

EFL STUDENTS IN SPEAKING SKILL: IDENTIFYING ENGLISH EDUCATION STUDENTS' PERCEPTIONS OF PSYCHOLOGICAL PROBLEMS IN SPEAKING

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ABSTRACT

This research represents on the issues of English-speaking students and seeks to recognize the most common issue of speaking English as a foreign language (EFL) condition encountered by students in the Department of English at Tidar University. The method of analysis utilized in this study is the qualitative method. The author uses the questionnaire as a data collection instrument. From the questionnaire, the most prevalent issues encountered by English education students at the Department of English at the University of Tidar are linguistic issues. The researcher provided two research question (RQ), those are; (RQ1) What are the students perceptions of Psychological Problems in speaking? (RQ2) What are the students' opinion towards psychological problems in speaking ability? The results of this study is most of the students are having lack of speaking ability whether in psychological, linguistics, and instructors related problems. In conclusion, the linguistic issues the students are considerably reduce grammar, lack of vocabulary, and poor pronunciation. The next one is psychological issues, including loss of self-confidence, insecurity, and nervousness. In the end, the instructor-related issues did not have any impact on the students' speech difficulties. In addition, linguistic issues are the most prevalent issue confronted by English students of the Department of English Education at Tidar University.

Keywords: *EFL, linguistics problems, psychological problems, speaking difficulties*

Introduction

Language is an inevitable part of human being. Through studying language, people may talk with each other, get knowledge from each other, and connect with one another (Riadil, 2020). Language has a significant role to play in human existence in creating a relationship in their environment. One analyst asserts that language is widely used throughout communication among people who do not share a similar first (or even

second) language (Harmer, 2007). It indicates that language is imperative to learn in human life.

Communication is a vital role of a human being's life. Communication may arise through the use of language, as it is a medium for interacting with someone else to communicate thoughts, views and emotions through the use of language (Riadil, 2020). People should learn a language in order to gain their skill in communicate with one another easily, particularly English, as an international language in the age of globalization. People can communicate conveniently with distinct

people from across the world using English, so they should have an outstanding ability to interact (Riadil, 2020). For all students in Indonesia study English as a foreign language as their first language is the local language and the second language is Bahasa Indonesia (Riadil, 2019).

Unfortunately, in the real condition, it is also challenging for Indonesian learners to perform their English skills regularly, even after they have experienced learning English for ten years in structured junior high school, high school, and university because they may get a good score of English on their progress report. However, they cannot yet talk English proficiently (Musthafa, 2001). It is the case that many English as a Foreign Language (EFL) educators lament about their speaking lessons, in which a large number of students do not take integral roles in speaking activities (Abadi, 2015).

Numerous considerations may adversely influence learner involvement in noise exposure throughout their teaching experience. First, the massive number of children, approximately 30 or more students, is becoming contentious. This segment offers fewer chances for them to exercise communicating (Richards & Schmidt, 2010). It asserts that the size of the class influences the performance of the guidance wherein this should not outweigh 15 for most language classes.

Second, the Learners are learning to avoid their flaws and loss of courage to keep them from being tricked. As a consequence, they all are not able to learn English. The earlier they learn, the fewer they improve their speech skills, and the more they are hesitant to do so. Last but not least, most instructors are expected to teach grammar to useful skills such as speech and writing. This interpretation is sponsored by Musthafa (2001) Who states why numerous of teachers in Asia prefer to concentrate on grammar and syntax awareness.

In this era, many students of the English Department at Tidar University still shy about speaking English on campus. Some of them only speak English in a special event. Sometimes, they

speak English to their lecturers. Some students also speak English with their certain friends in the English Department.

Speaking is one of the essential skills required to be developed in order for students to communicate effectively in different contexts. According to Celce-Murcia (2007), the ability to communicate with other people by orally is equal to knowing the given language, since speaking is the primary means of human communication. According to Brown (2007), colloquial language, performance variables, reduced forms, rate of delivery, redundancy clusters, intonation, rhyme and stress are included the characteristics of speaking that contribute to the difficulty of speaking skill.

