



RESEARCH PAPER

Disfluency of English Speaking Skills of Students at College Level in District Karak

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ABSTRACT

The purpose of this study is to examine the speaking problems of the district Karak students at college level. Problem of speaking in target language is one of the basic problems among second language learners. This problem always handicaps the learners during the communication in the target language. Speaking is the active use of language to express meaning. The researcher tries to explore causes that handicaps these learners who cannot speak English fluently. The data were collected through semi-structured interviews. Result show that most students failed to speak English fluently due to language barriers such as vocabulary, pronunciation and fluency. Psychological factors such as anxiety, fear of making mistakes in front of the people, and lack of practice were also some important factors in this regard. It is suggested that the government must take positive steps and teachers should encourage their students to improve their speaking skills.

KEYWORDS Fluency, Karak, speaking skills, second language learners

Introduction

English is the most dominant language all over the world in this 21st century. It is one of the most practically used languages, spoken by 1.75 billion people. As it is the language of communication, science, information technology, business and diplomacy, it has increasingly become the operating system for the global conversation. English language skills are considered one of the most basic skills in our daily life for communication, either in personal or professional life. Through English, one is able to get a vast professional network around the world. Due to high usefulness of this Lingua Franca (English), today we are able to make relationships thus getting information, knowledge and practical experiences about different culture, tradition, religions (Robson, 2013). English language has been generally used and considered as a universal language. It is also evident that it has been designed as UN's lingua Franca since 1945. It shows the importance of English language and tries to find answer to the question, "Why English language is going to be so important among all other languages (Eichhorst, 2010 & Gul. N et al 2022).

According to Gleason & Ratner (1998 p.310), speaking or speech disfluency is the speakers' utterance with the characteristics of hesitation, repetition and a false start, etc. According to the above-mentioned explanation, disfluency is anything that is related to a speaking problem. Students usually suffer from disfluency when they speak or present something in the class. Disfluency usually disturbs the process of transferring any idea.

In disfluency, speech disfluency usually occurs when someone probably loses the language production of the first language. When the speaker moves to second language, speech disfluency is distinguished as being individual linguistic challenge in speech. Ironically, speech disfluency which is linguistic disfluency happens to learners, who take English as a major study in their colleges. In fact, they have difficulties to speak English fluently. They do not speak English very well. Although, they have been studying English for years and practicing all the day to speak in English. The speech disfluency that they make

can be a hesitation, repetition or just filler in their English communication (Miller et al.2005).

Human communication is one of the difficult processes. When someone wants to transmit his or her own idea, he or she needs communication. They use language according to their own goals. To make communication effective, the speaker must act as a listener or speaker at the same time, because speaking and listening skills are interconnected to each other. If someone wants to improve his or her oratory skills he or she must be a good listener. Speaking is an important skill among all skills. We can express meaning through speaking but it is considered one of the major challenges for effective foreign language learning and communication. One of the language skills that must be mastered by any foreign language is speaking. There are so many EFL learners face difficulties during the study of English as a second language. Many researchers have indicated that they do or did focus on oral speaking in the classroom.

. According to Coombe, et al. (2007) said that speaking is considered one of the important channels of conversation in general English in our daily life. Speaking comes in a productive skill and it includes many things such as confidence, aptitude, and knowledge. Speaking is considered one of the most difficult tasks among EFL learners and teachers.

The present study is focused on the disfluency of English Speaking skills of students at college level in District Karak. The main reason behind focusing on intermediate level in Karak is that at the college level, the perception level of students is usually increased. At this level, no conventional methodology of teaching (GTM) is required. Students can better judge the teacher's level by their own cognitive capabilities. Therefore, they can be an effective and cooperative "Sample" for the researcher. As it is evident from the very title of the research that living in a country where national language is not English and the very fact that how much the people's fluency in English is generally affected by many external factors. According to Ardila and Ramos (2007), English is considered as an international language and almost useful way of communicating globally. In Pakistan, it is being taught from primary level to higher level in our education system, but the problems remain constant among non-native speakers. They are unable to speak English.

