Analysis Of The Barriers To Speaking English: A Study Of The Psychological And Social Barriers Of Sherubtse College Students, Bhutan.

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ARTICLE INFO	ABSTRACT
	This study investigates the psychological and social barriers to speaking English in the context of Sherubtse College students, aiming to identify factors and perceptions of using English as the medium of communication in the classroom. For this purpose, several theories and leading learning strategies have been examined in the literature. In this regard, this research aimed to study students' preference for first language (L1) to communicate in classrooms despite English being the medium of instruction. The study selected first- and third-year students of Sherubtse College and employed a mixed method to collect data. Survey questionnaires with close-ended and open-ended questions were used, and a semi-structured interview was conducted. The data collected were analyzed based on descriptive statistical and thematic analyses. The result revealed that the students face certain barriers, such as code-switching, fear of making mistakes, lack of vocabulary, topical knowledge, motivation, and confidence. The study provides valuable insights into students' challenges in using English for communication and some suggestions for students and educators. ***Keywords:*** English Communication, Speaking, Language Barriers, Psychological Factors,Social Factors.

INTRODUCTION

English has emerged as the lingua franca for international communication due to its usage among non-native speakers globally for informal and formal conversation (Jenkins, 2009). The number of people using English globally as a foreign language or as a second language is large, and it is estimated that there are more non-native English speakers than native speakers of English (Maley, 2009). In teaching and learning a second language, speaking plays a crucial part in mastering that language. Jehanzeb (2019, p. 338) writes, "English language teaching and learning is to encourage learners to use English for meaningful and effective communication, both inside and outside the classroom." Richards and Renandya (2002) state that speaking is essential for expressing emotions and ideas. In addition, Brown (2004, p. 140) argues that "speaking is an interactive process of constructing meaning that involves producing, receiving and processinginformation" (as cited in Rahayu, 2015). According to Richard (2008), the function of speaking is to enable students to communicate authentically in different situations. While Bhutanese students are exposed to the English language early, students graduating from school and college have poor English communication skills in the early years (Royal Education Council, 2012). A study of student achievement in English by the Bhutan Council of School Education and Assessment (2013) showed that students had difficulties speaking and writing compared tolistening and reading (as cited in Singay, 2008).

However, Bhattacharya's research on factors affecting ESL (English as Second Language) learners' English-speaking skills showed that some of the students do not lack the skills to speak English during social interactions (2017). Instead, some are reluctant to converse in English as they are uncomfortable with the language. According to Bhattacharya, learning English is "viewed as the most complex and difficult skill to master" and "requires the ability to use the language properly in social interactions" (2017, p. 31). Students

learning English as their second language face trouble speaking the target language when interacting with their peers in the classroomor during other normal daily conversations. Scrivener (2005) states there is no point in knowing about a language if one does not use it because it is more important than simply knowing it.

The reasons for the students' reluctance vary; various barriers hinder the students from speaking English in and outside the classroom. Singay (2018, p.74) claims that students' use of English is hindered "due tolack of importance placed on oral fluency or communicative competence." Further, there is a lack of opportunities to practice verbal communication in the classroom, thus hampering oral proficiency (Singay, 2018). According to La Prairire (2014), young Bhutanese have difficulty engaging in simple conversations, indicating a lack of motivation to engage orally in classrooms. LaPrairire further mentions that students at different school and university levels cannot use English to navigate class discussions. In addition, Wu, and Ling (2007, as cited in Singay, 2018) mention that the language teaching modes impact the students' ability to speak English. Besides that, Shumin (2002, p.4, as cited in Bhattarya, 2017) states, "learning to speak a foreign language requires more than knowing its grammatical and semantic rules." There are psychological barriers, such as not having enough confidence, an inferiority complex among their peers, and fear that they might make a mistake articulating their opinions (Yaseen, 2018).

This study aims to explore and identify the underlying factors that prevent students from speaking English and assess why. The research questions are:

1.   What barriers prevent students from speaking Englishduring classroom activities and social interactions?
2.   What are the students' perceptions of their English difficulties?
3.   What are the prominent strategies to improve oral competence?

The value of this study is to examine the underlying factors that may contribute to difficulties in speaking English, to identify students' self-perception of their English difficulties, and to provide useful recommendations/strategies to improve the student's communicative repertoire. This study aims to support the students, teachers, and parents in ascertaining why the students refuse to speak in English during classroom discussions and social interactions.