Students are not only expected to use grammar properly or to provide good speech and vocabulary, but are often requested to learn how to use the language. (Hinkel, 2011) it has been mentioned that interaction difficulties emerge when the learner experiences a term that they do not recognize, a type of term that they may not know how to use or feel that they are reluctant to communicate their expected purpose. Many issues that arise in the student's voice are loss of self-confidence and insecurity.

Major issues with speaking skills in a foreign language is a difficulty for learners, as learning a foreign language including such English needs more than awareness of grammar, but even the usage of English in a specific sense. According to Fitriani, Apriliaswati, & Wardah (2015) language problems are one of the main factors for bad academic results. Such issues can become barriers for students to enrich and develop their skill to communicate. The justifications that learners possess difficulty communicating are negligible in syntax, vocabulary, and pronunciation. These are linguistic issues. These complications make students speak their capabilities to become vulnerable.

Many issues that can pose a deterrent to students being an outstanding English speaker are

psychiatric disorders. Psychological emotional and physical health, relationships, productivity at work, or enhancement in daily existence, including such uneasiness and lack of self-confidence, are scared to speak. Such issues may contribute to complications with speech skills.

Psychological Problems

Psychological disorders are issues that sometimes conflict with mental or physical wellbeing. Such psychiatric disorders can have a detrimental effect on the student's speech output (Bishop & Snowling, 2004).

Because English education students at the Department of English at the Tidar University are English international learners (EFLs), they may encounter unique problems because they cannot talk better English. In this research, the researcher wants to find out what problems the English education students of the English Department at Tidar University face in speaking skills.

EFL Learners

English as a foreign language occurs in countries where English is not used or spoken very much in the ordinary course of daily life. China, Indonesia, Japan, and many countries in the Middle East are countries where English is said to operate as an EFL. In Indonesia, English as a foreign language which learners learn at school as a subject. According to Sulistiyo (2016), there are several factors creating difficulties for teaching EFL in Indonesia. First, EFL teachers must teach students in large classes, often with more than 50 students. Second, not all students who attend English classes are motivated. Third, at both school and university, the English-teaching focus is mainly on reading skills with less emphasis on English grammar and vocabulary (Sawir, 2005). English is a compulsory subject taught during junior and senior secondary schools and at tertiary levels of education in Indonesia. The Indonesian government has already made many efforts in order to improve students' English skill. However, empirical data show an unpleasant fact that there is a pedagogy skill, the instructional technology, the

media and the materials. Many problems can be found in EFL learners. Based on the writer's experience in teaching English, the problems may come from many aspects such as from speaking. One of the most challenging language skills for learners is speaking. Speaking a foreign language is not an easy task to do, especially for EFL learners, sometimes they make some pauses, hesitation, and fillers, especially during spontaneous speaking. Numerous problems that prevent learners from being good English public speakers. Brown (2007) stated that they usually feel shy and do not know how to improve their public speaking skills and ways to overcome their problems.

Speaking

The definition of speaking is one of the most difficult aspects for students to master because they do not have enough exposure to English (environmental factor), infrequent English speaking practice in daily life (they could use mother tongue to communicate, instead of using English), feeling shy and laziness to learn English. Meanwhile, referring to Brown (2007), definition of 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 taker's listening skill, which necessarily compromises the reliability and the validity of an oral production test. Further information below states that there are some basic types of speaking as in the following taxonomy:

- a. Imitative; at one end of a continuum of types of speaking performance is the ability to simply imitate a word or phrase or possibly a sentence.
- b. Intensive; the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship.
- c. Responsive; include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments.
- d. Interactive; the difference between responsive and interactive speaking is in the length and

complexity of the interaction, which sometimes includes multiple exchanges and or multiple participants. It can take two forms of transactional language, which has the purpose of exchanging specific information exchanges which have the purpose of maintaining social relationship.

e. Extensive (monologue); extensive oral production tasks include speeches, oral representation and storytelling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out together.

