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8. Conclusion

Based on research findings it was seemingly that Iraqi EFL students' this high rate don't have any scope for develop themselves in real life communication in English language especially Undergraduates and teachers of English of university due to which they are still struggling to understand in spoken English. Therefore, the majority of the problems faced by EFL Iraqi undergraduate students' speaking skill especially in first stage of university and persist until fourth stage of study. Of noted problems faced students are linguistic incompetence experience while at school during first year at university. Therefore is main reason that contributes to speaking problems in communication between student and teachers Keong (2015). In addition, another factor is that Iraq University by the traditional way of speaking English is not powerful enough to enhance the students' English speaking abilities for students Abrar et al., (2018)]. Apart from this, the students' motivation and confidence is one major factor to boost and extend the students' abilities within the classroom or converse with each other. Despite enormous e-platform and learning modes or strategies may be modified to maximize and motivate the students to speak and communicate effectively Ahmed (2019).

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among the faculty students. More than 30% of the fourth stage students in the e-interview struggled with vocabulary, grammar and pronunciation, while 70 % of the first stage students struggled with vocabulary and grammar with struggle in pronunciation vocabulary and grammar. Both the years in the university still had a deficiency in linguistic ability and difficulty with English speaking, hence, they are not used to practicing English daily as a routine and no speaking in the course curriculum. Therefore, the findings do not match those of Carcia et al., (2014) the researchers identified that the most striking point and first reason for speaking problems are linguistic factors. Apart from this, the study also found that poor-communication among student's themselves and teachers in the English e-classrooms increases the difficulties and challenges to develop effective English speaking capabilities. This view aligns with a number of researchers like Sawir et al., they confirmed and uncovered low-communication between students and teachers during English class lower students' motivation to learn and prevented students to improve speaking skills and interactive in the classroom. Vornanen (2020) however uncovered classroom training practices towards EFL are not enough to affect students' willingness to improve speaking skills effectively. Finally, the study concludes that students who fail to communicate with each other

and with teachers end up with poor-communication skills.

The result and clearly found that, Iraqi undergraduate students achieved high English speaking skill through their everyday exercise not just studying in class or e-class and Iraqi universities as a study environment don't compel students to communicate with each other or with lecturers either in person or e-communicate in order to acquire skill and conversing with lecturers even though there is an e-program to learn English language via social media and cellular to a high degree. Besides that, large number of graduate students who lack the self-competence to speak English rightfully or fluently and teachers acknowledge this problem which confronted them in life during interviews in an institution or in their higher studies like Iraqi postgraduate students in different countries abroad their country universities that faced speaking very difficult in English especially with their teachers out of fear. The lack of confidence and apprehensive because of low self-esteem in speaking English.

Hence, one of the most effective ways to improve speaking of EFL undergraduate students is to talk with friends in English and chat with native speakers all over the world by using multi - e-platform available in social media by internet or shared by intensive e-course to listen and speak English and listen to films in social media like (Facebook or Facebook, twitter,

Fourth	High concern and anxiety	Speaking with other	40%
	Linguistic obstacles	Weakness in vocabulary Grammar difficulties	30%
	Lack of experience to foreign language	Not speaking daily and practices activities coursepro-gram systematically	45%

7.1 Brief of Results

Table 6 showed that students of the first stage faced speaking issues and difficulties such as: not being confident (trust) since students were shy while speaking and fearful when speaking with teachers, as well as not being exposed to mother tongue by teachers and practice of speaking English. Students felt low proficiency level in vocabulary; pronunciation and grammar which are felt as major challenging areas to be dealt with. In these aspects, 70% of the students acknowledged that the ability was restricted by poor vocabulary and pronunciation.etc.; while 55% of the students illustrated the primary cause of their language problems. But the fourth level students faced those speaking problems and difficulties: avoiding speaking to the teacher, bad exposure to the meaning of language, as well as failing to practice English daily speaking, these reasons caused poor speaking and exercises in the English language. Apart from grammar and vocabulary problems, 30 % shortage of vocabulary and language problems as hindrances and barriers to fluent and unrestricted speaking in the English language. Based on the data analysis, speaking problems and barriers are

encountered at both levels; first academic year and fourth academic year, but more at the first level. It is found through the study that there are many reasons for the speaking obstacles among Iraqi university students; (a) the students were afraid of making mistakes in English classes, which restricted the students' motivation and the ability to develop speaking, (b) the students' inability to attend speaking intensive courses to catch up with the gap between study and speaking activities, (c) speaking and listening activities were not sufficient to enhance speaking ability, (d) vocabulary and grammar in English courses was not sufficient to express students' thoughts and convey in subjects, and (e) in the English course, the instructors' use decreased the effectiveness of speaking ability. The results are presented above in line with a number of researchers Ahmed (2015) highlighted that confidence, speaking anxiety, low level of linguistic proficiency, poor communication and speaking activities are considered main causes responsible for students' speaking difficulty. Moreover, the result of the e-interview revealed despite the difference in linguistic between the fourth stage and first stage

Difficulty level in the current study, Table. 6 depicts fourth stage and first stage students' mean square. First year students' mean was 1.7 while fourth year students' mean was

2.47 which merely indicates that all the students faced speaking difficulty and barriers but fewer than first year students.

