

Exploring the Potential Challenges Faced by Sudanese EFL Learners in Acquiring English Language Speaking Skills at the Tertiary Educational Level

Elamin Ahmed Mohammed Ahmed¹

¹ English Language Department, University College of Duba, University of Tabuk, Tabuk, Duba, KSA

Correspondence: Elamin Ahmed Mohammed Ahmed, English Language Department, University College of Duba, University of Tabuk, Tabuk, Duba, KSA. E-mail: e-mohammed@ut.edu.sa.

Received: February 4, 2024

Accepted: July 26, 2024

Online Published: September 2, 2024

doi:10.5430/wjel.v14n6p536

URL: <https://doi.org/10.5430/wjel.v14n6p536>

Abstract

This study aims to investigate the challenges that might face Sudanese EFL learners in acquiring the English language as a means of communication and to emphasize the importance of speaking skills in the English language, in Sudanese English language learners at the postsecondary level. To achieve its objectives, the study adopted the descriptive-analytical method, in which a questionnaire was used to address the research inquiries and goals. A total of 100 employed students participated in responding to the questionnaire. As per the study's findings, students' confidence in using speaking skills is very weak; they also lack the motivation to practice speaking skills since they were taught by Grammar Translation Approach which ignores speaking skills, moreover most lecturers prefer to avoid classroom interaction which leads to non-smart fluent EFL learners. This study suggests EFL teachers to consolidate the use communicative activities in a variety of ways which help learners to play a crucial role in using English inside the classroom.

Keywords: Challenges, grammatical translation method, interaction, motivation Sudanese EFL learners, speaking skills, tertiary educational

1. Introduction

Speaking difficulties are prevent issues in language learning (Ratnasari, 2020). These obstacles hinder students to achieve competence English speaking (Islam et al., 2022). Proficiency in speaking English could be crucial because it is widely utilized as one of the most dominant languages (Ratnasari, 2020). Teaching speaking skills using the Grammar Translation Method, in this scenario, the key aspects of speaking, like precision, fluency, suitability, coherence, and others, are not given priority (Al-Tamimi et al., 2020). Speaking difficulties is a matter of agreement in many countries all over the globe. Alsalihi (2020) pointed out that numerous undergraduate students studying English as a foreign language at struggle to speak English language correctly. This problem is caused by difficulties they faced during their education years. It has hindered their efforts to learn effectively. This problem was searched in many contexts, in Iraq, Alsalihi (2020) studied the problem faced by Iraqi post graduate careers due to the lack of communication at college years. In Iran, Afshar and Asakereh (2016) investigated the speaking skills problems faced by EFL freshmen and seniors, from the perspectives of both the students and their English instructors. In Jordan, Al-Jamal and Al-Jamal (2014) described the complexity EFL Jordanian learners. In Yemen, Al-Tamimi et al. (2020) explored the difficulties perceived by Yemeni EFL students in speaking and to improve their speaking abilities through the implementation of a task-based instruction strategy. Yet, it is important to investigate the challenged faced by Sudanese EFL learners while speaking. An essential skill that demands attention and dedication for effective communication is speaking, often considered one of the most challenging language skills to acquire. Nevertheless, achieving proficiency in speaking becomes even more challenging in second language settings. Particularly in English language speaking environments and ESL contexts, learners struggle to communicate effectively and exhibit reluctance to speak due to a range of issues (Ali et al., 2020). Complexity in speaking occasionally poses numerous challenges for first-year undergraduate students in both public and private universities (Islam et al., 2022).

Presently, English wields substantial influence across various sectors such as politics, science, economics, technology, engineering, and education. English's significance lies not only in its role as a communication tool but also in its ability to aid us in adapting to our environment both now and in the future (Nishanthi, 2018). EFL students must be able to express themselves with the appropriate degree of formality, courtesy, and directness for the given circumstance, or maybe they must refrain from speaking altogether and convey their meaning simply nonverbally. Learners' language choices are influenced by fundamental context factors such as the relationship between speakers, their roles, the environment, the topics they cover, presumptions about the speakers' prior knowledge and lack thereof, and the perceived effect of their language on the listener.