Afterward, the previous study of this research from one of a research entitled "*Students' Perceptions of Language Anxiety in Speaking Classes*" (Kayaoğlu & Sağlamel, 2013). The researcher provided two research questions (RQ), those are; (RQ1) What are the students' perceptions of Psychological Problems in speaking? (RQ2) What are the students' opinions towards psychological problems in speaking ability? For that reason, this study aims to identify the EFL students' Perceptions of Psychological Problems in Speaking.

Method of Research

Qualitative research is used in this research. Patton & Cochran (2007) explain that a qualitative study is distinguished by its goals of recognizing other facets of social existence, and by its techniques of producing terms instead of statistics, as evidence for examination. Qualitative research is an analysis of the societal issue centered on the researcher's point of view (Riadil, 2020). To improve information on a particular phenomenon, such as an environment, a process, or a belief. The data are collected by giving questionnaires to participants. The data collection procedures of this study were started by giving the questionnaire, asking the participants to fill in the questionnaire, and finally, the researcher compiled the questionnaire that had been answered.

This method is influenced by (Riadil, 2020). After the data have been collected, it will be analyzed and recognized. The questionnaire is a very convenient selection tool, as studies will meet multiple participants and respondents in a limited

time, so it does not have to cost too much (Cam & Tran, 2017).

As for this research method, the authors carried out the following steps:

The arrangement of this study consists of:

1. Research Subject

The research subjects were students in the English education of English Department Students Tidar University, Magelang, Central Java with 30 people.

2. Research Place

The study was conducted at Tidar University Magelang, Central Java.

3. Research Time

This research was conducted in the 2020 year

The population of this study is the English education semester of students of the Department of English Studies at Universitas Tidar. The sample consists of 30 students of the English education students who learn English as Foreign Language. The data collection technique in this research is to spread the online questionnaire toward the samples of the research. There were thirty students to conduct this study. Thirty students gave their responses without being pressed. Therefore, this research was conducted as a students' perspective analysis to understand the problem of speaking skills in English as a Foreign Language (EFL) condition, and the researcher used the questionnaire from a present thesis. The questionnaire consists of 15 question items that have 4 options. The options are defined into SA = Strongly Agree, A = Agree, D = Disagree, and SD = Strongly Disagree.

To begin the study, the researcher defines speaking skills. The researcher also gives information about the difficulties in speaking. This research focused on students' perspectives on their speaking skills, and then the researcher gave explanations about the kind of difficulties in speaking skills. The researcher looked for the questionnaire from a present thesis. After that, the researcher spread the online questionnaire about

the difficulties in speaking skill for 30 students. The students answer the questions according to their feeling, perspective, and knowledge. In the next part of the study, the researcher collected the results of the questionnaire. Then the results were analyzed by using the trusted theories. Finally, the researcher drew a conclusion based on the findings.

Data were collected through triangulation techniques using several instruments, namely questionnaires and interviews with research subjects. The questions in the questionnaire were adopted from a research instrument by (Kayaoğlu & Sağlamel, 2013). There are several questions consisting of closed and open questions. These questions are focused on investigating EFL students' perceptions on Psychological Problems in Speaking.

Findings and Discussion

Findings

This part deliberates the result of this research. It consists of the frequency of the

speaking problem that frequently faced by the students.

Frequency

The result shows the difficulties of English education students face this difficulties, students' from the English Department at Tidar University. It determined based on the result calculated from the questionnaire. According to the questionnaire, the researcher can know the students' difficulties in speaking skills.