LITERATURE REVIEW

1. Theoretical Literature Review

Stephen Krashen's theory of second language acquisition consists of five main assumptions: the acquisition learning hypothesis, the monitor hypothesis, the natural order hypothesis, the input hypothesis, and the affective filter hypothesis (Krashen, 1985). Krashen's first hypothesis, the acquisition hypothesis, states two systems of acquiring language; the acquired system, where the language is acquired similarly to the first language acquisition by children subconsciously, and the learned system, where eloquent interactions of a particular language are required. The monitor hypothesis contributes to the accuracy of an utterance with a limit, as it can become a barrier as it forces the learner to focus more on accuracy rather than fluency. Krashen regards the lack of confidence as related to the overuse of the 'monitor.' The natural order hypothesis that Krashen developed based on other research outcomes suggests that language acquisition is made in a predictable order as the grammatical structures follow a predictable 'natural order.' The input hypothesis suggests that learners acquire language through 'comprehensible input,' meaning they acquire language by receiving messages they can understand/comprehend. The learners then improve and progress when they receive the second language 'inputs.' Krashen's last hypothesis, the affective filter hypothesis, explains the emotional variables such as anxiety, self-confidence, motivation, and stress. Language anxiety develops from certain situations. Zheng (2008) considers language anxiety the worry and the negative sentimental reaction triggered when acquiring or using a second language. However, Horwitz (2001) conceives language anxiety as learners'self-consciousness and frustration due to the constant discomfort they endure when learning a second language.

According to Willis (1996, as cited in Yaseen, 2018, p. 8), oral language learning can happen if these four conditions are "the chance to practice the language, motivation, the exposure, and proper instruction." Yaseen (2018) expresses the need for an opportunity to speak and experiment in a surrounding without feeling intimidated by external forces. Hoang Tuan and Ngoc Mai's (2015) study considers the student's performance condition, emotional factors, listening ability, topical knowledge, and feedback during speaking. The performance condition refers to the various conditions a student is asked to speak, including time pressure, preparation, the level of performance, and thedegree of support (Nation & Newton, 2009). The emotional factors contribute to the students" motivation, confidence, and anxiety while speaking (Krashen, 1982). In addition, Rabbah (2002) mentions that the affective (emotional) factors concern the learners,as the students need to have confidence in themselves to overcome anxieties. Anxiety is seen as the affective factor that "most pervasively obstructs the learning process" (Arnold, 1999,p. 8). The students worry about being "wrong, stupid, or incomprehensible" (Brown, 2001, p. 9, as cited in Bhattacharya, 2017, p. 31). Bhattacharya (2017, p. 32) also

adds that the students are "worried about being criticized or losing face in front of the rest of the class," which results in making mistakes despite having a good knowledge of the topic being discussed or they do not speak up at all. As the students are concerned and self-conscious while speaking a foreign language, they are reluctant to speak in any discussion and take part in the conversations. According to Ehrman (1996 as cited in Hashemi, 2011), this reaction to their emotional variable is a 'defense mechanism' to shield their emotion and self-respect. Gardner's second language motivation model, called the 'socio-educational model' asserts that learners' second language acquisition depends on the cultural context, which also influences the learners' motivation and criticizes that aptitude is not the only factor affecting second language acquisition (Gardner & Lalonde, 1985). Similarly, Ames's (1992) study on student motivation signifies the relation between motivation and confidence by saying that learners with less or no confidence about their speaking skills undervalue themselves and cannot act on it. Apart from that, listening is closely associated with speaking. As cited in Bhattacharya (2017), Doff (1998) states that developing listening skills is important to improve a learner's speaking abilities. Through listening, the students can comprehend answers and contribute to a discussion (Shumin, 2002). In addition, topical knowledge refers to the knowledge and information the speaker already has (Huang et al., 2018). Topical knowledge allows the speakers to be involved in related discussions and conversations; Otherwise, the learners will be reluctant to speak. Bhattacharya (2017, p. 32) adds, "Having enough knowledge about a certain topic and being familiar with the register enhance one's linguistic self-confidence, while lack of knowledge about a topic and its appropriate register results in avoiding communication." In addition, Bhattacharya (2017) highlights the use of L1 as a barrier to second language learning. In a classroom where the students share the same L1, they are inclined towards using it. Harmer (1991) explains that repeated corrections may demotivate the students and cause them to become afraid to speak. Thus, teachers are encouraged to give positive feedback (Baker & Westrup, 2000). Leong and Ahmadi (2017) found that students fail to express themselves in English as they cannot find suitable words and expressions. The research reviewed several studies and came up with barriers such as 'timidness' and fear of making mistakes. In the context of Bhutan, LaPrairie (2014) carried out a case study examining English-medium education in Bhutan. The study focuses mainly on enhancing proper teaching-learning methods in English. It does not study the barriers and factors that impact the students' English-speaking skills but rather explores their writing skills as they can be easily accessed through their academic exams.