Table 5. Study stages in Faculty

Faculty stages	Mean Square	F	Sig
First stage	1.7		
Fourth stage	2.47	13.489	001

On reformatting all the eight e-interviews, all the speaking obstacles and challenges major reasons explained. All the duplicate responses of students were eliminated

then all the hindrances and reason-based grounds were classified or justify and classified as in Table 6.

Table 6. (e-Interview results (speaking challenges and Obstacles and reasons))

Year of study (Stage)	Challenges and Obstacles	Main Reasons	Percentages
First	confidence (trust)	Feeling embarrassed	45%
	concern	scare of speaking with other	45%
	Linguistic problems	problems in using grammar through speaking Weakness of vocabulary Writing is not correct	70% 55%
	Lack of experience to foreign language	Instructor usually use mother language in class not practicing speaking English	

	<p>Our teachers do not frequently use the target language in the courses, so students prefer using our native language.</p>					
	<p>Many of our teachers are non-native speakers, so this case does not force us to speak in the target language.</p>					
	<p>It is easier to express our ideas and thoughts in native language.</p>					
	<p>In high school years, not participate in any speaking and listening more activities, that affects to use the target language.</p>					
	<p>used e-program Course by ELT departments help us to use target language orally.</p>					
	<p>Some courses and contents made attitudes of our teachers. to not use the target language.</p>					
	<p>Our vocabulary in English language not sufficient enough to share our ideas and to argue any conversation.</p>					

Table 4. Analysis E- Questionnaires

.No Question	Questions	SA	A	N	D	SD	Mean
	My English conversation skill tends to be .low or weak						
	Speaking e-courses tend to be .lost						
	E-classes are so large that .speaking cannot be showed						
	E-Classes do not regularly depend on .speaking						
	Students are NOT-motivated towards .speaking						
	Limited exposure to English spoken in .class						
	Using Arabic in class is too .much						
	Efforts repeatedly used by EFL teachers to practice lessons are .minimal						
	There is always a time constraint in .English lessons						
	I am never trust of myself when I am .speaking in English						
	I am scare of making mistakes in English .classes						

tion no. 15 (Course or e-course program used through departments don't give us an opportunity to use target language) with the mean being 3.11, and question no. 16 (Some e-courses because of their content and attitudes of instructors target language verbally) with the mean being 3.11. There-

fore, question 17 (Some courses and material caused our teachers' attitudes. not to use the target language) conclude with 3.25. Next, question 18 (Our vocabulary in English language not enough to present our ideas and to debate any discussion) conclude with 2.37.



Figure 3. The qualitative data e-interviews in Iraqi University of Sumer

Table 3. E-questionnaire and e- interview for Iraqi Students_ University of Sumer

	e-questionnaire		e-interview of students	
First class in university	Fourth class in university	Fourth class in university	Fourth class in university	
		Four participant	Four participant	

Table 2. *The Reliability of Questionnaires*

Cronbach's Alpha	Number of Respondents	Number of Items
0.763	36	18

7. Results

The research findings were based on two tools, that is the e-questionnaire and e-interview and five likert scales (Strong Agree, Agree, Neutral, Dis-Agree, Strong Dis-Agree) were conducted in Iraqi University of Sumer, Faculty of based education department English language. Where, table 4 indicates approximately 71% of the students agreed with question number 1 (My English conversation skill tends to be low or weak) and indicates approximately 66% of the students agreed with question number 2 (An absence of speaking courses), and approximately 70% of the students with question number 11 (Afraid of making mistakes in English classes), while 77% with question number 15 (Did not participate in any speaking and listening activities in university and this has a negative impact in using the target language), and 71% with question number 18 (Their vocabulary knowledge is inadequate to express ideas and to argue any topic). So far, the students discredited question number 3 (Classes are too big in size so speech cannot be practiced) with a rate of 70%, item number 4 (Classes don't specifically focus on English speaking) with a rate of 64%, and question number 9 (There is always a time limit in English classes) had 65% and question 12

