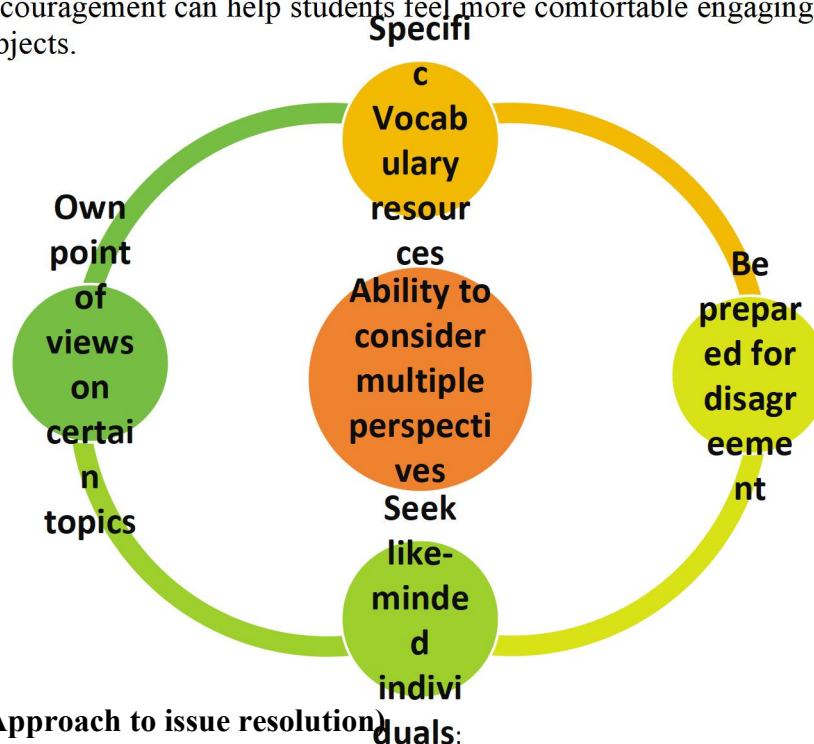


4. Emotional Responses: Some challenging topics, such as politics or social issues, can evoke strong emotions in students. These emotional responses may hinder their ability to engage in a rational and constructive discussion.

5. Limited Exposure to Diverse Perspectives: Students may struggle with complex topics if they have had limited exposure to diverse perspectives and viewpoints. Engaging with a range of opinions can help students develop a more nuanced understanding of complex issues.

6. Lack of Confidence: Students may lack the confidence to participate in discussions on challenging topics, especially if they feel intimidated by more outspoken classmates or if they doubt their own abilities to contribute meaningfully to the conversation.

7. Inadequate Support and Guidance: Students may face challenges discussing complex topics if they do not receive adequate support and guidance from teachers or mentors. Effective facilitation and encouragement can help students feel more comfortable engaging in discussions on challenging subjects.



Picture-1. (Approach to issue resolution)

The above given diagram portrays how different approaches can be applied to overcome speaking barriers among language learners. For instance, sufficient stock of topic related vocabulary, ability to have your own standpoint as well as being able to accept opinions unlike your own ones.

Similarly, to the definition above, Doris and Jessica [5] argued that language problems may become the obstacles reason for the students to improve their language performance. Language problem covers probably because poor in grammar, vocabulary and pronunciation. Those problems belong to linguistics factors. Other problem that may come while speaking are lack of confidence, fear of making mistake, feeling shy, anxiety, lack of motivation. Those problems belong to psychological factors. Juhana [Juhana (2012) Psychological Factors] in her study she concludes that some psychological factors such as fear of making mistake, shyness, anxiety and the like that hinder students while speaking English in class. It means that student's success in speaking performance is not only caused by lack of linguistics knowledge but also by psychological factors.

Doris and Jessica [Doris & Jessica. (2007)] stated that language problems serve as one of the important reason behind poor academic performance. Those problems are linguistics aspect such as lack of vocabulary, grammatical error and poor pronunciation and psychological aspect, such as lack of self-confidence, shyness, fear of making mistake, anxiety, mother tongue





language and lack of motivation to learn. All this aspect cause students fail in speaking English competence.

It is important for educators to create a supportive and inclusive learning environment that encourages students to explore and discuss complex topics openly. By addressing these challenges and providing students with the necessary tools and resources, educators can help empower students to engage meaningfully in discussions on a wide range of important issues.

To conclude, it is worth to note that all above mentioned facts indeed contribute to develop learners' oral speech and each of these aspects need practice, hard work and persistence.

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