Students do not understand the exact use of the English language. Same is the case in district Karak. The people of Karak cannot speak English properly. English has become the lingua franca and Karak is considered one of the popular districts in Pakistan, especially in KPK regarding literacy rate. One of the problems that usually the students of district Karak face in Speaking is disfluency. Therefore, the basic aim of this study is to find out the causes of disfluency of English speaking skills of students at the college level in district Karak.

Literature Review

If someone wants to speak a foreign language fluently, he/she needs to possess a substantial amount of syntactic and semantic knowledge. In addition, learners must know how a native speaker uses language in a real situation (Halliday, 1985). Teachers focused more on reading and writing skills instead of oral activity for the improvement of oral fluency outside the classroom. During the communication with friends and relatives, students of ESL did not need any help from outside the classroom. These students failed to get command on oral communication skills inside the classroom because they just took the start in their native language when the verbal task was given to them in a group. They wanted to communicate in English but they were unable to communicate in English due to lack of practice. They did not have enough exposure to grammatical rules and their applications. The second factor was the lack of vocabulary. They did not have appropriate words during the communication with others and they start hesitation. After

acknowledgment of such problems, their teachers must change their teaching strategy according to the demands of ESL students' problems (Khalid, 2012 & Ali. A et al, 2022).

Al-Jamal (2014) conducted a mix method study about speaking English difficulties among EFL Jordanian Undergraduates students. The data were collected from 566 respondents through the survey and the researcher also collected data from 66 respondents through the interview. The quantitative study showed that an average participant had low speaking proficiency and the qualitative data indicated that the use of native language, limited time to learn, classroom size and lack of practices were the main problems that handicapped the students from speaking English language.

Bashir, Azeem, & Doger, (2011) argued that when they talked about something, it did not mean to open their mouth. It means to convey the message through the mouth. They always missed this opportunity everywhere. Even teacher missed this activity inside or outside the classroom. They did not give focus on speaking English. Learners needed a lot of practice to develop their speaking skills. They could improve their speaking through practice, again and again. Due to practice, the shyness of the students can be reduced. According to Bueno, Madrid & McLaren (2006) that there are four skills used in the learning process. Speaking is one of the important and difficult skills among them. Many learners have spent a lot of years learning English, but they could not speak fluently.

According to Mahripah (2014), there were some linguistics components which were responsible for EFL learners of their speaking skills such as vocabulary, phonology, semantics and syntax, and psychological factors. These were the basic factors that hinder students from successful communication in English. Grammatical competence can be helpful for speaking English fluently (Latha, 2012). The uncooperative attitude of the learner with the language can be negatively influenced on speaking skills (Storm, 2007). Anxiety can be influenced by the oral performance of English speaking skills negatively (Woodrow, 2006). Inhibition was the factor that stopped the learner from oral communication. They cannot express their own views in front of others (Cambridge Dictionary, 2008).

According to Koichi (2003), spoken English students were not highly competent due to fear of making mistake in front of the public. There is another researcher who also found that students failed during a discussion in English, because of their vocabulary problems and fear of making mistakes. She said that most of the students took it boring activity when they came to perform something in English (Ballard and Hein, 1996, 2002).

In the context of language, fluency disorder can be caused by the lack of the ability to communicate continuously, rapidly and easily (Crystal, 2005). Majority of second language learner faced a lot of problem in learning to speak a second language. This study highlights all those problems which were faced by the students of Sardar Bahadur Khan Women University, Quetta during the process of learning English as a second language. A qualitative approach was used in this study. There were fifty students who randomly collected data from each department of the Sardar Bahadur Khan Women University, Quetta. The researcher found that there was a lack of pronunciation, vocabulary and grammar. They believed that these were the basic elements responsible for the low fluency in Sardar Bahadur Khan Women University Quetta (Malik, 2012).

College student's attitudes towards the oral presentation and the reactions of the students were not good towards oral presentation. They had a very bad experience. The researcher concluded that the fear of public speaking was the basic element of the student's anxiety (Wolfe, 2008 & Sabih-ul-Hassan, S., et al 2023). Fear of English speaking in public was the result of the learning through traditional way or culture. These factors are responsible for the causes of low English language learning among the students of National University of Laos. The purpose of this study was to find the reasons which are responsible

for poor English performance. Data were collected from the thirty English students and teacher through questionnaires. Majority of the students shared their views that English teachers were not well trained. They used local language instead of English during the teaching in the classroom. They lack confidence because they were afraid of making mistakes while using English. The curriculum was not sufficient for improving English. They were not encouraged to use English inside the classroom in schools. They were not motivated (Souriyavongra, 2013). In many parts of the world, students are not good at learning English language, where English is not a native language or mother language (Hashemi, 2011 & Ishtiaq. M et al 2022).