(Our teachers do not use much the target language during courses, but use our mother tongue) with a frequency of 68%. Though the students were average in relation to question number 1 (I am never quite sure of myself when I am speaking in English) with a mean of 2.72, item number 5 (Students are de-motivated towards speaking) with a mean of 3, question number 6 (Limited exposure to English spoken in class) with a mean of 3, question number 7 (Using Arabic in e-class is excessive) with a mean of 2.57 question number 8 (Efforts repeatedly used by EFL lecturers to teach lessening are minimal) with a mean of 3.47. The item 10 (I am never quite sure of myself when I am speaking in English) with a mean of 2.55, the item 11 (instructors are non-native speakers, so this does not force us to speak in the target language) with a mean of 2.94. while question 12 (Our teachers utilize less of the target language in classes, hence the students choose to employ our native language) with 3.54 and question 13 respectively (Most of our teachers are non-native speakers, hence this statement does not force us to employ the target language) questioned 2.94. Question no. 14 (It is simpler to express our ideas and thoughts in our native language) with the mean being 2.58, ques-

4. Data Sample of Study

Research population were all Iraqi EFL first and fourth year students either AM study or PM study in Department of English, Faculty of basic education, university of Sumer. All the total number all the students (36) were 18 first year and 18 fourth

year students. Sample were randomly selected were selected in (39) so the sample will be representative. Population sample was 36 students and the percentage 72%. Table.1 explains population sample.

Table 1. Sample population

(Sample of Study (36	
Students of first stage	Students of fourth stage
students 18	students 18
percentages 72%	

5.Data Analysis procedure

In present study reliability was tested up to questionnaires' response consistency level. Where demographic was also used and implemented for the purpose of finding out about study sample usage. Along with that, (means and frequencies) was carried out to descriptive analysis and identify the most significant speaking challenges and unveil challenges which are faced by EFL Iraqi undergraduate's students at Sumer university. Besides, an ANOVA reading was taken through ANOVA analysis to determine the difference of the students at the first and four stage of faculty at significant level. Content analysis of e-interviews conducted in an effort to categorize the primary issues

and challenges and their probable causes to divide the quantitative analysis.

6.Reliability for Study

The reliability is the level of responses consistency Labrador (2016) in which respondents are able to finish random or repetitive answering of e-questionnaire. The purpose of the questionnaire can be unreliable. However, Cronbach's Alpha are tests of questionnaire reliability. Also, the coefficient alpha should not be less than 0.7 and should be greater than 0.7 in order to provide the reliability of the questionnaire. Table 2 reveal this study's e-questionnaire coefficient alpha to be 0.763. Thus, the questionnaire data is reliable.

Which items 1 through 10 of the e-questionnaire e for speaking difficulties and Obstacles in the e-classroom or attendance in class according to Olsson (2019); whereas items 11 through 12 improved to speaking obstacles and self-confidence Vornnänen (2020), and items 11 through 19 on concern speaking difficulties and teachers according to Ahmed (2019).

3.2. The participants

The main reasons of using a e- questionnaire to determine the speaking barriers and challenges between students in university of Sumer faculty of base education as a sample for Iraqi universities in order to collect more data from the students within shorter time easier than controlled by interviews or speaking exercises in workshop or other location because the source based on students, and used in which e-classrooms and assist teachers.

3.3. Instruments

For the whole e-questionnaire, see (figure 3) and (Table 4 e- questionnaires).

For qualitative data, online e-interviews were conducted since not be infected with corona virus (COVID-19) as shown in (figure.2) and (figure.3). The actual responses, frequencies, and means were all obtained through computations in SPSS software program in an effort to measure the opinion of the respondents. In this aspect, the answers and means were used as indicators to the opinions of the entire respondents. Eight or more students were consecutively e-interviewed; the samples of the students were selected from four stages in university like from first year and four year. All e-interviews of the students were audio e-recorded and stored on Google drive and then transcribed. The e-interviews were coded 1 to 4 for the first year and 5 to 8 for the fourth year. The responses on the e-interview were linked with the quantitative data (Table. 1) validate the number of interviewees for the questionnaire and the e-interview.



Figure 2. Part of answer e-questionnaires

show that language difficulties and problems are the main issues. The main reasons that created the problems are school teachers, teaching method, communicate, curriculum, practice activities, and regulation of evaluation. These results concur with OMAR (2018) which supported the

textbooks and hard to include with limited oral activities for the above researches since there is no advancement in the EFL learners in the majority of the Arabic university especially in Iraq university and also because there is no fluent speaking of English among adults in school.