Speaking challenging was studied in various contexts. Riadil (2020) reported that the Indonesian students still encounter challenges when it comes to honing their English skills through everyday conversations in actual situations. Ali et al. (2020) investigated the obstacles and

challenges encountered by ESL learners in Pakistan when speaking English. Al-Tamimi et al. (2020) studied the difficulties perceived by Yemeni EFL students in speaking and to improve their speaking abilities through the implementation of a task-based instruction strategy. Islam et al. (2022) pinpointed the lack of adequate information regarding the speaking English difficulties encountered by Bangladeshi university students. Taking these speaking problems seriously, there is a need to study the problem of speaking the Sudanese context. The study aims at:

1. Identifying the level of students' satisfaction on language vocabularies which assist them in speaking skills,
2. Examining Sudanese students' perspectives on the value of acquiring grammar rule in speaking,
3. Increasing the motivation of Sudanese EFL students by engaging in communicative activities.

2. Review of the Literature

Children gradually cultivate the ability to speak confidently and fluently during their school years; this skill will benefit them throughout their lives (Aziz & Kashinathan, 2021). Speaking skills refer to the capacity to communicate effectively, enabling us to convey information verbally in a manner comprehensible to the listener (Munir, 2022). Speaking involves an interactive exchange of information that may require the listener to take action. Therefore, it is essential to enhance both speaking and listening skills to communicate effectively (Rao, 2019). For EFL students, speaking skills are considered the most important part of learning a language. In fact, many language learners measure their performance by how well they can speak it (Soureshjani & Riahipour, 2012). As most effective foreign language learning takes place through interaction, it's a skill that can be honed to really build an understanding of the language and culture of English-speaking countries (Albantani & Madkur, 2018). Informal speaking skills are important for conversations with friends and family, helping us to form emotional connections (Dabbagh & Kitsantas, 2012). Formal speech, on the other hand, is necessary for workplaces, in presentations or for conversations with people you don't know (Abduvali, 2020). Yet it can be so easy to find speaking daunting or challenging. It isn't as straightforward as we may like. Teachers need to encourage students to speak as much as possible. They can make it as fun as the structure of their lessons will allow. This might be through role-play, group work, or even projects (Al-Tamimi et al., 2020). Here, the researcher will discuss the many forms of competence, the impact of pragmatic competence on language performance, and the critical skills that learners must possess to be pragmatically competent.

Practical proficiency

Pragmatic competence involves understanding speakers' intentions, interpreting their emotions and attitudes, and distinguishing between speech actions such as requesting, suggesting, and threats (Allami & Naeimi, 2011). It also entails possessing the necessary information to behave appropriately in social contexts. According to Kasper (1997), pragmatic competence is essential for effective communication in a target language and is equally important as formal linguistic and textual knowledge. The impact of pragmatic proficiency on language ability is a debated topic, particularly regarding whether pragmatic competency can be effectively taught in foreign language classes. While Kasper (1997) argues that competence cannot be taught and is acquired through experience, LoCastro (2003) emphasizes the challenges faced by second language learners and underrepresented groups in mastering pragmatics. Bardovi-Harlig (2020) advocates for explicit pragmatic instruction in EFL classrooms to enhance pragmatic competency, noting the varying linguistic performance of non-native speakers in areas such as speech acts, conversational functions, and conversational management techniques.

Pragmatic ability refers to using language appropriately based on the communication context, while pragmatic comprehension involves understanding the pragmatic meaning of spoken language (Leech, 1983). To achieve this, students must understand language pragmatics to interpret the speaker's intentions, emotions, and attitudes. They should differentiate between speech acts like directives and commitments, evaluate the intensity of meaning such as suggestions versus warnings, and recognize sarcastic behavior like jokes and sarcasm. Reacting suitably in diverse scenarios is crucial for effective communication (Azhari et al., 2018).

