



A Study of Factor's Impact on Speaking of L2 Learner's

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Abstract

This experimental study will explore the impact of various factors on speaking of English language learners at undergraduate level of students. It addressed the issues such as: relationship between external and internal factors, impact of factors on different departmental students, impact of these factors on gender, and different language speakers. The setting of this research is centred on experimental research and the study followed the quantitative approach. The quantitative data was collected through the instrument i.e. questionnaire, sampling of this study is random, 100 second language learners were selected for the given responses from four departments i.e. English, Chemistry, IT, BBA. The finding of this study proved that there is a positive type relationship between external and internal factors that impact on English language learners. The result also shows that these factors have various influences on different departmental students, gender, and different languages speakers. The recommendations are also obvious; the affecting factors on speaking skill of the learners have been limited to only eight factors under the category of external and internal, there might be some other factors which influence on speaking.

Keywords: EFL: English as a foreign language, ESL: English a second language, ELT classroom: English language teaching classroom, factors

1. Introduction

Language is a formal framework of signs administered by syntactic rules to convey meaning. The above definition shows the fact that languages consist of rules that relate specific sign to specific meaning and it is delineated as closed structural meaning Bloomfield (1914). Speaking is considered as most active and productive skill by the researchers, its play a vital role in our daily activities. If a learner has poor background experience, they feel difficulty to develop the speaking skill. Therefore, background experience is one of the important factors that influence on teaching as well as learning process. Speaking is not just concern with words which were articulated or pronounced from mouth, it a medium to conveying the message in the form of words. Learners need a lot of attention and consideration in practice to learn speaking. Learners can improve their knowledge and speaking power through listening and repetition, as listening is deliberated as the major factor that affect speaking skill. Teacher also provide structures for practice as well as give them chance in classrooms, so that the learners get rid of shyness and feel comfortable while speaking English language. Learning a second or foreign language is not a simple matter to talk about, since it does not, as it were require to know lexicon and language structure of a language being obtained, but too information approximately the setting and culture and a better approach of considering and acting needs an awful thought. The assignment of learning a remote language it is much more complex, since; "you must have a comprehensive knowledge of the entry behavior of a person, and objectives you wish to reach of possible method" (Brown, 2000).

2. Literature Review

Speaking is one of the four aptitudes of language that is Considered as the essential result of building a language however, it seems as a most complex by William Levitt (1989). Cameron (2001:40) said, "Speaking is the active use of language to express meanings so that other people can make sense of them".

2.1. Speaking problems

While learning the speaking skill, EFL/ESL learners often feel difficulties and problems; although some learners are good enough in language but face some hindrance when speak. According to Ur (2000), there are four basic problems encountered by ESL/ EFL learners.

- **Inhibition**
- If the learners are willing to participate in classroom discussion, they might go through the condition of inhibition, which cause many issues like shyness, hesitation, fear of committing mistakes, in this perspective Ur (2000:111) states, "Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts."
- **Nothing to Say**
- Students or learners feel it difficult when they asked by their teachers to participate in class discussion, they mostly give no response, if give says "no commit" or "no idea", the main reason behind these expressions is lack of motivation on the given topic which is not familiar for learners and they have nothing to express in particular topic.

- **Low Participation**
- There are some learners who are dominant in class and take the place of others, those who prefer to be silent because they think they will not be accurate. The majority of the participant dominates the class.
- **Use of Mother Tongue**
- Most of the learners use their mother tongue inside as well as outside the classroom; they find it easy to convey a message. According to Baker and West-up (2003:12), “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language”. Learners will find it difficult to practice second language, if they keep deriving or mingling words of native language and it results the lack of target language.

2.2. Previous Studies

Boonkit (2010) work’s on the factors that increased the development of the leaners speaking skills. The study reveals the results that different speaking activities in classroom increase the level of speaking. It is also considered as best strategy to decrease speaking anxiety. The result also represented that the participant feel more comfortable when they have more freedom of topic choice while speaking English. This thing also increased speaking confidence and decrease anxiety level among English language learners. The result of this study also shows that learners stress and high anxiety level decease their learning as well as their second language performance. Rabab’ah (2005) argues that there have been various elements which are the foundation of complications and problems in speaking English among EFL/ESL learners. Some of these factors are related to learner’s personal issues, the environment, teaching approaches, and curriculum.

