

DEVELOPING SPEAKING SKILL THROUGH CLT IN AN EFL CLASSROOM: PROBLEMS, INSTRUCTIONAL MATERIALS, AND IMPLICATIONS

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Abstrak

Penelitian ini berupaya menerapkan Pendekatan Pengajaran Bahasa Komunikatif (CLT) guna mengembangkan keterampilan berbicara diantara pembelajar Bahasa Inggris di tingkat Universitas. Penggunaan Pengajaran Bahasa Komunikatif (CLT), khususnya yang terkait pengembangan kemampuan berbicara mahasiswa sangat cocok digunakan di ruang kelas. Dalam Penelitian ini, data diperoleh melalui angket untuk menemukan masalah-masalah yang dihadapi oleh mahasiswa dalam berbicara Bahasa Inggris. Partisipan yang dilibatkan dalam penelitian ini sebanyak 20 mahasiswa yang mengambil jurusan Pendidikan Bahasa Inggris yang berasal dari satu kelas. Data yang diperoleh selanjutnya di analisis dengan menghitung jumlah respon yang diberikan oleh mahasiswa, kemudian dipresentasikan dalam persen. Tujuan penelitian ini adalah menyelidiki terhadap masalah-masalah yang dihadapi mahasiswa, serta mengembangkan keterampilan berbicara dengan mendesain materi pembelajaran dalam aktifitas di ruang kelas dengan mengadopsi prinsip-prinsip CLT. Bagian terakhir studi ini adalah memberikan implikasi dalam pengajaran berbicara bagi mahasiswa.

Kata Kunci: pengajaran bahasa komunikatif, pengembangan berbicara, materi ajar

Introduction

After the independence from the colonization in 1945, the constitution of Indonesia adjusts that all people must take compulsory education for nine years including six years in elementary and three years in junior high school, in which the government is in charge of it. Education system in Indonesia is divided three parts. They are elementary levels (1-6 age) counting Kindergarten, secondary levels including 3 years in Junior High School and 3 years in Senior High School, and tertiary levels such as college or university. Elementary and secondary

schools are managed by Ministry of National Education, whereas tertiary levels are under the authority of State Ministry of Research and Technology. There are also religious schools which include elementary until tertiary levels. These are managed by Ministry of Religious Affairs. All school levels have English language as a lesson or subject, except elementary levels. In Indonesia, English language has formally been taught in the curriculum since 1967, in which its status is a foreign language. It is taught as one of lessons or subjects in schools and universities. The main purpose of learning English at schools or universities are because of English language has become *lingua franca* or

international language which it is used as a means of communication, and also Indonesia faces the globalization era by expecting that English language learnt can be used to communicate.

Learning English in Indonesia and its status are foreign, or more known as *English as a Foreign Language (EFL)*. It means that English has just an opportunity to use in the context of classroom interactions, whereas in social life English is not used. People of Indonesia engage Bahasa (Indonesian language) as a means of communication among speakers from distinguished districts or provinces. Compared with India as one of *English as a Second Language (ESL)* countries having similarity to Indonesia especially such as related to experience of colonialization, sorts of culture, local languages and both having national language, English in India is used in social interaction. They have mother tongues such as Bengali, Telugu, Gujarati, Marathi, Konkani, etc. Nevertheless, the use of English language is used as a means of communication such as interacting at campus or supermarket, instead educated parents talk to their children using English. Moreover, India has also national language called Hindi. The only one difference with India that is Indonesia has no second language though having the long stories of colonialization.

Actually, there is no difference between EFL and ESL countries, because either EFL or ESL encounter the same era, that is, globalization. In the globalization era, the point is not whether English as a second or foreign language, but, the globalization has insisted all countries in this world to utilize the English language

for the sake of communicating. Willy-nilly, Indonesia must take part globally. On the other hand, the mastery of English by Indonesians to use for communicating is desirable. Ironically, English language has not been exploited yet by Indonesians in the context of social communication. The case of globalization actually has been sufficient to favor Indonesians to engage English language not only for academic purposes, but also for social interactions such as colloquial English. So, how to develop speaking English particularly in the EFL context? With respect to such situations counting in the globalization era, the use of Communicative Language Teaching (CLT) is more appropriate and applicable to develop speaking English particularly for EFL students in Indonesia.