Speaking ability requires proficiency in grammar, vocabulary, and mechanics, enabling accurate language use. It also involves competency in discourse, i.e., the interactions beyond sentences, ensuring coherence and cohesion in communication. It also requires sociolinguistic proficiency, i.e., understanding social and cultural norms in language use. Tactical proficiency involves strategic competence in manipulating language to achieve communicative goals effectively (Killen & O'Toole, 2023). The absence of formal pragmatics instruction can lead to significant differences in pragmatic competency among language learners, even among those with strong grammatical skills (Tello Rueda, 2006). Personal experiences suggest that advanced students exhibit diverse pragmatic abilities, especially when comparing those who have lived in the target language community with those who have not (Taguchi, 2015). Students with exposure to the target language community tend to be more aware of language form appropriateness, while those without such exposure may excel in cultural understanding and grammatical accuracy. The researcher underscores the importance of these skills in language learning.

The capability of speaking acts

Pragmatic competence involves learners' ability to use appropriate speech acts in specific contexts and select suitable linguistic forms to carry out these speech acts. Scholars like Rintell (1979) and Fraser (1983) emphasize that pragmatic competence is demonstrated through learners' utterances expressing specific intentions and their interpretations of these intentions conveyed in speech. Cohen (1996) highlights the Cross-Cultural Speech Act Realization Project (CCSARP) as a comprehensive empirical study comparing speech act performance between native speakers and language learners, revealing cultural and linguistic variations in speech act realization

techniques. Semantics, closely related to pragmatics, explores the relationship between language forms and their referents, while pragmatics examines the connection between linguistic forms and their functions. Grice (1975) distinguishes between speaker meaning, conveying subtle implications beyond surface-level language forms, and sentence meaning, representing the propositional meaning of an utterance. Pragmatic competence involves understanding the communicative purpose behind an utterance by bridging the gap between its literal meaning and intended meaning. Inferencing plays a crucial role in determining speaker meaning, guided by the Cooperative Principle for effective communication. Recognizing and interpreting conversational implicatures, including figurative language, are essential components of pragmatic competence in second language acquisition.

This section provides previous studies on the types of challenges that EFL students face while speak in English. Ali et al. (2020) explored the obstacles faced by ESL learners in Pakistan when speaking English. The results indicated that Pakistani ESL learners encounter psychological, linguistic, and social challenges when speaking English, hindering their fluency. The study highlights the importance of addressing these issues for administrators, institutions, educators, and teachers to improve English speaking efficiency among learners in Pakistan. Ratnasari (2020) investigated challenges faced by students in learning English speaking skills and the strategies they used to overcome these challenges. Data collection methods included interviews and assessments of students' speaking performances. The study identified key challenges such as limited vocabulary, nervousness, lack of a supportive environment, and inadequate grammar knowledge. Strategies employed by the participants included code-switching, adopting a unique perspective towards the audience, using online translation tools, building a relationship with the English teacher, and self-encouragement. Islam et al. (2022) focused on the challenges faced by undergraduate students in Bangladesh majoring in English programs when it comes to speaking English. Despite the daily practice of speaking English in academic settings, first-year undergraduate students encounter difficulties. Results revealed that both public and private university students in English majors struggle with English communication, with public university students showing slightly higher competency and fewer challenges compared to private university students. Participants highlighted the importance of curriculum, teaching methods, and institutional support in addressing students' weaknesses in English speaking skills.

Riadil (2020) explored Indonesian students' perceptions regarding implementation issues and their solutions in learning to speak English as a foreign language. The researcher employed a questionnaire based on Penny Tang's (1997) work on speaking problems in foreign language learning. The findings indicate that students encounter difficulties in speaking English, with the most significant challenge being the use of their mother tongue. A high percentage of students (77%) resort to their native language in English classes, and 83% believe that their mother tongue is easier to use than English.