Material and Methods

The nature of this study is descriptive which is tested empirically by the researcher. According to the suggested study of Soongpankhao (2016) designed to explore how (Thai EFL) teachers deal with their teaching situations. The questionnaire of this study explored the challenges faced by the participants in the research center in the EFL classroom, how they deal with such challenges. The study was qualitative in nature and in-depth interview of teachers was employed. The nature of questions required only answer from a few informants selected by the process of purposive sampling. The researcher collected data from six EFL teachers through a semi-structured interview. Three were male and three were female, but their teaching experiences were ranging from 02 To 20 years. The researcher analyzed data through a model which can be suitable for this study. The model that was used by the Soongpankhao (2016) in his study.

Population of the Study

The population of this study was the students of college level of district Karak, KPK, Pakistan. The reason behind choosing the population of Karak was that Karak is considered one of the educated districts in Pakistan, but the people of Karak are unable to speak English fluently. The researcher is also the resident of the same district and the researcher has faced the same problem that is the lack of fluency. Therefore, the researcher has conducted this study to find out the problem of disfluency of English speaking skills at the college level in district Karak.

Sample

The researcher collected data from five colleges of the district. These colleges are Government Postgraduate College for boys Karak, Government Postgraduate College for Girls Karak, Government Degree College for Boys Sabir Abad, Government Degree College for Girls Sabir Abad and Shaheen Children Academy and College of Sciences Metha Khel. The above-mentioned colleges were near to the researcher and the researcher could collect data easily from the above-mentioned colleges.

Instruments

There was one instrument used by the researcher.

- Semi-structured interview

Semi-structured Interview

The researcher used a semi-structured interview during the data collection. The reason behind using the semi-structured interview was that it was one of the easy and comfortable tools for respondents.

Data Collection

The researcher collected data from different areas, according to the researcher topic, through interviews or questionnaires from the respondents. Here the researcher collected data from district Karak colleges. There were sixty respondents, both male and female equal in number. The data were collected through semi-structured interview.

Results and Discussion

All the data that were collected from the five colleges in the district Karak was analyzed. The researcher collected data from sixty students of the district Karak through a structured interview. The researcher organized twelve questions during the collection of data. In those twelve questions, four questions were general and those four questions were used for the encouragement of the students during the data collections. Those questions were meant to improve the confidence level of English learners during the conversation in English with the researcher. After asking those questions, they were able to give an answer in English to the researcher. The four questions are under below.

1. What is your name?
2. In which class do you study?

Besides these four questions, the researcher used five other exploratory questions for the collection of data and according to Soongpankhao (2016), the analyzed data for every question was as given below.

Table 1
Use of English in Communication

17 students	No
20 students	Yes
15 students	Middle
8 students	Neutral

According to this question, the researcher collected data from sixty students of the district Karak colleges. In those sixty students; seventeen students gave answers in the form of “No” twenty students gave an answer in the form of “Yes”; fifteen students were in the middle and eight students were “neutral”. They did not want to say anything about this question. Also, they gave different reasons as to why they did not want and why they wanted to speak English while communicating with others. Among those seventeen students, six students were of opinion that without accommodating by the environment still they tried to communicate in English. Four students said that they belong to Pakhtun society and also they had the Pakhtun culture and their native language was Pashto. Therefore, if they tried to speak English, people always laugh at them. Another two students considered English as unnecessary for our society. Sadra, Marya and Hanif , three female students said that there was no environment available for speaking English. Due to Pukhtun society, they did not have exposure to the English language.

Bannu & Nashanthi (2017) analyzed the causes that make difficulties among students while learning a second language. According to the results, Students communicated in English inside the classroom, but they did not communicate in English outside the classroom. They have very limited time for learning and practice English inside or outside the classroom. There was a lack of environment, but they tried to speak English. Most of the students belonged to the ruler area. Therefore, they faced a lot of problems in speaking English as compared to the urban area. One student was feeling shy due to a fear of making mistakes while having a conversation in English. As Cartazzi&Jin (1996) had already

mentioned in their article that second language learners, especially Asian learners often seem to be passive.