2. Empirical Literature Review

A study by Haidara (2016) found that the main barrier to students speaking English is psychological. The research selected students from applied linguistics master programs in English at Yogyakarta State University to be observed. It found that most of them had an increase in anxiety levels while speaking English, although their vocabulary and grammar were at good levels (Haidara, 2016). Students are found to lack confidence while speaking English due to worrying about making mistakes and feeling nervous and frustrated. The study concluded that the students have low self-esteem and recognized a need for the students to overcome their fears. Similarly, Mosha's study indicated psychological barriers, such as a lack of confidence to voice their opinion in front of the class and a lack of motivation to speak English, another factor contributing to their reluctance to speak English (2014). Jehanzeb (2019) conducted a study on the aspects affecting the usage of the English Language in Saudi Arabia using questionnaires with 148 English learners in Al-Quwaiyiyah. The research found that most students prefer communicating in English. However, certain factors, such as personal/psychological and social factors, were based on their own beliefs and assumptions. Another study by Tuyen and Loan (2019) at a private university in Ho Chi Minh City, Vietnam, collected data from 195 students majoring in English using a survey, semi-structured interviews, and class observation. The study revealed that most students were unwilling to communicate in English for the same reasons mentioned in the prior research. Park and Lee (2006) explored the connection between students' anxiety, oral performance, and self-confidence. Questionnaires including 32 items related to English oral performance, self-confidence in speaking, and anxiety were distributed. The student's oral performance was assessed according to IATEFL (International Association for Teachers of English as a Foreign Language) criteria to evaluate the vocabulary and grammar level, learners' fluency in using the English language, attitude concerning self-confidence, motivation, and decreased anxiety. It confirmed that the learners' anxiety level was negatively connected to their oral performance, meaning "higher the student's level of anxiety, the lower their oral performance scores is" (Park & Lee, 2006, p. 205). The learners' grammar and vocabulary were greatly affected by their self-confidence. Likewise, Qashoa (2006) researched 100 UAE students in UAE (United Arab Emirates) Secondary Schools to examine the students' motivation and the factors affecting the students' motivation for learning English, using questionnaires and interviews. The students were given a questionnaire to assess their English learning level and the factors that negatively influence their motivation. The research found that the intense vocabulary load and difficulty in listening and comprehending structures were the most demotivating factors affecting the students. In contrast, other factors such as the use of technology, the tutor's personality, and friends and family discouragements also affected their English. Some research showed that the students use their native language to communicate when given discussion or pair activities. Tuan and Mai (2015) investigated the factors affecting their speaking performance at Le Thanh Hien High School and found that the students use Vietnamese instead of English when asked to discuss in groups or pairs. The research by

Rodriguez, Hernandez, and Guerero (2017) on factors influencing students' lack of speaking skills also showed that they are more comfortable using their L1 during class discussions. In Pakistan, Asif, Bashir, and Zafar (2018) researched factors affecting the use of the English language in English−only classrooms. The research found that both the students and teachers communicate in their first language despite the class being an English-only classroom. 130 participants were given questionnaires, and semi-structured interviews were conducted with 20 random participants. In addition, two focus group interviews (one favoring the English-only policy and the other who were against it) were done to get a clearer view of the participants' opinions. The research found that despite most students liking the English-only policy, they acknowledged key factors that prevented them from speaking English in the classrooms. However, this research fails to give an in-depth analysis of the students' barriers to speaking English.

RESEARCH METHODOLOGY

This study was conducted at Sherubtse College. This study comprises 997 college undergraduate students studying in their first year and third year. The first-year and third-year students pursue thirteen different programs. The survey was conducted among 152 students from the first (76 students) and third years (76 students) of Sherubtse College using convenience sampling. Further, 4 students (2 males and 2 females; one each from first and third years) from the 152 students were randomly selected for semi-structured interviews. The research is conducted using mixed methods to achieve the highest possible levels of accuracy and reliability. The quantitative research method gathers data objectively and systematically (Almeida, 2017). The qualitative research method helps in understanding the results collected from the quantitative method and gives a deeper understanding of the topic. The study adopted descriptive statistics to analyze the quantitative data and thematic analysis for the qualitative data. This study's data was primarily gathered using a survey questionnaire and a semi-structured interview. Regarding the level of opinion of the participants (Strongly agree, Agree, Neutral, Disagree, strongly disagree). There are 22 questions in the survey. The first part of the questionnaire had three objective questions. The second part had fifteen questions using a five-point Likert scale ranging from strongly agree, agree, neutral, disagree, and strongly disagree. The last part contained two open-ended questions. Semi-structured interview questions were developed to determine the students' perceptions of spoken English barriers.