Mridha and Muniruzzaman (2020) investigated the prevailing barriers for developing English speaking skill faced by the undergraduate students in Bangladesh. The attempt was to locate the importance of speaking proficiency in English as one of the basic skills of a language in this "English" era. In this global age, the use of English has been inevitable and more often we cannot but use English in different phases of our life. But Bangladeshi EFL learners often fail to attain proper speaking proficiency for some reasons. The reasons behind the incompetence in speaking skill are many and some of them are the influence of mother tongue, lack of vocabulary, lack of practice, unfavorable environment, teachers' non-cooperation, shyness, fear, language 'fossilization' etc. Moreover, students do not get the opportunity to develop English speaking skill in a 'natural' environment. The nature of the study is quantitative and the data collection tool is a questionnaire. This paper pinpoints all those problems and presents plausible recommendations in order for developing English speaking skill.

3. Methods

Research design

This study seeks to explore the obstacles that Sudanese EFL learners may encounter in mastering English as a mode of communication and underscore the significance of oral communication skills in English among university-level Sudanese learners. To accomplish its aims, the research employed a descriptive-analytical approach, utilizing a questionnaire to tackle the research questions and objectives. The study was conducted at University Holly Quran.

Instruments

A questionnaire was employed in the study to gather data. The questionnaire's details. The study delves into three key aspects concerning Sudanese EFL learners at the university level. Firstly, it examines students' opinions regarding the impact of language vocabularies on enhancing speaking skills, encompassing items 1 to 4. Secondly, it explores students' viewpoints on the significance of mastering grammar rules, addressing items 5, 6, 7, and 8. Lastly, the research focuses on boosting the motivation of EFL students through engaging in communicative activities, specifically looking at items 9, 10, 11, and 12. The primary objective of this study is to gain valuable insights into these specific areas to gain a deeper understanding of the obstacles and effective strategies for enhancing English language proficiency among Sudanese students at the postsecondary level. The students' questionnaire is briefly summarized in Table 1 below:

Table 1. Variables of students' questionnaire

Variable measure	Measure by
1- Views of students on how much more satisfied language vocabularies assist in speaking skills.	Items 1 to 4
2- Students' perspectives on the value of acquiring grammar rules	Items: 5,6,7and 8
3- Increase the motivation of EFL students by engaging in communicative activities.	9, 10, 11and12

Participants

The sample of this study is 100 EFL students from the Non-major English language, faculty of education at University Holly Quran made up the study's sample. All the participants had studied the language for more than six years in both school and university. The data provided shows the distribution of gender among a sample of 100 individuals. The sample selection was done using a lot from the whole sampling. Furthermore, the sampling was selected in a way to represent the whole population. Out of the total, 30 individuals were male, representing 30% of the sample, while 70 individuals were females, accounting for 70% of the sample. This indicates a higher representation of females compared to males in the group. The participants were recruited from two levels, i.e., semesters three and six. Table 2 also shows that 70% of the students studied in semester three and 30% studied in semester six.

Table 2. Distribution of the sample according to gender and their studying grades

Variables		Frequency	Percentage
Gender	Male	30	30%
	Female	70	70%
	Total	100	100%
Level	Semester Three	70	70 %
	Semester Six	30	30 %
	Total	100	100 %

Validity and reliability

According to the researcher, the questions and replies were formulated with suitable intentionality, flexibility, clarity of the aims, and openness to different approaches to reaching the responses. The panel of three assistant professors with expertise in the English language verified the questionnaire. They used the following standards to inform their comments:

- (i) The assertions, items, and directions' clarity.
- (ii) The objects' ease of use and their relevance to the topic.
- (iii) The wording employed.