Figure1. Conceptual Framework for Communication model of speakers in Iraqi Universities

2.1. Research Objectives

This paper tries to investigate the serious challenges and impediments for Iraqi EFL undergraduate students in Sumer university that were faced by students while speaking English. Moreover this study also attempts to clarify the most serious causes of the speaking challenges and impediments of the students and which category of students, first year or fourth year, is very good at speaking the English language.

2.2. Research Questions (Bold type, Font Times New Roman, Size 12, Capitalize every word)

1.What are the main challenges and obsta-

cles for Iraqi EFL undergraduate students in university of Sumer faced students to speaking in English language?

2.What are the main reasons for these challenges and obstacles in English language for Iraqi students?

3.What is the level of student's ability or proficiently to speaking English language for Iraqi students?

3. Methodology

3.1. Design and context of the study

In this study quantitative and qualitative method used to collect data include university of Sumer's students.

established in specific context Garcia, et al.,(2014). Additionally, Social systematic process offer three factors or dimensions in real interaction which are communicators, meaning and context.

The learners or communicators are listeners and speakers and they must possess past and present stimulus in an effort to facilitate their information regarding worlds and contexts in the English language when building turns and meaning which react to others in the act of communicating which takes place in a number of mutable contexts Labrador, (2016).

Similarly in talking, what you say or the message as the speaker should well be heard and comprehended by the hearer. Both communicator and recipient have roles to play in effective communication Vornanen & Crcia (2020), that interactivity rooted on three broad-scoped dimensions. One, communicator background which involves one's attitude towards learning English as another language, as it involves self-demand usage of the language. Two, make meaning and respond which included the linguistic features. Third, interactive context is found in between communicators.

The study illustrated (proposed conceptual framework for communication model of speakers). The convergence of these three elements of communication will lead to effective communication. On empirical study on the problems of English speaking skill Uгла (2013) studied the problems and

challenges faced for Iraqi EFL learners. The findings of the study reveal that problems and challenges faced are related to speech, listening and lack of practice. This study suggests assigning any task to develop participants' speaking skill by reading more words, listening and writing via various media such as using social media to speak or listening to multi-e-programs in order to develop the English language to resolve the barriers that arose in the path of students and give confidence to themselves.

Ahmed (2019) conducted a situational analysis of the language needs of Iraqi employers in different institutions in Iraq. The results showed there is an immediate need for conversation skills among all the Iraqi employers who needed them so that they would establish trust and self-confidence so that they could engage in formal and informal conversations. Apart from that, Elttayef et al., (2017) presented problems of EFL undergraduate students in speaking English in Jordan as a case study.

Survey questionnaires and semi-structured interviews were crafted. More than 77 students were interviewed out of a total number of 455 students who were surveyed. The research findings probed that there is an evinced lack of success of the English speaking capability of the EFL students. Time limitation and students' communication are the reasons for such weakness. Subhi et al., (2015) listed the problems of the fifth grade students in Oman with their oral skills. Ultimately, the findings

easily, properly, they get frustrated since the process of developing communication capacity in the language makes someone superior to an individual who is learning to read and to write Saadi, et al.,(2012)

There exist more hindrances as a result of neglect in the development of their speaking skill as a long duration or years they are studying English is focused on training to vocabulary development and grammar development to learn more skills.

But some of the challenges and obstacles that EFL students through face in communication in English are: use of the mother language within their country instead of English in student-student interaction in the class or social media.

Besides, unfamiliarity with the target language or other languages' lexicon Sawir, et al., (2015) several issues have effects including anxiety and fear as well as committing mistakes while communicating in English, inefficient listening study skills, minimal training, insufficient available classroom or environment materials at schools, large classes, and smaller time Hussaini, et al., (2015). Traditionally, most Iraqi EFL students are given little opportunity to apply the language specifically with native speakers during their everyday life even though they may upload spreading programs on social networking sites as natives but not academically. Acquisition of second or foreign language English occurs at university or school in Iraq.

Faculties development and advancement in speaking and ability of oral communication in University of Sumer in Iraq highly ignored. Even after many exposure in teacher's explanation and pronunciation during speaking, Iraqi EFL learners continue to have difficulties in comprehending English being spoken Olsson, et al., (2019). Most education researchers elaborated that teachers instruct such learners in school make minimal efforts in assisting in English speaking skill development since there are limited exercises developing the speaking ability in the texts studied by the learners. Once again, what content materials offer consumes a lot of time to complete in the school term. In all those horrible circumstances make Iraqi EFL students learners' English lack easy or simple. Thus, learning environment in university exercise caution in looking speaking proficiency in student clearly. This article utilize university of Sumer students learners as sample in attempt in conducting the test and demonstrate their capacity and competence EFL and communicate with each other.