The survey questionnaire was prepared using Google Forms since it is easier for the participants to fill out and answer the questions. The survey was circulated through social media accounts and emails obtained from the class representatives from 13 different programs. The respondents were informed prior, and a semi-structured interview was conducted after a few days of closing the survey link to ask follow-up questions and get the required elaboration. The four students were contacted individually and were interviewed for about 30-40 minutes. The interviews were voice-recorded on a mobile phone for transcription and later for data analysis. The interviewees were well-informed, and permission to record the interview was also sought.

RESULT ANALYSIS

Survey Questionnaire Result
The data collected from 152 respondents were analyzed using descriptive statistics, particularly frequencies and percentages. The sample included 50% (n=76) of first-year and third-year students randomly selected from the five forums. 58.6% (n=89) of the respondents' parents or guardians were illiterate, and 41.4 % (n=63) were literate.

Language preference of the students
Figure 1 shows that 88% (59%= strongly agree, 29%= agree) of the respondents prefer speaking in their mother tongue or Dzongkha instead of English when conversing with their friends and family in a classroom. A relatively low percentage of 3% (2%=Disagree, 1%= Strongly Disagree) prefer using English to communicate with friends and family, while 9% remain neutral.
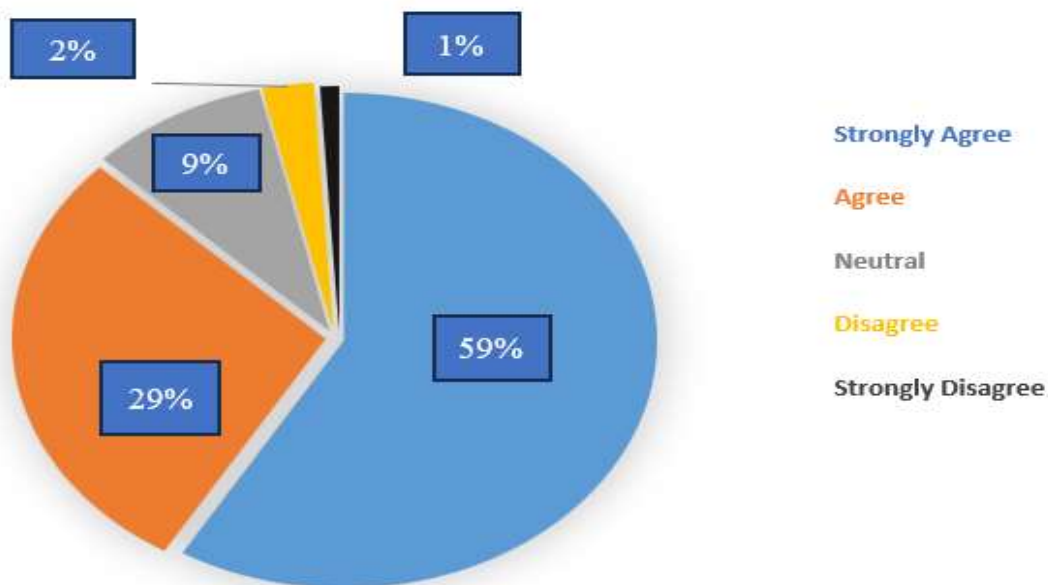
Figure 1. Dzongkha/Mother tongue language preference of the respondents