Next two students were not exposed to the English language because they did not know where and how to use correct English during the communication. As Yunus, et al. (2013) conducted a study in Malaysia about the English learning difficulties among gifted students. The researchers found that they did not have exposure to the English language, such as grammar, vocabulary and applying grammatical rules on any discourse were the basic difficulties among Malaysia students.

The idea of this student was totally against the idea of Baker & Westrup (2003). They said that every country demands those people, who speak good English. Due to this reason every country tries to change their college level education system. Nowadays, every activity is dependent upon English. Every activity demands those employees who are fluent in English. Therefore, it is necessary for the students to become more fluent in English for the betterment of his or her future.

Another twenty students used English during the conversation with others, but they had different opinions about those questions. Two students said that they just tried to speak English. Whatever comes in the mind, they did not care about any mistake. One student was in habit of using it in the text, in Watts-app, and in Facebook, but he did not speak English due to shyness. Another student tried to speak English, but he was feeling shy in front of people. He was conscious of people that they would understand that he is showing off in front of them. Next three students did not consider English as the need of the society but they spoke English. Four students argued that it is the language of every field such as job; interview and they considered it as the second language of the world. The next student said that they cannot live without English and it is an important language. Those students who can speak English in a good way, they can get better opportunity and position in society. As Asad said that it is an important language in every field and everyone tries to adopt English properly. Those people, who can speak English better, can get better jobs easily as compared to those who cannot speak fluently. Knowledge of the learners can be improved day by day due to speaking English. Other four students gave opinions that if they can speak English fluently, they could get a job easily in the future. Four students said that due to English speaking their knowledge could be improved day by day.

Table 2
The Shyness Factor

35 students	Yes
21 students	No
4 students	No Answer

Thirty-five students were feeling shy; twenty-one students did not feel any shyness and four students remained silent during the data collection among sixty students. Here, the opinions of those thirty-five students are given that were feeling shy during the conversation in English. In those thirty-five students, five students were feeling shy due to the presence of female students in the class. Abdullah was a student among them. He said that he was feeling shy due to female students in the class. He was not in the favor of co-education because when he did mistakes in front of them then they would laugh at them. Eight students were feeling shy due to Pakhtun culture because there was no environment available for speaking English. Two students were feeling fear of being laughed at them by the people. Other two students were having a lack of confidence. They considered that confidence was the basic step for the success of any field in the future. If one is enough to be confident, one can get great achievement in his life. Haris, Waseem and Kashif were the students among them. They said that they have a lack of confidence. According to them, confidence is the root cause of their disfluency. Three students said that they did not have any practice.

Six students said that before taking admission in college, they were unable to understand and to speak even a single word of English. They were also feeling shy. After passing some time in college, they were able to speak English and they did not feel shy while communicating in English in the classroom. As Amir said that when he was taking admission in the college. He was unable to speak a single word of English because he did not have the practice and there is also a proverb, practice makes a man perfect. Next two students were feeling shy due to the lack of vocabulary of the English language. Two students were feeling shy due to Pakhtun culture. They said that if they were trying to speak English in front of the people, they would laugh at them. The next three students did not have any background in the English language. They said they were from the backward areas where English was not in excessive use. Therefore, they always feel shy during communication in English.

As Al-Eiadeh, et al. (2016) had already discussed most of the above mentioned problems. They said that these problems led the students to dissatisfactory performance through oral communication. Seventeen out of thirty-five students mentioned that they have faced troubles, such as shyness, fear of being laughed at by the society, lack of confidence, lack of vocabulary and culture, etc. The last six students said that their professors did not compel the student to speak English in the classroom. They did not have any skill as to how to construct the sentences of English during communication with foreign people. According to Abebe&Dencle (2015), mentioned in their article about the role of teacher. They suggested that the EFL teacher should highly encourage their students to participate in oral discussions, but the students' response was not expected by the teachers all the time. Teachers should motivate and provide a relaxed environment to the students.