2. Literature Review

This research compares and contrast between two areas; Communication theory and empirical study of speaking issues and speaking obstacles of Sumer Iraqi university students. Communication is itself systematic social process in meaning construction symbolic and responding between communicators, which has been

lems or obstacles for Iraqi students at universities, but was more distinct especially amongst students the first years.

Keywords: Iraqi EFL, Linguistic Challenges, e- education, Low proficiency.

الخلاصة

بناءً على نتائج البحث، يبدو أن هذا المعدل المرتفع من طلاب اللغة الإنجليزية العراقيين لا يملكون أي مجال لتطوير أنفسهم في التواصل باللغة الإنجليزية في الحياة الواقعية، وخاصةً طلاب البكالوريوس ومدربي اللغة الإنجليزية في الجامعات، مما يجعلهم لا يزالون يواجهون صعوبة في فهم اللغة الإنجليزية المنطوقة. لذلك، فإن غالبية مشاكل مهارة التحدث التي يواجهها طلاب اللغة الإنجليزية العراقيون الجامعيون، وخاصةً في المرحلة الجامعية الأولى، تستمر حتى المرحلة الرابعة. من بين المشاكل الملحوظة التي يواجهها الطلاب هي الخبرة اللغوية أثناء الدراسة في السنة الأولى بالجامعة. وهذا هو السبب الرئيسي الذي يساهم في مشاكل التحدث في التواصل بين الطلاب والمدرسين (كيونغ (2015)). بالإضافة إلى ذلك، هناك عامل آخر يتمثل في أن الطريقة التقليدية للتحدث باللغة الإنجليزية في جامعة العراق ليست قوية بما يكفي لتعزيز مهارات الطلاب في التحدث باللغة الإنجليزية (أبرار وآخرون، 2018). وبصرف النظر عن ذلك، فإن تحفيز الطلاب وثقتهم بأنفسهم هو أحد العوامل الرئيسية لتعزيز وتوسيع قدرات الطلاب داخل الفصل الدراسي أو في التواصل مع بعضهم البعض. وعلى الرغم من ضخامة المنصات الإلكترونية

وأساليب التعلم أو الاستراتيجيات، إلا أنه من الممكن تعديلها لتعظيم وتحفيز الطلاب على التحدث والتواصل بشكل فعال (أحمد، 2019). الكلمات المفتاحية: اللغة الإنجليزية للعراقيين، التحديات اللغوية، التعليم الإلكتروني، ضعف الكفاءة

1. Introduction

Recently the growing significance of English language across the globe y in all the areas like social media, e- education e-trade, e-business, technology, e-economic etc. The e- education by making use of plenty of programs makes proper usage of this language a great need to all. It is extremely crucial for increasingly more pressing with the growing international English where people of other linguistic and cultural backgrounds are encouraged to communicate with each other in other nations of the world without any constraints. Furthermore, the majority of these English speakers are non-native who utilized English as a second or foreign language in the whole world. Hence, out of the four language skills of writing, reading, listening and speaking in intercommunication because it appears to be the most difficult one for English as foreign language (EFL) speakers because it is regarded to be a very demanding skill which is of humongous demand as speakers use it in their interpersonal interaction in universities or social Abrar, et al., (2018). Moreover, EFL students are not able to communicate in English language

Iraqi EFL students' Low proficiency in Speaking: Challenges and Obstacles

الطلاب العراقيون الذين يتعلمون اللغة الإنجليزية كلغة
أجنبية والذين يعانون من ضعف في التحدث: التحديات والعقبات

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Abstract

Though reinforced the use of English language as a foundation language in education and in many areas especially in universities and social media, Iraqi students still cannot improve or build speaking skills and Iraqi EFL students' low competence and cannot use it at their universities even after four years or even more studying English language especially for undergraduate's students. To that extent, this article was intended to be researching the issues and challenges that students face when communicating in English when engaging with the lecturers or among themselves as un-

dergraduate students. Thus, e-questionnaire among 36 students as a sample via e-form in Google classroom and e-interview among 8 of the 36 University of Sumer students to collect the data which were calculated in SPSS statistic based on key concepts; (1) the challenges and obstacles for Iraqi EFL undergraduate's students faced them when speaking English, (2) the major reasons that caused the challenges and obstacles and (3) the level of difference in self-ability between the students. The result showed that the majority of Iraqi EFL students' inability to speak English and concerns primary cause of their numerous linguistic prob-