Next, 80% (n=122) of respondents favored code-switching between English and Dzongkha for formal and informal settings compared to 19% (n=28). Only 1% (n=2) chose the other option, specifying that code-switching should only apply to informal conversations.
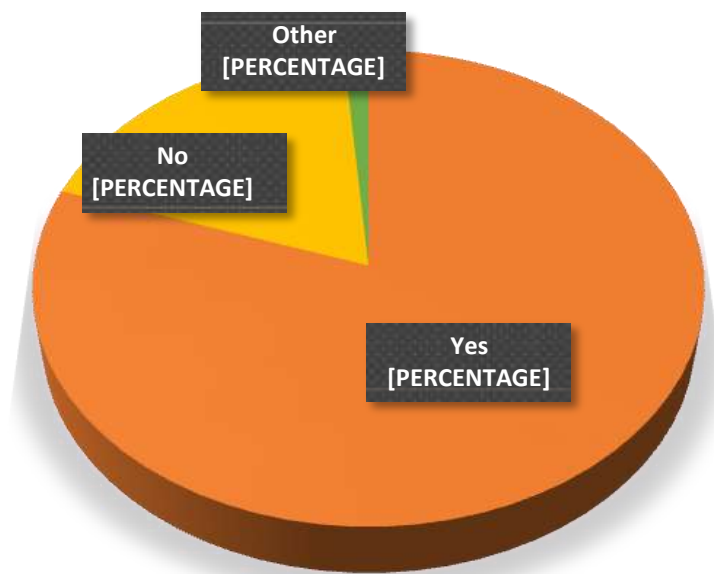

Figure 2. Code-switching preferences

In addition, 58.6% [n=89 (Strongly Agree=24, Agree=24)] of the respondents use other dialects and languages to communicate with their lecturers during consultation hours, while 16.5% [n=25 (Disagree=24, Strongly Disagree=1)] of the respondents disagree as shown in Figure 3. 38% (n=25) as they use English during consultation.
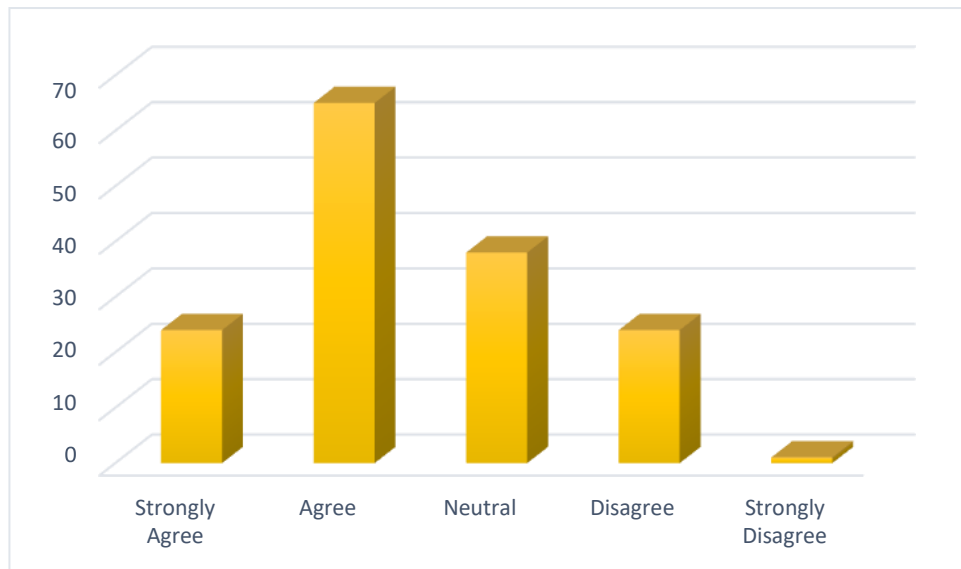
Figure 3. Use of other languages with lecturers during consultation hours

Students' opinion about using the English language in Classroom Discussions
The respondents were asked about their participation in classroom discussions with lecturers and group discussions. Only 45% (n=69) of respondents reported participating in classroom discussions, whereas 55% (n=83) did not participate when the medium was English, as shown in Figure 4. However, it was reported that 35% of respondents enjoy the classroom discussions done in English while 26% do not agree, and a maximum percent of the respondents, 39%, are undecided.
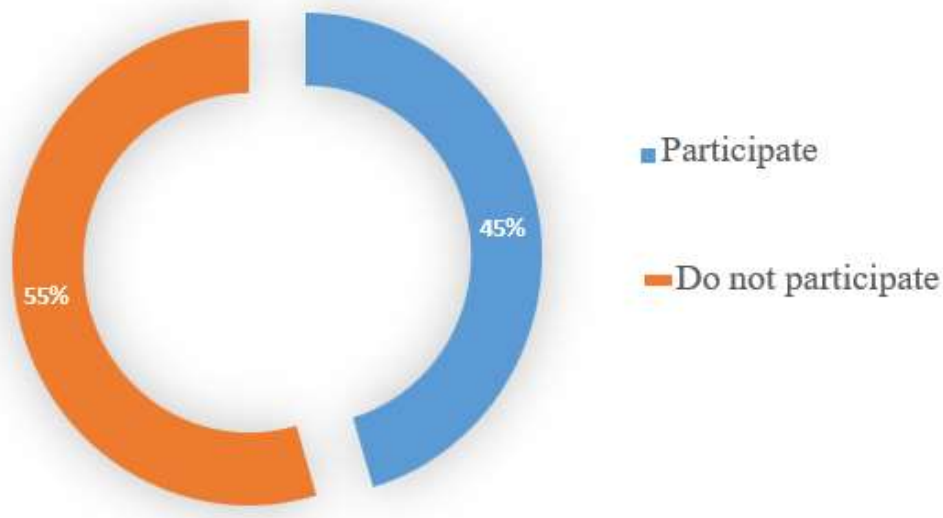

