

Speaking Difficulties Encountered by EFL Learners in Secondary School in Morocco

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Abstract : Speaking is one of the most difficult English skills for non-English learners. This study investigated English-speaking difficulties encountered by non-English secondary school students in a private school in Casablanca, Morocco. The subjects were students of 63 (male and female) from 2ed year classes level. It also aims to investigate the degree of main speaking difficulties and the factors effecting non-English students to speak English. This research used a descriptive qualitative and quantitative approach with a questionnaire and an interview to collect the data. In linguistically related difficulties, there were four difficulties, namely vocabulary, grammar, conversation and pronunciation. The results revealed that there were 40.32% of students agreed that they do not have sufficient grammar knowledge, 45.16% of students agreed that they do not have enough vocabulary, 45.90% of students agreed that they have difficulty in conversation, and 39.34% of students agreed that they have poor pronunciation. Also, the results indicated that 63.33 % of students agreed that they have problems with self-confidence. The factors causing the problem of speaking English in this study were lack of general knowledge, lack of speaking practice, fear of mistakes and grammar practice, low participation, shyness, nervousness, fear of criticism, and unfamiliar word pronunciation. Furthermore, recommendations and suggestions were presented to solve the problem and eliminate difficulties for teachers and students.

Keywords : English speaking, difficulties, factors, non-English students

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