Options are supplied specifically for the sample, the ability to listen intently to the policy makers' recommendations, ask insightful questions, and engage in open communication with some of them when the researcher is ready. Reliability of the questionnaire was checked using pilot study. The questionnaire was pre-demonstrated with a sample of 10 students who were excluded in the final demonstration. The researcher asked them about the clarity of the items to them. The aim was to check the understandability of the students to the questionnaire items and whether there were any problems that need fixation before the final administration. The students' questionnaire was distributed to them in their classes.

Ethical considerations were taken care of in this study. The researcher got permission from the college deanship to apply the study. Also, the permission was taken from the Head of the Department. With reference to students, they were told the aim of the study. Their consent to participate was assured and they were clarified that their responses will be used for this study. They were told not to write their name. As soon as the questionnaire versions were administered, then they were given enough time to respond and fill out the questionnaire.

Data analysis

As this study is purely descriptive, yet descriptive analysis is used to process the data. Frequency and percentages were used to show the students' degree of agreement to the research items.

4. Results and Discussion

The student's questionnaire covers the various aspect that assists in developing Speaking Skills in Sudanese EFL Learners at the Tertiary Level, it includes 12 items divided into three parts.

RO 1: Views of students on how much more satisfied language vocabularies assist in speaking skills.

Table 3. Students' view on the amount of necessary English vocabulary

Statements	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Students were acquiring enough amount of necessary English vocabulary	70	12	8	4	6
Lecturers intend to use the Arabic language to explain the meaning of new vocabulary	75	7	13	2	3
Teachers ignore pronouncing and repeating the new vocabulary for EFL classroom learners	86	4	3	5	2
Situational language must be the main topic and issues of instruction in English language classrooms.	86	9	3	1	1
Total	79.25	8	6.75	3	3

According to the Table 3, 82% of the students who were surveyed agreed that the students were acquiring enough amount of necessary English vocabulary. This demonstrates how beneficial it is for EFL learners to employ a communicative approach. Conversely, 10% of the

students polled expressed disagreement with this assertion. Table 3 indicates that 82% of respondents believe that Lecturers intend to use the Arabic language to explain the meaning of new vocabulary. This ensures that to use of language effectively inside the classroom, increases the amount of English vocabulary for the students. In contrast, 5(5%) disagreed and 13(13%) were unsure. Table 3 shows that 90% of respondents said that teachers should pronounce and repeat the new vocabulary for EFL classroom learners, according to the statistics displayed in Table 5 (90). Teachers should take precedence over the language competency of EFL students, even if 3% of the students polled were undecided and 7% disagreed. Most respondents (100)—95.9%—agreed with the statement that the emphasis of the English classroom should be on situational language. This means that teachers should provide appropriate learning materials that reflect the various forms of the language that suit the learners and satisfy their desire to acquire the language by using the language appropriately in various situations.

RO2: Students' perspectives on the value of acquiring grammar rules.

Table 4. Students' perspectives on the value of acquiring grammar rules

Statements	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Students need to be able aware of grammatical rules.	78	16	4	1	1
It is important to motivate students to the rules that they acquire in their interaction inside or outside the classroom	82	13	4	1	0
Acquiring grammatical rules enhances confidence for EFL students	80	14	3	2	1
For EFL learners, studying grammatical rules through authentic English texts is beneficial.	93	4	2	0.	1
Total	83.25	11.75	3.25	1	0.75

Table 4 shows that: (94. %) of the students need to be able aware of grammatical rules, for contact with teachers or other students during the session inside the classroom was necessary. Most students—more than four in five—agreed that it is important to motivate students to the rules that they acquire in their interaction inside or outside the classroom, through conversations or other activities. Like this, 94 (94%) of the students who were surveyed agree that acquiring grammatical rules enhances confidence for EFL students. This is demonstrated by watching original films featuring native speakers, which demonstrate how the language is used in a variety of settings and real-world situations. Reading English literature at various educational levels, such as short stories, novels, plays by English writers, and plays by playwrights, is preferred by 97(97. %) of the students as it helps them get more familiar with the English language and culture.