Figure 4. Student's participation in classroom discussion

In group discussions, 65% use a mixture of English and other local languages to express their opinion. 30% use English, and 5% use other languages during the group discussions.
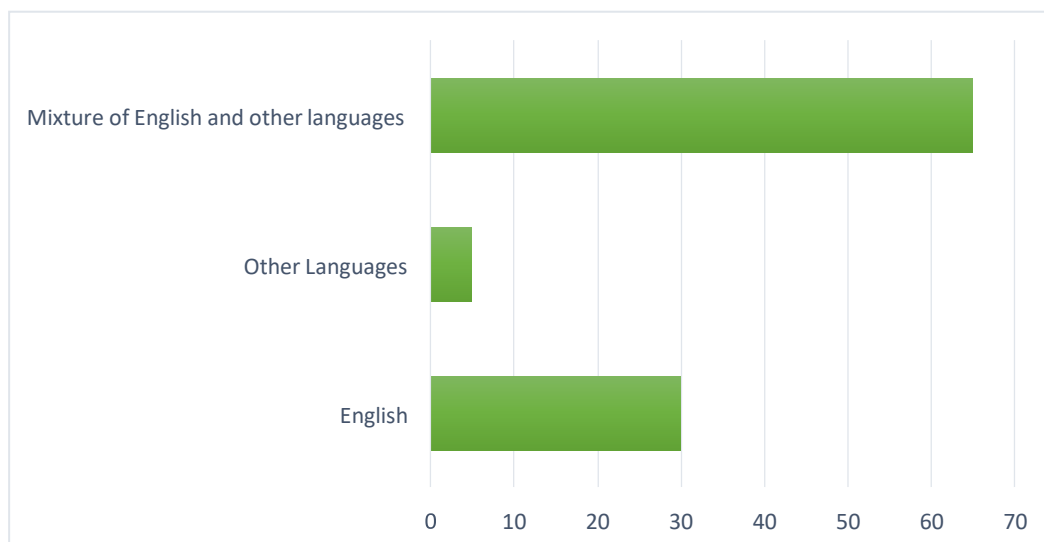
Figure 5. Students' language preference during group discussions

Factors acting as barriers for the students in speaking English.
Research Question One: **What barriers restrain the students from speaking English during classroom activities and social interactions?**
The researcher gave the respondents a few statements in the survey questionnaire to determine the barriers to speaking English. From the survey, 17% (n=26) of the respondents strongly agree, and 39% (n=60) agree that their fear of making mistakes hamper their English speaking in the class.