Table 1.
The Frequency of English Education Students' Difficulty in Speaking

	Strongly Agree	Agree	Disagree	Strongly Disagree	
Psychological problems	Statement 1. I am afraid of making mistakes when speaking in front of the class.	13.3%	66.7%	20%	0%
	Statement 2. My friends can speak effectively. That thing discourages me.	10%	60%	26.7%	3.3%
	Statement 3. I cannot speak well in the classroom because my self-confidence is low.	10%	53.3%	26.7%	10%
	Statement 4. Shyness prevents me from speaking.	13.3%	66.7%	20%	0%
	Statement 5. My anxiety is too high. That thing prevents me from speaking well.	13.3%	43.3%	43.3%	0%
	Statement 6. I have difficulty finding opportunities to practice my speaking outside the classroom.	6.7%	63.3%	30%	0%
	Statement 7. I do not think I will make use of English speaking skills	3.3%	26.7%	66.7%	3.3%

	in my country.				
Instructor related problems	Statement 8. There is no cooperation spirit among my classmates and the teacher in my speaking classes.	6.7%	43,3%	50%	0%
	Statement 9. My lecturer does not have a good command of my English speaking skills.	3.3%	13.3%	70%	13.3%
	Statement 10. My lecturer makes too much use of our mother tongue in the classroom.	3.3%	30%	56.7%	10%
	Statement 11. There are not enough and efficient facilities in my class that encourage my speaking ability.	10%	43.3%	43,3%	3.3%
	Statement 12. Our classes are overcrowded.	16.7%	30%	53.3%	0%
Linguistics problems	Statement 13. I do not have enough vocabulary knowledge.	13.3%	66.7%	20%	0
	Statement 14. My pronunciation is not proper enough, which causes difficulty in my communication.	13.3%	53.3%	30%	3.3%
	Statement 15. I do not have enough grammar knowledge, which leads to a lack of accuracy in my speaking.	6.7%	63.3%	30%	0%
	Total	9.54%	48.21%	39.1%	3.1%

Based on the analysis of the questionnaire, the table indicates that there are two main prevailing issues with the speaking abilities of English-speaking students at the Department of English at the University of Tidar, linguistic and psychological issues. In the meanwhile, the instructor-related issues did not have any impact on speech impediments. To assess that the concerns are highly important, it is necessary to measure the overall percentage of each question, and then translate it into the average score/mean percentage.

In comparison, from the above results, we can see that the level of "I'm scared to make errors while speaking in front of the class" is 13.3% strongly agreed, 66.7% responded "agree," 20% replied "agree," 0% strongly disagreed. "My mates had the opportunity to talk efficiently. This assertion discourages me," 10% replied firmly,

60% said yes, 26.7% said no, 3.3% said no." I can't talk well in the classroom because my self-confidence is weak, "10% said firmly, 53.3% said no, 26.7% said no, 10% said no, 66.7% answered "agree," 20% answered disagree, 0% answered strongly disagree.

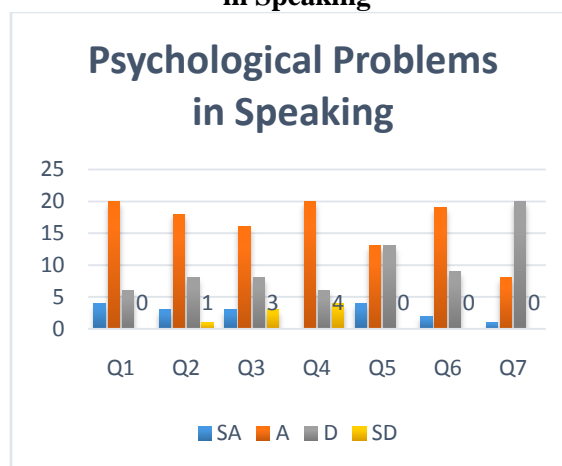
In fact, in the next sentence, I have trouble seeking ways to apply communicating in the school, "said 6.7% firmly agreed, 63.3% responded" agree, "30% replied" agree, "0% agreed." I don't think I'm going to have English speaking skills in my region, "3.3% replied, 26.7% replied, 66.7% answered "disagree," 3.3% answered strongly disagree. "There is no cooperation spirit among my classmates and the teacher in my speaking classes" takes 6.7% answered strongly agree, 43.3% answered agree, 50% answered disagree, 0% answered strongly disagree.