RO 3: Increase the motivation of EFL students by engaging in communicative activities

Table 5. Increase the motivation of EFL students by engaging in communicative activities.

Statements	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
The tasks assigned in English classes should help EFL learners become more proficient in using the language	83	9	6	1	1
The majority of EFL students in Sudan lack speech act methods	80	11	4	5	0
For EFL learners, conversational activities are highly beneficial	84	5	8	2	1
The students need to learn how to interact with others from their lectures.	92	6	1	1	0
Total	84.75	7.75	4.75	2.25	0.5

The survey results in Table 5 show that 92 (92%) of the sample respondents agreed that the tasks used in the classroom should help EFL students become more proficient in using the language. This highlights the significance of activities like dialogues in pairs and groups, as well as conversations, in addition to discussions between students and teachers, as these allow the students to use the language during the school day. Table 5 indicates that the majority of Sudanese EFL learners are unaware of the speech act strategies, which include how to request, how to order, how to condole, how to apologize, how to refuse, and even how to thank, how to invite, and how to promise politely. More than four-fifths of the students questioned—91(91%)—agreed with the statement, while 4 (2%) were unsure. Three students (3. %) disagreed with the statement that communicative activities are helpful for EFL learners, despite 89 (89. %) of the students agreeing that they are. This suggests that learners' practical application of the language will help them become fluent speakers, and teachers should encourage their students to engage in these activities. According to the data in Table 5, 98 (98%) of the students who were questioned agreed that teachers need to teach their students how to communicate with people in the target language. This can be accomplished through a variety of activities. However, 1 (1%), 2 (2%), and 1 (1%), were unsure, demonstrating the importance of communication in the classroom.

The study found that students showed the necessity of acquiring English vocabulary, the value of acquiring grammar rules and integrating in communicative activities to acquire the speaking skills. These findings align with Bardovi-Harlig (2020) who advocates for explicit pragmatic instruction in EFL classrooms to enhance pragmatic competency. Killen and O'Toole (2023) added that tactical proficiency in speaking involves strategic competence in manipulating language to achieve communicative goals effectively. Tello Rueda (2006) affirmed that the absence of formal pragmatics instruction can lead to significant differences in pragmatic competency among language learners, even among those with strong grammatical skills. Regarding the students' opinions regarding the relative importance of language functions over language forms and the need for teachers to clarify students' views on language forms, when necessary, the survey results revealed that Most of the sample agreed with this statement, much more satisfied English language vocabularies assist in

speaking skills, so this indicates the need to Students for acquiring enough amount of necessary English vocabulary, also Lecturers must not intend to use the Arabic language to explain the meaning of new vocabulary besides to Teachers must pronouncing and repeating the new vocabulary for EFL classroom learner, that enable the learners to repeat the words as well as the necessity for using situational language topic and issues of instruction in English language classrooms.

Additionally, Students' perspectives on the value of acquiring grammar rules while they are using the language to improve their imperfect language learning. This showed Students need to be able aware of grammatical rules. Moreover, it is important to motivate students to acquire the rules in their interactions inside or outside the classroom. Furthermore, acquiring grammatical rules enhances confidence for EFL students. Also, EFL learners must study grammatical rules through authentic English texts is beneficial.

English language classroom lectures must work for the side that Increases the motivation of EFL students by engaging in communicative activities. In addition to, most of the students agreed that the focus of the classroom must be on the situational language in which the learners need the creativity of the instructors to design appropriate lesson plans that depict various language-use scenarios, and this will be accomplished by using a communicative method because Promoting integrated skills techniques like whole language, cooperative learning, task-based learning, content-based learning, or multiple intelligences is one strategy to help us "get real" about interaction. These linguistic awareness-building exercises, however, are an adjunct to the actual task of classroom engagement. Promoting integrated skills techniques like whole language, cooperative learning, task-based learning, content-based learning, or multiple intelligences is one strategy to help us "get real" about interaction.