In those sixty students, twenty-one students did not feel any shy while using English in the classroom just because they considered it is a language like that their native language [Pashto]. Five students said that it is the international language and they just took it as a language. Another two students wanted to become good speakers of English and they always try to get command over it. According to Upadha (2012) said that English has been generally used and considered as a universal language. It is an important language and most of the South Asian countries use it as a second language. Nowadays, the English language is considered as a lingua franca and every activity is dependent upon English. Therefore, most of the people are learning it rapidly. There are sixty-five countries in the world having English as an official language. Twenty-six uses Arabic, nineteen countries use Spanish and six countries use German as an official language.

Another three students did not feel shy and they did not take care of the surrounding environment. Whatever comes into their minds they just speak it. Five students did not feel shy. They have a lot of knowledge about the English language. One student also wanted to go abroad for getting more exposure to the English language. Therefore, he always tried to speak English in front of people. Four students said that it is the international language and it is also considered as a second language of the country. Therefore, we should try to adopt English in every field and the last two students did not feel shy, because they wanted to learn English just like Pashtos. Four students remained silent among sixty students. They did not want to share anything with the researcher. They did not give any answer to this question. Mushtaq was a student among them. He did not feel shy because the English language is considered as a lingua franca. It is also the need of our society. Therefore, he wanted to get command and learn the English language.

Burnie (2004), argues that most of the foreign countries try to adopt English in every field, such as in business marketing, etc. Therefore, it is very important for international students, especially for Asian students to learn English. Whenever Asian students enter in English speaking society, they must adjust themselves according to their social, cultural and academic environment because communication is one of the important elements for them. The data analysis done by the researcher justified their views.

Table 3
Speaking Practice outside Classroom

37 students	No
23 students	No

Data were collected from sixty students of the district Karak colleges. Among those sixty students, thirty-seven students did not practice speaking English outside the classroom and they have different opinions that why they did not practice speaking English outside the classroom. Seven students did not practice speaking English due to the environment. They did not have any possible atmosphere for speaking English. Suma Amin said that there was no atmosphere for speaking English. Therefore, she did not practice it regularly. Ten students said that they did not know the exact use of English and they were unaware of the rules and regulations of the English language. Five students thought that English was not the need of our society. Therefore, they did not practice it outside the classroom. Another three students said that it was included as a compulsory subject in their academic atmosphere. Otherwise, they hated the English language from the core of their heart. Four students did not want to see English in their motherland. They considered it as the language of aliens (the Americans). Nowadays, America is considered to be the root cause of terrorism all over the world. America is responsible for all the destruction in the world, especially the Muslims one.

Three students said that it is not the language of our society. Therefore, they were feeling nervous during the conversation. Ali and Wahab said that they belonged to the Pukhtun society and English was not the required language of their society. Therefore, they were feeling shy during communication. The last four students said that they did not have any knowledge of English language grammar.

Twenty-three students were those students who always tried to practice on speaking English and they had different opinions about this question that why they always tried to practice speaking English. In these students, three students said that they had always practiced speaking English to have fluency in English in the future. Next four students always tried to practice it, because they wanted to get proficiency over it. Four students said that it depended upon the environment. If the environment was available for English; speaking English would not have been such a difficult task for them. Another four students always tried to practice it, because they considered English is the need of every human being. Therefore, they tried to learn English. Hina, Sara and Waheed were the students among them. They always used English everywhere with everyone, because English is the demand of every field, without English nothing is possible. Therefore, they wanted to learn English. English is also the language of superpower (America). Two students said that they wanted to become a good speaker of English in the society but the environment is not feasible for them. Next six students said that it was one of the most useful and international languages of the world but unfortunately we are always discouraged by our peers while speaking English. Every field demands good English speaking skills and it is the language of superpower. Therefore, every country is trying to adopt English for the development of the country and the last four students considered that it was the language of the dominant society.

According to Qian (2012), English plays a very important role in international relations. Every country tries to adopt English for the betterment of the future of their country. China is the country who did not want to learn English. Nowadays China is trying to adopt English in every field after entering WTO. China gives more focus on oral English in their colleges, Universities and considered it as the need of the society.