To be able to communicate with people around the world, English speaking skill is considered to be important. Students should have a good command of communication skills in English in order to prepare their future careers and lives. In reality, even though English has been taught for at least six years in school levels in Indonesia which 3 years at Junior High School and 3 years at Senior High School, and some elementary schools as local content lesson, Indonesians EFL students still have some difficulties in learning English regarding speaking. The fact that a lot of school graduates cannot communicate in English has become a national problem in Indonesia. English in Indonesia is considered to be a foreign language. Most of time, EFL students can only develop their speaking ability in an EFL classroom, however, they usually do not use this chance to enhance their speaking ability.

Literary Review

Developing speaking by using Communicative Language Teaching (CLT) as an approach in the EFL context like in Indonesia is appropriate, because its activities bring out benefits for the sake of providing effective guidance in developing proficiency and improving ability in speaking and communication competence. In addition, this approach can overcome some general problems of speaking perceived by EFL students as pointed out in the preceding. It can also favour EFL students to communicate because of acceptable language is the primary goal, and involve expressing opinions or notions as well as establish or maintain social relationships and friendships. It ensues because learners are expected to interact with other people, either through pair or group work. The principle of CLT is fluency in which acceptable language is the primary goal, effective communication without thinking about grammar is sought, and also meaning is paramount, in which language learning is learnt to communicate or for communicative purposes (Richards and Rodgers, 2001).

According to Harmer (1991:46-47), the reasons why people communicate are because of having intentional desire to convey something, and communicative purpose. However, the reluctance of many EFL students to speak in class has become a major factor that can influence their ability in language learning. In an EFL classroom, students are inclined to be silent. A lot of studies have been conducted to search out problems perceived by Indonesian EFL students in speaking. Most

of English learners in Indonesia had unwillingness to speak caused by lack of motivation, and English was considered to be difficult to learn (Mattarima & Hamdan, 2011). Regarding scrutinizing causes of Indonesian EFL students' anxiety in speech production, Anandari (2015) found that some inhibitions were perceived by students while speaking namely fears of not being able to convey the message well, shyness, and discomfort. In line with this, some problems related to pronunciation, fluency, grammar, and vocabulary were also faced by EFL students (Sayuri, 2016). Personality problems were also factors influencing Indonesian EFL students having problems in speaking such as not confident and afraid of practicing English (Irawati, 2016).

Moreover, in the broader context, some similar problems in speaking were also detected. Al-Jamaland Al-Jamal (2014) found low speaking proficiency in the EFL tertiary level. Zakaria (2015) also found that the teaching and learning environment did not support the students to develop their communicative abilities. Al Nakhlah (2016) revealed some difficulties such as fear of mistake, shyness, anxiety and lack of confidence. Some factors were also detected as hindrances of speaking problems. Akkakoson (2016) discovered that three factors hindering Thai EFL university students while speaking. They were lack of self-confidence, having poor English background, and neither intrinsic nor extrinsic motivation to use English. This is in line with the study conducted by Savasci (2013). It showed that several factors influencing why tertiary level students were reluctant to speak such as anxiety, fear of being

despised, teacher strategy, and culture. In line with the tertiary level context, Tercan and Dikilitas (2015) unearthed that students experienced less anxiety in non-threatening situations while speaking. In addition, receptive activity also contributed toward EFL students' problems. Seffar (2015) found that vocabulary deficiency became the main factor contributing to students' inability to speak English. Apparently, external factors also contribute to favor EFL students having hindrances in speaking. Alaraj (2016) found external problems and difficulties of EFL, namely insufficient exposure to and practice of language in real life situations, lack of seriousness and training by teachers, lack of motivation and also inappropriate textbooks. Related to text materials-based problems and curriculum in teaching, Afshar and Asakereh (2016) revealed that the lack of teaching facilities, and the curricula of education system were factors creating speaking problems.

Problems in speaking in the EFL context can cause a lot of disadvantages to EFL students. Therefore, they should be coped with, at least in an EFL classroom. That is why the research first needs to understand speaking problems in which they are constructed through investigating problems perceived by EFL students while speaking. The second part is presenting instructional materials as a part of using Communicative Language Teaching (CLT) principles for the sake of developing speaking skill in a EFL classroom. This research also postulates implications with respect to overcome problems of speaking appeared.