The study is limited to measuring the Sudanese EFL students on vocabulary, grammar and engaging in communication activities. The study focused on the perception of Non-majoring English students. Therefore, the results are needed for further studies to support. Studies on the real practice of speaking skills need to be measured using interview or observation rather than survey. Furthermore, it is suggested to use speaking test for exploring the reality of students' ability in speaking. Further studies are recommended to adopt an experimental design to check the impact of communicative classroom activities in boosting students' speaking ability. As the technology inspires us, it is recommended to check the role of technology, especially connectivism theory in developing students' learning in this digital age.

Regarding the students' general opinions toward the use of context and real language, we see that ninety-three of the students concurred that students need to be motivated to use the language and communicate with their professors and peers in the classroom. Furthermore, most of the students who answered the questions agreed that they should be encouraged to use the language outside of the classroom. Additionally, the students thought that viewing movies and videos is a helpful procedure for EFL learners, while

Therefore, all these findings point to the fact that increasing the fluency of EFL students through communicative activities will be accomplished in a variety of ways, with teachers playing a crucial role in doing so. Additionally, communicative techniques can help students develop the interactive, productive, and receptive skills that are essential for successful communication. The goal of reading and listening activities is to improve students' information and increase their confidence for Speaking skills and motivations for acquiring grammatical rules help students to improve their information-producing abilities as well as communicative strategies that work to increase their communicative competence.

Acknowledgments

The author expresses his gratitude to the participants who have been an integral part of this research work.

Authors' contributions

The article is single-authored and has been solely and mainly prepared by the author himself.

Funding

No funding received.

Competing interests

The author declares that he has no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Sciedu Press.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