Table 4
Teachers' English Teaching Method

42 students	Yes, taught effectively
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18 students

No, flaws in teaching

According to this question, the researcher collected data from sixty students. In those sixty students, forty-two students gave opinions in favor of this question and eighteen students were against it. They also gave reasons about this question that why they were in favor of an English teacher. So first, the researcher started from those students who were in favor of this question. Eight students said that their English teachers had taught them in a very good way. They were hard workers, well trained and well educated. Four students said that their teachers taught them in a polite and simple way during the lecture. They used the aphoristic style in the classroom. Next five students gave their views about this question. They said that their teachers always used code-switching which was very helpful for the learners. Fahad was a student among them. He said that their teacher always taught in a good and simple way according to the situation, because they knew the Psyche of all students, where and how they should switch during the lecture from English to Urdu. They were a hard worker and well-trained teacher. Another seven students thought that there was a variety of English teaching. They said that some teachers gave them a lecture in English and some teachers gave them a lecture in Urdu. As Tuan & Mai (2015) stated that teachers should be very helpful regarding their student's problems.

They should be very cooperative, use polite and simple way during the lecture, students may feel comfortable while practicing oral skills. They should be much trained and well educated. They should give clear and sufficient guidance to the students while they make mistakes. They should simplify and make their topic easy for them. They should know the psyche of the students and gave more opportunities to the students for speaking English in the classroom. Eighteen students were not in favor of this question in these sixty students. They said that their English teachers did not teach them in a good way. Three students said that their teachers did not teach them in a good way. They were teaching only and only book materials. This was not suitable for the improvement of the English language. As Tahir is of the view that their teacher taught them in a traditional way. They taught them only book material which was not adequate for the learners. They did not focus on weak students as well as exercises. Two students said that their teachers did not take care of the weak students of the class. Four students said that they were using very traditional methodology during teaching.

Another two students said that they did not encourage the students to learn English and the last two students said that they did not solve the exercises. They considered that exercise was one of the wasting time activities and according to students' opinion exercise is the fruitful activity in the whole book. Hashemi (2011) & Islam (2004), concluded that English teachers were not well trained according to the majority of the students. They used local language instead of English during the teaching in the classroom. Their teachers were not qualified and well trained. They taught always in a traditional way and they did not take care of the weak students in the class. The data analysis done by the researcher justified their views.

Table 4
Effectiveness of Syllabus Design for Speaking Skills

18 students	Yes
22 students	No
20 students	Not familiar with the term Syllabus

According to this question, eighteen students gave their own views in favor of this question. They said that their syllabus design was sufficient for speaking skill. Twenty-two students were not in favor of this question. They said that their syllabus was not sufficient for speaking skills; their syllabus did not contain any material which could be helpful for speaking and twenty students did not know the term "syllabus". The researcher discussed

the eighteen students' opinions that why they were contented with syllabus design. In these eighteen students, three students said that their syllabus design was sufficient for improving speaking skill. It contains so many activities which can be suitable for speaking skill. They considered that vocabulary was the basic step for speaking skill. Four students considered that so many activities were present in their syllabus design which could give them help for the speaking skill to some extent.

Three students were of the opinion that up to some extent the syllabus design was sufficient for speaking skills. Another four students gave opinions about this question that the syllabus design contained so many activities for speaking skills. They said that at the end of the lesson their syllabus design contained so many activities which could help them to improve their speaking skills and the last two students said their syllabus design was sufficient for speaking skill.

Next twenty-two students were not in favor of this question among all the sixty students. Six students said that their syllabus design did not contain any practical activity, which could be helpful for speaking. Four students gave opinions that there was not a single activity related to speaking skills in the syllabus, but their English department professors always tried to arrange such types of activities that could be beneficial for speaking as well as for writing. Three students said that nothing was related to speaking skill. Five students gave arguments about this question that not a single activity was included in the syllabus relevant to speaking skill and the last four students said that their syllabus design was not sufficient for speaking skill.

Discussion

The researcher gave the complete details of the results and discussions and how they can overcome these difficulties in the future.