3. Objectives of Study

- To find out the relationship between external and internal factors on speaking of L2 learners.
- To find out the influence of these factors on different languages speaker.
- To find out the influence of these factors on different departments.
- To study the gender wise effect of these factors on speaking of L2 learner.

4. Research Question

- What is the relationship between external and internal factors on the speaking of English language learners?
- What is the influence external and internal factor on different departments?
- How these factors impact on different language speakers.
- What is the impact of external and internal factors on gender?

5. Research Methodology

This research study is based on quantitative approach with an investigation through questionnaires to collect the statistical data (numerical) from the particular participant. A close-ended questionnaire for the respondents were developed, which consist of thirty statements with five different choices. A government institute: Shaheed Benazir Bhutto University, Shaheed Benazir

Abad (SBBU, SBA) is selected for the purpose of collecting the desire data. The target population for this study is 100 Undergraduate students from four departments (English, BBA, Information Technology, and Chemistry) of SBBU SBA. These students are randomly selected, twenty-five students from each department.

5.1 Variables of the Study

Independent: in this study external factors have been taken as independent variables.

Dependent: On the other hand, we have taken internal factors as dependent variables.

6. Data Analysis

The device which is used for analysis of the data is SPSS; statistical package for the social science. The data was analysed through different ways, Spearman's rho correlation model was used to check the relationship between internal and external factors. The internal factors consist of four categories whereas the external factors possess five categories. The data was also analysing perspective to examine the influence of these factors on gender, language, and learners of different departments.

6.1 Correlation Model

Table 1: relationship between external and internal

Correlations				
			Internal	External
Spearman's rho	Internal	Correlation Coefficient	1.000	.482**
		Sig. (2-tailed)	.	.000
		N	100	99
	External	Correlation Coefficient	.482**	1.000
		Sig. (2-tailed)	.000	.
		N	99	99

** . Correlation is significant at the 0.01 level (2-tailed).

Spearman's rho correlation was run to determine the relationship between external and internal factors that affect speaking students. There was a positive correlation external and internal factors, which was statistically significant ($r = .482, n = 99, p = .000$). It is comprehensible that there is an important correlation between the external factors and internal factors. This exploration proves that the hypothesis which is proposed in this study.

6.2 Influence of factors on different Department’s student

Table 2: Influence of Factors on different departments

Coefficients ^a						
English, BBA, I.T, Chemistry	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
English	(Constant)	21.930	7.292		3.007	.006
	External	.394	.165	.445	2.384	.026
BBA	(Constant)	12.561	6.808		1.845	.078
	External	.556	.152	.606	3.657	.001
I.T	(Constant)	10.342	9.278		1.115	.277
	External	.647	.203	.561	3.181	.004
Chemistry	(Constant)	22.162	6.781		3.268	.003
	External	.340	.152	.424	2.244	.035

a. Dependent Variable: Internal:

6.3 Influence of factors on different languages speakers

Table 3: Influence of Factors on different languages speakers

Coefficients ^a							
Urdu, Punjabi, sindhi, siraiki, Balochi	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
		B	Std. Error	Beta			
Urdu	1	(Constant)	15.828	10.087		1.569	.136
		External	.466	.223	.462	2.086	.053
Punjabi	1	(Constant)	48.715	11.223		4.341	.007
		External	.366	.258	.535	1.416	.216
Sindhi	1	(Constant)	16.239	4.467		3.635	.001
		External	.504	.101	.536	4.995	.000
Siraiki	1	(Constant)	16.880	7.113		2.373	.064
		External	.536	.153	.843	3.508	.017
other	1	(Constant)	21.571	.000		.	.
		External	1.571	.000	1.000	.	.

a. Dependent Variable: Internal

6.4 Influence of Factors on Gender

Table 4: Influence of Factors on Gender

Coefficients ^a							
Female, Male	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
		B	Std. Error	Beta			
female	1	(Constant)	21.411	5.582		3.836	.000
		External	.367	.121	.416	3.033	.004
male	1	(Constant)	11.882	4.951		2.400	.020
		External	.614	.114	.603	5.402	.000

a. Dependent Variable: Internal

7. Discussion

The data is arranged in two variables; one was external factors and second was internal. The external factors contain five items i.e. Lack of Motivation, Student–teacher relations, Effectiveness of Teaching Method, Shortage of Time, Crowded classroom, whereas internal factors includes, Grammatical competence, Lack of self-confidence and Anxiety, Listening Ability, Topical knowledge. There was 100 respondents from four different departments, male respondent was in majority i.e. 54% and female respondents were 46%, each department carries equal percentage of respondents, 25% students belong to English department, 25% from I.T department, 25% BBA, and 25% chemistry. Participant's age was ranged from 17-23 years. Most of the respondents fall in first category i.e. from 17 years to 19 years.