Besides, in another sentence, my lecturer may not have a clear grasp of my English language abilities, "3.3% firmly agrees, 13.3% said" accept, "70% said" accept, "13.3% responded" agree, "13.3% said" strongly disagree." "My lecturer makes so much use of our mother tongue in the classroom, "3.3% replied strongly, 30% approved, 56.7% answered "disagree".70% answered strongly disagree. "There are not adequate and effective resources in my college to promote my capacity to communicate," said 10%, strongly agreed, 43.3% approved, 43.3% responded, "disagree," and 3.3% strongly disagreed. "Our classrooms are overcrowded," said 16.7%, strongly accepted,

30% approved, 53.3% disagreed, 0% strongly disagreed.

Last but not least, in the next sentence, "I don't have adequate awareness of vocabulary," 13.3% strongly approved, 66.7% agreed, 20% responded "disagree," 0% strongly strongly disagreed. "My grammar is not nice enough, which creates problems with my speech," said 13.3%, strongly agreed, replied 53.3% approved, replied 30% disagreed, answered 3.3% strongly disagreed."I don't have enough grammar information that contributes to a loss of consistency in my voice," said 6.7% firmly, 63.3% approved, 30% said "disagree," 0% said firmly.

Figure 1.
The Result of the English Education Students' Psychological Problems in Speaking



Q: Question D: Disagree SA: Strongly agree SD: Strongly Disagree A: Agree

Table 2
The Frequency Result of the English Education Students' Psychological Problems in Speaking

	Strongly Agree	Agree	Disagree	Strongly Disagree
Statement 1. I am afraid of making mistakes when speaking in front of the class.	4%	20%	6%	0%
Statement 2. My friends can speak effectively. This thing discourages me.	3%	18%	8%	1%
Statement 3. I cannot speak well in the classroom because my self-confidence is low.	3%	16%	8%	3%
Statement 4. Shyness prevents me from	4%	20%	6%	0%

speaking.				
Statement 5. My anxiety is too high. This thing prevents me from speaking well.	4%	13%	13%	0%
Statement 6. I have difficulty finding opportunities to practice my speaking outside the classroom.	2%	19%	9%	0%
Statement 7. I do not think I will make use of English speaking skills in my country.	1%	8%	20%	3%
Total	3%	16%	10%	1%

From the diagram and the table above, we can see that the frequency of the students' difficulties caused by Psychological Problems are high enough. In the students' problems in speaking caused by psychological problems, the question that given by the students is about 7 question that related to the problem skill in speaking because of Psychological problems.

From the students answer, it clearly understand that the average/mean of the frequency of the difficulties in speaking skill for the students is relative high. Three students wholeheartedly agree with the issue, and 16 students agree with the issue, 10 students disagree with the request, and only one student completely disagrees with the question.

Figure 2
The Result of English Education Instructor Related Problems in Speaking For the English Education Students

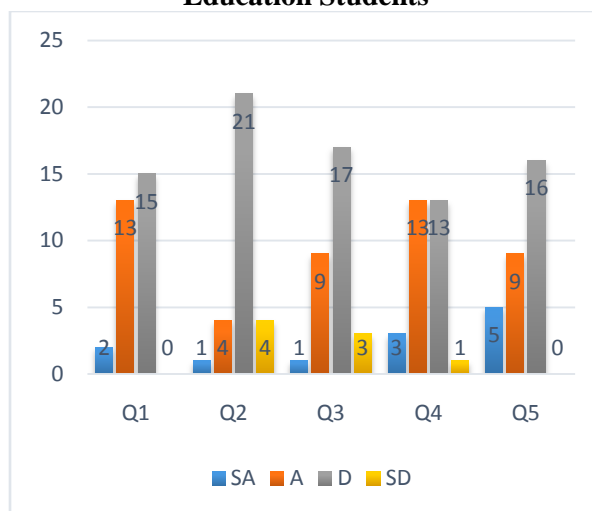


Table 3
The Frequency Result of the English Education Instructor Related Problems in Speaking For the English Education Students At Tidar University