Method

Participants

The study involved Indonesian EFL students at the tertiary level. All of the participants were students majoring English education at the faculty of Teacher Training and Education of Muhammadiyah university of Luwuk. The university is located in central Sulawesi, Indonesia. The total involved in this study was 20 students generated from particular group of an EFL classroom. Of 20, 4 were males and 16 were females. The ages of participants ranged from 19 to 22.

Data Collection and Analysis

To investigate Indonesian EFL students' speaking problems for the sake of collecting data with regard to oral skills, the writer engaged *questionnaire* deemed that the participants were able to share or respond their problems based on their experiences while learning English in the EFL context. The questionnaire used to gather data was adopted from Jack C. Richards' version (2001), and also adapted since a few items must be adjusted to the situations EFL students had. The questionnaire was composed of speaking and listening skill, and speaking skill focusing on hindrances of inside or outside classroom activities (see appendix) including class participation, difficulties in discussion activities, understanding talks and keeping focus on listening activities, difficulties in oral presentation, wording, pronunciation, and also one open-question to specify some problems which not included within the questionnaire perceived by EFL students. Data analysis was conducted by counting number of

responds having difficulty or the EFL students' responds to the questions given, and analyzed per item then presented into percent.

Results

1.1 EFL Problems in Speaking

Speaking and Listening skills

Having analyzed the data derived from the questionnaire given toward the EFL students, the participants had difficulties regarding some activities in speaking and listening skills. The results can be shown in the table 1.

Table 1: *Hindrances of speaking and listening*

Difficulties perceived by EFL students	No. of responds having difficulty	Percentage (%)
Low grades in class participation	17	85
Working in small groups during class	17	85
Working with other students outside classroom	13	65
Leading class discussions	18	90
Participation in large group discussion	20	100
Understanding talks	20	100
Understanding text and meanings	20	100

The table 1 shows that around 85% of the participants could not participate in classroom activities including willingness of the students to achieve good grades in their classroom assessment of particular subjects using English. Even, about 90% of the participants went through difficulty while leading discussions at the classroom. They had also troubles to work into small groups during class. It was about 85%. Moreover, it reached 100% of the participants when the discussions or debates were made into a large group. In addition, in the outside classroom context involving interactions among students, approximately 65% of the students found out hindrances while working with other students on out-of-class such as doing projects or assignments given. Whereas,

from the data analysis of the participants' listening in Lab activities, it was 100% that the students could not understand conversations or talks of native speakers of English. In line with this, all of the students tried very hard to comprehend text to catch meanings of the conversations or talks as well as to maintain or focus on the course of monologues or dialogues being listened to.

Speaking skill

Having analyzed the data generated from the questionnaire given, the results show that the participants perceived some difficulties in speaking activities. The results can be shown in the table 2.

Table2: *Hindrances of speaking activities*

Difficulties perceived by EFL students	No. of responds having difficulty	Percentage (%)
Difficulty in oral presentation	20	100
Trouble wording to say quickly	20	100
Afraid of making mistakes	20	100
How to say	20	100
The best way to say	20	100
Pronunciation of words	20	100
Enter discussion	16	80
Other	20	100

The table 2 shows that around 80% of the participants were in trouble to start discussions. However, at the time to render the explanations related topics discussed orally, they had difficulty. The oral presentation difficulty was 100%. All of the participants found out hindrances in wording what they wanted to say quickly enough, worried about saying something in case making a mistake in their English, not know how to say something in English. Even, they had difficulty with pronunciation of words. Those difficulties were 100% respectively. In addition, the data also specified some problems in speaking activities perceived by the students. They were lack of vocabulary, difficulty to use English structure while speaking, and difficulty to respond someone talking, students' beliefs related to whether having ability to speak well, inability to begin talks using English, nervousness to start delivering speech in front of the class, and also difficulty to speak fluently because of making translation between Bahasa (Indonesian Language) into English. The data analysis showed that 100% of the participants had the other problems in speaking.