Open access

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

References

- Abduvali, M. (2020). Factors of speech formation and its main features. *Mental Enlightenment Scientific-Methodological Journal*, 1(1), 17-27.
- Afshar, H. S., & Asakereh, A. (2016). Speaking skills problems encountered by Iranian EFL freshmen and seniors from their own and their English instructors' perspectives. *Electronic journal of Foreign language teaching*, 13(1), 112-130.
- Albantani, A. M., & Madkur, A. (2018). Think globally, act locally: the strategy of incorporating local wisdom in foreign language teaching in Indonesia. *International Journal of Applied Linguistics and English Literature*, 7(2), 1-8. <https://doi.org/10.7575/aiac.ijalel.v.7n.2p.1>
- Ali, M. M., Khizar, N. U., Yaqub, H., Afzaal, J., & Shahid, A. (2020). Investigating speaking skills problems of Pakistani learners in ESL context. *International Journal of Applied Linguistics and English Literature*, 9(4), 62-70. <https://doi.org/10.7575/aiac.ijalel.v.9n.4p.62>
- Al-Jamal, D. A., & Al-Jamal, G. A. (2014). An Investigation of the difficulties faced by EFL undergraduates in speaking skills. *English Language Teaching*, 7(1), 19-27. <https://doi.org/10.5539/elt.v7n1p19>
- Allami, H., & Naeimi, A. (2011). A cross-linguistic study of refusals: An analysis of pragmatic competence development in Iranian EFL learners. *Journal of Pragmatics*, 43(1), 385-406. <https://doi.org/10.1016/j.pragma.2010.07.010>
- Alsalihi, H. D. (2020). Main difficulties faced by EFL students in language learning. *Journal of the College of Education for Women*, 31(2), 19-34. <https://doi.org/10.36231/coedw.v31i2.1359>
- Al-Tamimi, N. O., Abudllah, N., & Bin-Hady, W. R. A. (2020). Teaching speaking skill to EFL college students through task-based approach: problems and improvement. *British Journal of English Linguistics*, 8(2), 113-130. <https://doi.org/10.36655/jetal.v2i2.266>
- Aziz, A. A., & Kashinathan, S. (2021). ESL learners' challenges in speaking English in Malaysian classroom. *Development*, 10(2), 983-991. <https://doi.org/10.6007/IJARPEd/v10-i2/10355>
- Bardovi-Harlig, K. (2020). Pedagogical linguistics: A view from L2 pragmatics. *Pedagogical Linguistics*, 1(1), 44-65. <https://doi.org/10.1075/pl.19013.bar>
- Cohen, A. D. (1996). Speech acts. In S. L. McKay & N. H. Hornberger (Eds.), *Sociolinguistics and language teaching* (pp. 383-420). New York: Cambridge University Press. <https://doi.org/10.1017/CBO9780511551185.018>
- Dabbagh, N., & Kitsantas, A. (2012). Personal learning environments, social media, and self-regulated learning: A natural formula for connecting formal and informal learning. *The Internet and Higher Education*, 15(1), 3-8. <https://doi.org/10.1016/j.iheduc.2011.06.002>
- Fraser, B. (1983). The domain of pragmatics. In J. C. Richards & R. W. Schmidt (Eds.), *Language and communication: Issues in Acquisitional Pragmatics* 28 (pp. 29-59). New York: Longman.
- Grice, H. P. (1975). Logic and conversation. In P. Cole & J. L. Morgan (Eds.), *Syntax and semantics: Speech acts* (pp. 41-58). New York: Academic Press. https://doi.org/10.1163/9789004368811_003
- Islam, W., Ahmad, S., & Islam, M. D. (2022). Investigating the problems faced by the university EFL learners in speaking English language. *International Journal of TESOL & Education*, 2(2), 47-65. <https://doi.org/10.54855/ijte.22223>
- Kasper, G. (1997). *Can pragmatic competence be taught?* University of Hawaii.
- Killen, R., & O'Toole, M. (2023). *Effective teaching strategies* 8e. Cengage AU.
- Leech, G. N. (1983). *Principles of pragmatics*. London: Longman
- LoCastro, V. (2003). *An introduction to pragmatics: Social action for language teachers*. Ann Arbor, MI: University of Michigan Press.
- Mridha, M. M., & Muniruzzaman, S. M. (2020). Developing speaking skill: Barriers faced by the Bangladeshi EFL learners. *Englisia: Journal of Language, Education, and Humanities*, 7(2), 116-131. <https://doi.org/10.22373/ej.v7i2.6257>
- Munir, M. (2022). Improving students' speaking ability using show and tell technique. *Journal of Excellence in English Language Education*, 1(3).
- Rao, P. S. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal (ACIELJ)*, 2(2), 6-18.

- Ratnasari, A. G. (2020). EFL Students' challenges in learning speaking skills: A case study in mechanical engineering. *Journal of Foreign Language Teaching and Learning*, 5(1), 12-20. <https://doi.org/10.18196/ftl.5145>
- Riadil, I. G. (2020). A Study of students' perception: identifying EFL learners' problems in speaking skill. *IJELR: International Journal of Education, Language, and Religion*, 2(1), 31-38. <https://doi.org/10.35308/ijelr.v2i1.2256>
- Rintell, E. M. (1979). Getting your speech act together: The pragmatic ability of second language learners. *Working Papers on Bilingualism*, 17, 98-106.
- Rintell, E. M. (1984). But how did you feel about that? The learner's perception of emotion in speech. *Applied Linguistics*, 5, 255-264. <https://doi.org/10.1093/applin/5.3.255>
- Soureshjani, K. H., & Riahipour, P. (2012). Demotivating factors on English speaking skill: A study of EFL language learners and teachers' attitudes. *World Applied Sciences Journal*, 17(3), 327-339.
- Tello Rueda, Y. (2006). Developing pragmatic competence in a foreign language. *Colombian Applied Linguistics Journal*, 8, 169-182. <https://doi.org/10.14483/22487085.177>