	Strongly Agree	Agree	Disagree	Strongly Disagree
Instructor	2%	13%	15%	0%

related problems	Statement 2. My lecturer does not have a good command of my English speaking skills.	1%	4%	21%	4%
	Statement 3. My lecturer makes too much use of our mother tongue in the classroom.	1%	9%	17%	3%
	Statement 4. There are not enough and efficient facilities in my class that encourage my speaking ability.	3%	13%	13%	1%
	Statement 5. Our classes are overcrowded.	5%	9%	16%	0%
	Total	2%	9%	17%	2%

Based on the diagram and the table, we can see that the frequency of the students' difficulties caused by Instructor Related Problems are low. In the instructor, the related problem is the problems caused by the lecturer or teacher or someone who lead the students. In the students' problems speaking caused by the instructor, the question that given by the students is about 5 question that related to the problem skill in speaking because of instructor. From the students' answer, it clearly understands that the average/mean of the frequency of the difficulties

in speaking skills for the students is low then the problem caused by psychological and linguistic problems. Two students strongly agree with the question, and nine students agree with the question, 17 students disagree with the question, and two students who strongly disagree with the question.

Figure 3
The Result of the English Education Students' Linguistic Problems in Speaking

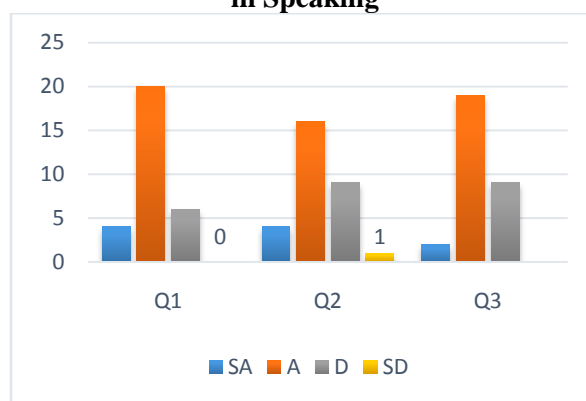


Table 4
The Frequency Result of the English Education Students' Linguistic Problems in Speaking

	Strongly Agree	Agree	Disagree	Strongly Disagree
Statement 1. I do not have enough vocabulary knowledge.	4%	20%	6%	0%

Linguistics problems	Statement 2. My pronunciation is not proper enough, which causes difficulty in my communication.	4%	16%	9%	1%
	Statement 3. I do not have enough grammar knowledge, which leads to a lack of accuracy in my speaking.	2%	19%	9%	0%
Total		3%	18%	8%	1%

Based on the diagram and the table, we can see that the frequency of the students' difficulties in speaking skills caused by linguistic problems is higher than that of the students' difficulties in psychological and instructor related problems. In the students' problems in speaking cause by linguistic factors, the question that given by the students is about 3 question that related to the problem skill in speaking because of linguistic factor. From the students' answer, it clearly understands that the average/mean of the frequency of the difficulties in speaking skill for the students is high. Three students clearly agree with the issue, and 18 students agree with the issue, eight students disagree with the request, with only one student who vehemently disagreed with the question.

Discussion

From the data obtained by using a questionnaire, in linguistics problems, there are grammar, vocabulary, and Pronunciation has now become an issue that influences students speech results. The grammar factor has often been a challenge for students to communicate. Pronunciation issues that students encounter are sometimes mispronounced in English. Psychological disorders include loss of self-confidence, fear, and shyness. The loss of confidence has its problems. There also appears to be the barriers to student expression, such challenges are that they are not sure that they can talk English in front of the students, that they do not consider that they are a strong English speaker, and that they are not comfortable that they can express their views in the classroom. Next, fear is the last question on the researcher's work chart. The issues in the field of fear are they feel reluctant to share their thoughts in front of their

peers, and so, when speaking English, they get slightly anxious, they overlook stuff they learned. Both of these issues will be overcome if students are willing to develop their abilities to talk and mitigate these issues. Students may then develop their language skills in English as a Foreign Language (EFL) situation. In brief, looking at the outcome and the interpretation of this mathematical assessment, it is evident that the most important challenge confronting English school students at the Department of English at the University of Tidar is the psycholinguistic issues. Such issues influence the capacity of students to communicate, whether they are concerned with their language, grammar or pronunciation.