Instructional Materials

This part provides the syllabus or instructional materials design of communicative language teaching focusing on speaking skill as the subject taught in an EFL classroom in Indonesia particularly for EFL students majoring English education as their subject. The instructional materials include text-based materials, task-based materials, and realia. Text-based materials contain textbooks designed to direct or support CLT composing such as topic of discussion, language function and also references. This also covers teaching sources or textbooks engaged for teaching speaking at a particular class. Task-based materials contain activities like role plays, simulation and group activities, and task-based communication activities which are prepared to prompt CLT classes. Teacher roles such as needs analyst, counsellor, and group process manager are also constructed within this task. Whereas, Realia is the use of authentic materials while teaching. It includes signs, pictures, magazines, advertisement, symbols, songs, and Youtube videos.

Text-based Materials

The materials design includes topic or theme, functions practiced, activities and also references. The following

instructional materials design can be applied in teaching speaking in a particular group or class for EFL students majoring English education:

Week/Unit	Theme	Functions practiced	Activities	References
II	Personal Identity, Family	Introducing, describing, and expressing feelings.	Pair work	Blundell, J., et al and Jones, Leo; Teaching sources
III	Hobby	Talking about hobbies, describing sports characteristics, discussing extreme sports.	Pair work	Blundell, J., et al and Leo Jones; Teaching sources
IV	Entertainment	Discussing movies and TV shows, taking a TV survey, Planning a TV schedule.	Small group work	Blundell, J., et al and Jones, Leo; Teaching sources
V	Food and Beverage	Talking about food, describing eating habits, planning a meal, describing traditional meals and unusual foods.	Role play	Tillit, B., & Bruder, M.N., and Jones, Leo; Teaching sources
VI	Tourism	Describing past trips, taking a vacation survey, discussing famous places, talking about things to take on a trip.	Pair work, Whole class	Blundell, J., et al and Jones, Leo; Teaching sources

A few teaching sources or some textbooks have also been identified that can be employed for teaching speaking skills as their subject for EFL undergraduate students.



Task-Based Materials

After giving some overview related to the topic discussed, the teacher can organize the activities in pair work or role plays or whole class. To break the lesson or to start the classroom activities the teacher can simply say, "Let's work pairs," "choose your partners", "please pair up". Some students will excitedly grab their best friend, while others will slump in their

seats feeling that no one will want to choose them. The classroom activities in task-based materials can be a variety of games, pair work or pair communication, role plays, simulations, exercise handbooks, cue cards, small group discussion, and students-interaction. The teacher also can take part running his/her roles. For example:



In the picture, the teacher organizes the classroom activity to be pair group. The picture shows that the role of CLT teacher is to organize the classroom for communication and communicative activities, and also to prompt students by exemplifying an effective communication, paraphrase, confirmation, and feedback. In this case, two roles are conducted, namely the role as a Counsellor and Group process manager. While discussing between two students (in pair work), they can find difficulties as the EFL students encountered on the findings such as lack of vocabulary or not know how to say in English, the teacher can give effective words or restatement (using their own words) in order to avoid a long gap while speaking. The students must be prompted

to speak without worrying their English, because acceptable English is paramount. In this activity, the teacher can jot down some problems found accidentally such as pronunciation then at the end of the class, trial and errors for the words can be done.

Realia

Using realia in communicative language teaching means that the use of authentic materials into the classroom. For example, newspaper articles, photos, maps, songs, videos, and many more. Realia means that materials are not within the textbooks used. On the other hand, the materials are not taken from the text-based materials or kind of textbooks employed for teaching speaking at the classroom. But, the materials are out of the textbooks

that brought into the classroom as supplementary materials that most of them is laid at the beginning of the class before proceeding the main topic of the meeting. Authentic materials are very interesting and stimulating. Maps can be used to describe the way from one point to another, and photos or pictures can be used for describing where things are placed, in front of, on top of or underneath something. Music or songs is also interesting to use as a realia. There are at least three reasons why music is able to be appropriate used as authentic materials: 1) music can change classroom atmosphere, prepare as starting point before coming to

the main classroom activities, 2) music can provide an opportunity to students to develop or indirectly students learn how to pronounce some words and also intonation while listening to or enjoying the music or to get new words, 3) music can show linguistic patterns to students directly, because a lot of songs in English give some examples of the use of daily conversations or so-called colloquial language. For example, "she's leaving home", and/or "she breaks down and cries to her husband" in the lyrics of *She's leaving home* by John Lennon and Paul McCartney. The practice of listening to song as a realia is below:

She's Leaving Home

By John Lennon and Paul McCartney

Write the missing words on the lines!

closing clutching leaving meeting standing stepping turning waiting

Wednesday morning at five o'clock, as the day begins,

Silently _____ her bedroom door,

_____ the note that she hoped would say more,

She goes downstairs to the kitchen _____ her handkerchief.