Two variables were there, amongst which the external factors was independent while the internal factors was dependent. The sample size which is selected for this particular study is not vast so the entire population is not come under this sample size therefore; adjusted R square had used to interpret the data. As seen above, the outcomes took from the analysis of the data shows that there is a relationship between external and internal factors, Spearman's rho correlation was run to determine the relationship, which shows statistically significant result ($r = .482, n = 99, p = .000$). The outcomes also revealed that there is a positive type correlation among the independent and dependent variables. To check the influence of external factors on gender regression is run. Regression coefficient (β) is 0.367 for female, which express that external and internal factors is showing

Significant impact on female. RC (β) is 0.614 for male, which express that external factors is showing significant impact on male. The results shows that 60% males were affected as compared to female, 41% of the female were influenced by these factors. To explore the influence of these factors on different Department's student regression is run. Regression coefficient (β) is 0.394 for English department students, and its significant value is 0.000. RC (β) is 0.556 for BBA and its substantial value is 0.000, which shows that external and internal factors is showing significant impact on BBA students. Regression coefficient (β) is 0.647 for I.T, which express that external and internal factors is showing significant impact on I.T students. RC (β) is 0.340 for chemistry, it express that external factors is showing momentous influence on chemistry students. According to the results business department get more impact of these factors, 60% influence is found on BBA, 56% on information technology department, 44% on English department and 42% on chemistry. So the most influenced faced by business students and the least effected department is chemistry. To find the influence of these factors on various languages speaker regression is run. RC (regression coefficient), (β) is 0.466 for Urdu and its significant value is 0.000, which shows that external and internal factors is showing significant impact on Urdu speakers. Regression coefficient (β) is 0.504 for sindhi speakers, RC (β) is 0.536 for Siraiki, According to the result, there are five usually used languages, among these language speakers 84% siraiki speakers get influence of external factors; the highest Percentage among all speakers, 53% Punjabi and Sindhi speaker, and 46% Urdu speakers.

8. Findings

There were 100 respondents from four different departments, male respondent stayed preponderance i.e. 54% and female respondents were 46%. The entire departments carry equal percentage of respondents. Two variables were there, amongst which the external factors was independent while the internal factors was dependent. The conclusion took from the analysis of the data shows that there is a positive type correlation among the independent and dependent variables. Spearman's rho correlation was run to determine the relationship, which shows statistically significant, which revealed a positive correlation among the independent and dependent variables. To check the influence of external factors on gender regression is run, the outcomes show that 60% males were affected related to female, 41% of the female were influenced by these factors. The effect of these factors on different Department's student was determined through regression, which displays that business department get more effect of these factors, 60% influence is found on BBA, 56% on information technology department, 44% on English department and 42% on chemistry. So the most influenced encountered by business students and the least effected department is chemistry. The same process is followed to find the impact of these factors on various languages speaker, the result demonstrates that there are five commonly used languages, amongst these language speakers 84% siraiki speakers get influence of external factors; the highest Percentage among all speakers, 53% Punjabi and Sindhi speaker, and 46% Urdu speakers.

9. Conclusion

This is conclude that there is a positive type of relationship between external and internal factors, the external factors include; Grammatical competence, Lack of self-confidence and Anxiety, Listening Ability, Topical knowledge whereas the Internal factors are; Lack of Motivation, Student-teacher relations, Effectiveness of Teaching Method, Shortage of Time, Crowded classroom. The hypothesis which construct on the point that there is a relationship between these factors which influenced on the speaking skill of L₂ learners has been proved. So the result of above analysis shows that speaking skill is effected by the factors which might be external or internal or they have relationship among them.

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