Similarly, 15% (n=23, SA) and 34% (n=52, A) respondents also fear making mistakes while conversing with their friends, creating a barrier for them to speak English in daily conversations. A major barrier is the use of the mother tongue, as 36% (N=55) of the respondents strongly agree and 46% (n=70) agree. Lack of vocabulary is also one of the major barriers, with 26% (n=40) strongly agreeing and 46% (n=70) agreeing. 22% (n=33, SA) and 40% (n=40%, A) respondents find low self-confidence as another barriers. Another small portion of the respondents see anxiety as one of the barriers (9%=SA, 26%=A). The data presented in Figure 5 uses a double bar graph to show the two levels of agreement, i.e., Strongly Agree (SA) and Agree (A).
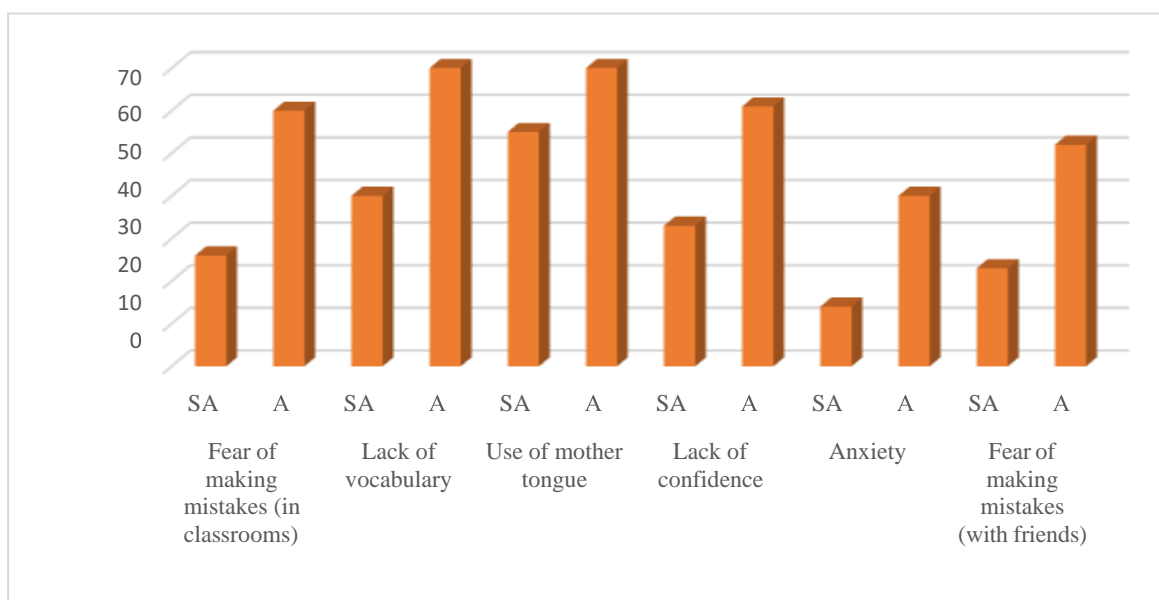
Figure 6. Barriers to Spoken English

Among the literate parents (41.4%) of the respondents, 11% strongly disagree, and 20% disagree with encouraging English speaking at home, whereas 47% take a neutral standing.17% and 5% strongly agree on encouraging household English usage. In addition, illiterate parents (58.6%) discourage using English at home, with 38% disagreeing and 25% strongly disagreeing. 27% remain neutral, whereas 10% encouragetheir child to speak English.

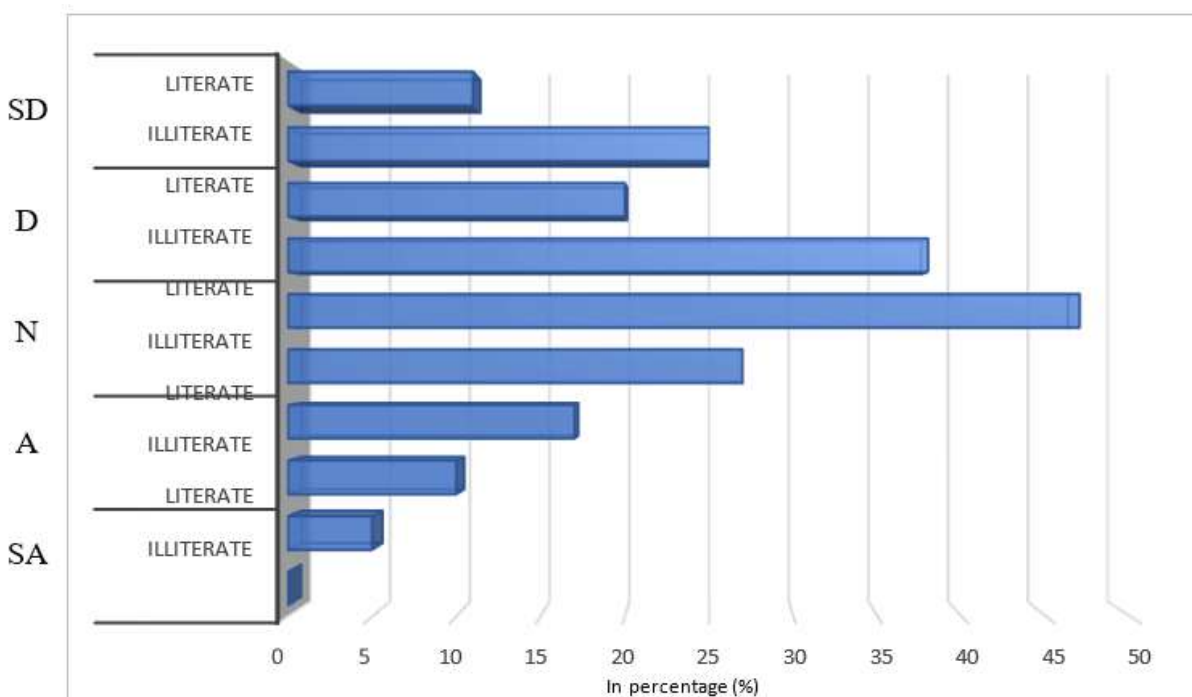Figure 7. Encouragement from the family to speak English at home