Language Barriers

All Students shared their views that they wanted to learn and study English, but they faced difficulties in speaking English. The researcher found that most of the district Karak students faced difficulties in vocabulary, pronunciation, grammar and fluency during communication in English. All participants argued that vocabulary was one of the basic steps for speaking English. They have limited vocabulary which was not appropriate for English speaking. As Sadra said that vocabulary was the most challenging factor for her in speaking English. Similarly, the majority of the learners said that vocabulary was one of the big challenges for them in speaking English. In language barriers, pronunciation was another big problem in speaking English. They said that they did not have any knowledge about English sounds.

For example:

There are two words of English such as (is and as). They did not know which word is used by the teacher or where and how he/she used it? The researcher data also indicated that majority of the students of district Karak colleges were not confident in spoken English. Grammar was the third barrier among learners. Most of the students of district Karak colleges did not know how to use correct English grammar. They said that it plays a vital role in spoken English and it increases the confidence level of the students in writing as well as in speaking. It enhances the interest level of the students. The major mistakes that researcher found during the conversation in English as under below.

For example:

Most of the students of district Karak Colleges could not differentiate between singular and plurals in sentences. Majority of the students used singular instead of plurals, such as (He goes to school) instead of this sentence they used (He go to school). Fluency was the fourth barriers of language. According to the results, thirty-four students were not fluent in spoken English while fifteen students were on the average. They were neither good in English and nor bad in English speaking and eleven students were significantly fluent in English. Their grammar and pronunciation were good and they belonged to the department of English.

Psychological Factors

According to the researcher, most of the district Karak students were not so efficient due to psychological factors, such as hesitation, shyness and fear of making mistakes. They said that hesitation was one of the big problems. They were feeling hesitation due to people laughing at them. They confirmed that hesitation was soul problem of the inefficiency. As Marya and Asad said that they were feeling anxious during speaking English. They worried about the listeners that they could not understand their spoken English.

Lack of Environment

This is the third and the most important reason behind the disfluency of speaking English among the students of district Karak College. Majority of the students said that there was no environment for speaking English. All the students belonged to Pakhtun society. Their native language was Pashto. If they tried to speak English, then people would laugh at them.

Lack of Practice

It is the fourth reason behind disfluency of English speaking skills of students at college level in district Karak. All Participants assured that practice is one of the basic elements in any field. They thought that practice can be the best solution to any difficulty and it is one of the best ways to improve their speaking skills. As Humaira said that she always tried to practice speaking English in front of the mirror for the improvement of fluency and as a result, her spoken English was good as compared to those who could not practice on it. Similarly, Zeeshan was the student of Degree College Sabir Abad who always practiced speaking English with English people on social media and he was also good in English speaking.

Lack of Awareness

It is the fifth and one of the important reasons behind the disfluency of English speaking. Most of the learners of the district Karak College were unaware of the English language. They did not know what the importance of the English language is and why they need it in their life routine. When the researcher asked questions from them, they were unable to tell him a new thing. The researcher did not find new things from the respondent answer.

Conclusions

After analyzing the data, it can be concluded that most of the students of district Karak colleges were not fluent in English. The researcher collected data from sixty students of the district Karak colleges. In those sixty students, thirty-four students were found disfluent in English during the communication. Among those thirty-four students, eleven students were so weak. They could not utter a single word of English, so the researcher was bound to ask questions in Urdu. Fifteen students were found on average because they were neither good in English nor so bad. Eleven were found fluent in English during the

conversation. These fluent students belonged to the English department. All the students shared different opinions about the disfluency of English language with the researcher and they gave multiple reasons as follows.

Recommendations

This study will not only help the students of district Karak College but also the students of the whole country at the college level to avoid these mistakes and make them fluent. The education ministry must take a review of our education system from the primary level to college level because it does not fulfill the requirement of college-level students as the learners of English. Our education minister should allocate an extra hour for the improvement of spoken English for the students. The research will help students to develop their vocabulary, pronunciation and grammar and fluency development. College administration should strictly ban the use of local languages in the classroom. They should encourage the students in every field, especially in speaking because speaking is an important skill among all skills. Whatever comes in the student's mind, they should express it. They should not care about any type of mistake. The institution should provide extra classes for practice because practice always plays an important role in learning. Due to practice, students' disfluency can be decreased and it can give encouragement to the students. Lastly, the government should provide jobs to those people who are trained and well qualified.

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