The researcher elaborated the discussions which have correlation with the previous study entitled "*Investigating Problems of Speaking Skill: A Case Study at Al-Baha University*" by (ElNaggar, 2020). And there is another previous study entitled "*Students' Perceptions of Language Anxiety in Speaking Classes*" by (Kayaoğlu & Sağlamel, 2013). There are some things have correlation with this study, firstly, the aim of the study is to investigate the problems of speaking skill on Al-Baha University students, and the researcher used questionnaires to investigate and explore the student's problems. The problem of students being shy when speaking ought to be removed by more exercises and involvement for students to participate confidentially and bravely and this is the role of the teacher. ElNaggar (2020) presented a summary of the difficulties of speaking skill facing the students of the preparatory year at the University of Baha, such as social difficulties and exposure to different dialects during learning. The information has been

collected through questionnaires submitted to the teachers of the stage. The paper has reached new information that should be under consideration by those it may concern. the relevance of the findings of this researcher to research from (ElNaggar, 2020). The relevance is EFL Students confronted real obstacles when they practice English as a language particularly speaking skill. Those problems are represented in the language laboratories and modern appliances. In addition, in this study the problems are not only elaborated and discussed on psychological problems but also in linguistics problems Also, the number of students in a class influences practicing speaking skill badly and negatively. From this study, the table indicates that there are two main prevailing issues with the speech abilities of English-speaking students at the Department of English at the University of Tidar, linguistic and psychological problems. Furthermore, it found that the speaking ability of the students have similar results. From the data collected by the usage of the questionnaire, grammar, vocabulary, and pronunciation have also been an issue that influences the success of students speaking. The grammar factor has often been a challenge for students to communicate. Pronunciation issues that students encounter are sometimes mispronounced in English. Psychological issues, key issues include loss of self-confidence, fear, and shyness. The lack of confidence has its issues, which do tend to be barriers to student expression. The challenges are that they are not sure that they can talk English in front of the students, that they do not consider that they are a successful English speaker and that they are not comfortable expressing their views in the classroom. First, fear is the last question on the researcher 's work chart. The problem with the fear factor is that they feel unable to share their thoughts in front of their peers, and instead, when speaking English, they become anxious and overlook stuff they learn. Both these issues will be overcome if students are willing to develop their ability to talk to reduce

these issues. Students may then develop their language skills in English as a Foreign Language (EFL) situation. In brief, looking at the outcome and the interpretation of this mathematical study, it is evident that the most prevalent issue confronting English school students at the Department of English at the Tidar University is the psycholinguistic issues. Both issues affect the student's speaking abilities, whether they are dealing with their vocabulary, grammar, or pronunciation.

Conclusion

In order to figure out what is the most influential question in speaking abilities, 30 English students of the Department of English Education at Tidar University engaged in this research. The study uses the questionnaire, which comprises of 15 questions surrounding students' speech issues towards their communication abilities. The questionnaire is divided into three major aspects: verbal, psychological, and instructor related problems.

The most influential challenge posed by learners is to see the maximum level within each question from the data that has been aggregated. Based on the study findings on the student's answers to the questionnaire , the researcher hypothesized that the most prevalent concern facing English-language learners at Tidar University is the English Department. Language issues of normal to better, three students clearly agree with the issue, 18 students agree with the query, eight students disagree with the issue, and only one student who strongly disagrees with the query.

Students should realize that awareness may be the first step in habituating speaking Teachers should be mindful that understanding can be the first phase in the habituation of speaking English as the bulk of English speakers will be identified in areas where the language is used as a first or second language. So far as students are concerned, they should be made aware that speaking English is important

since they are English students and required to talk proficiently and specifically against the target language. Most instructors and students agree that oral communication issues can be overcome by further instruction of vocabulary and form, understanding and utilizing words in a specific way. Speech English must be a practice among the students of the English Department; they should improve their desire to be able and talk English fluently. We need to improve their ability to use English as a contact device rather than a subject in which they are struggling.

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