Quietly _____ the backdoor key,

_____ outside, she is free.

She (we gave her most of our lives)

Is leaving (Sacrificed most of our lives)

Home (We gave her everything money could buy)

She's leaving home after living alone (Byebye) for so many years.

Father snores as his wife gets into her dressing gown,

Picks up the letter that's lying there,

_____ alone at the top of the stairs,

She breaks down and cries to her husband, "Dad, our baby's gone. Why would she treat us so thoughtlessly? How could she do this to me?"

The teacher while beginning the lesson in the classroom is going to use music or song as the authentic material to be used to start the classroom. As this is warming up before proceeding to the main activities, the use of available patterns like *closing, leaving, standing, turning* in the italic form is needed, considering it as starting point. By all means, the start should make the students feel fresh and ready. As pointed out above linguistic patterns through music or songs can be learnt. The students accidentally learn gerund or *ing* form such as *stepping* outside or *standing* alone. They also accidentally learn English structure of present tense such as *she breaks down and cries to her husband*. The other authentic materials are pictures, maps, animals, and videos from Youtube.

Implications and Conclusion

The use of Communicative Language Teaching (CLT) as an approach to teach English is not only appropriate in ESL context, but also in EFL context like in Indonesia. CLT can contribute on promoting students' motivation of study because of actively playing or using games in teaching and learning process (Zhu, 2012), motivating students to be active and highly participating in speaking activity in classroom (Saputra and Wargianto, 2015), even adopting CLT through computers and websites emphasizing the authentic communicative environment can develop students' communicative competence (Liu, 2014). Not only in the context of tertiary levels, CLT apparently is also appropriate for Indonesian EFL students in the secondary levels. Ratih and Hanafi (2016) showed that there is significant effect of using CLT on favoring speaking ability of

students. CLT is suitable to improve and solve the students' speaking problems (Nurhayati, 2011), Using communicative language teaching can increase and favor students to speak actively (Efrizal, 2012).

Some speaking problems perceived by EFL students through the questionnaire such as do not know how to express their ideas in English either in small or large group discussion, limited vocabulary, afraid of making mistakes, worry about their pronunciation and also whether they speak grammatically correct or not can be coped with the implementation of CLT that can improve students' speaking ability. EFL students are motivated to speak English fluently and actively without worrying their prejudices and difficulties, because communications with less grammatical correct (accuracy) and non native English pronunciation but understandable are acceptable in CLT. The use of CLT in developing speaking skill in teaching can be one of alternative approaches engaged in the EFL context like in Indonesia. If necessary, this approach not only favors for academic purposes, but also motivates users to implement for social communication.

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Speaking Questionnaire (Jack C Richards' Version)

Name:

Student Number:

Age:

Gender: M / F

Department:

I. Speaking and Listening Skills

- | | | |
|---|------------|-----------|
| a. Receive low grades in tasks involving class participation. | Yes | No |
| b. Have difficulty working in small groups during class. | Yes | No |
| c. Have difficulty working with other students on out-of-class projects or assignments. | Yes | No |
| d. Have trouble leading class discussions. | Yes | No |
| e. Have difficulty participating in large group discussions or in debates. | Yes | No |
| f. Have difficulty understanding conversations or talks of native speakers of English in lab activity | Yes | No |
| g. Struggle understanding text to get meanings and maintaining attention in lab activity | Yes | No |

II. Speaking Skills

- | | | |
|---|------------|-----------|
| a. Have difficulty giving oral presentations. | Yes | No |
| b. Have trouble wording what you want to say quickly enough. | Yes | No |
| c. Worry about saying something in case you make a mistake in your English. | Yes | No |
| d. Not know how to say something in English. | Yes | No |
| e. Not know the best way to say something in English. | Yes | No |
| f. Have difficulty with your pronunciation of words. | Yes | No |
| g. Find it difficult to enter discussion. | Yes | No |
| h. Other (please specify): | | |