Table 1. Response to the survey by the students in detail

Statements	SA	A	N	D	SD	Max	Percentage	Decision
I feel motivated and confident while speaking English in class	12	64	66	8	2	66	44%	Neutral
I fear I will be criticized (lose face) if I make mistakes while speaking in English in classroom	26	60	39	23	4	60	39%	Agree
I fear I will be criticized (lose face) if I make mistakes while speaking in English with my friends	23	52	36	35	6	52	34%	Agree
I struggle to find the right vocabulary; I want to speak in English, but I don't know the words needed for what I am trying to say	40	70	22	17	3	70	46%	Agree
I use my L1 if I can't express myself verbally in English	55	70	16	10	1	70	46%	Agree
I do not feel confident while speaking English outside the classroom	33	61	39	16	3	61	40%	Agree
My friends think I am showing off while speaking English	15	46	53	29	9	53	35%	Neutral
I get nervous or embarrassed when my tutors ask me questions in class	16	37	65	25	9	65	43%	Neutral
I feel anxious when I speak in English with my lecturer	14	40	64	31	3	64	42%	Neutral
I feel like I'm abandoning my L1 when I speak in English	5	16	45	62	24	62	41%	Disagree

Semi-structured interview result
Code-switching
The barriers identified from the survey questionnaires were similar to those identified by the SSI. All participants claimed that code-switching is the factor that affects their English speaking the most (SS#4). "Staying in the comfort zone is a must for everyone. Speaking in my mother tongue is my comfort zone, and speaking another language is hard for me to adapt to," claimed one participant. One of the four interviewed emphasized the fact that the attitudes of their friends have a major impact on their oral English. It was further explained that the willingness to speak in English is determined by their friends' attention and the speaker's ability to hold the audience's attention. In addition, the respondents claimed that few of their friends commented on the mispronunciation of the words and laughed at the errors, making them hesitant to speak

in English. "It is better to speak in Dzongkha or *sharchop* than to get those comments which make me lose my self-confidence," claimed one of the participants (SSI#4).

Low self-esteem

Another participant added, "Comment on mispronunciation leads to more mistakes, which then leads to teasing and mockery. Eventually, it lowers my self-esteem" (SSI#4). One participant stated there is no problem holding a conversation in English, but they are concerned about people who pass comments and jeers at speaking English. The participant stated, "My friends pass comments such as 'what a show-off' or 'what a pompous person' when they see someone conversing in English. This makes me feel reluctant to use English withcertain groups of people" (SSI#4)

Lack of proper knowledge

Furthermore, the lack of proper topic knowledge also acts as a barrier to speaking English. Three participants reasoned that it is hard to strike a conversation without topical knowledge. Using ambiguous words leads to misunderstanding, and unfamiliar English words also bar the speaker from using English. As found in the survey questionnaire result, 76 % of the respondents saw a lack of vocabulary as one of the major barriers; the SSI participants also agreed.

Dominant use of L1

In addition, the participant's mother tongue seems to be a dominant language choice, even in class group discussions. The four participants elaborated that they use multiple languages for a proper and comfortable group discussion. One participant stated, "I speak in any language according to
the people I am surrounded with. If the person I am with right now is from the east, I speak in *sharchop* with them, and if they speak in English, I do the same" (SSI#5). The other three agreed that they use Dzongkha to discuss and form a basis for their topic, and at the end of their group discussion, the topics discussed in another language are translated into English.

Academic Performance

Three participants responded that the barriers hamper their academic performance. When doing their oral presentation, the lack of vocabulary and proper articulation of what they want to express leads to 'speech disfluencies.' This further affects their oral tasks, such as presentations and debates (SSI#5). Furthermore, the participants claimed that speaking English with their lecturers outside the classroom depends on the lecturer. If the lecturer is friendly and approachable, the participants get comfortable, and the conversation flows more easily in their mother tongue than in English (SSI#4). In addition, individual factor, especially lack of confidence, hampers their English language. "The innate nature of having a shy personality in time makes one uncomfortable in using the second language" (SSI#4). It was found that 18% (n=28) and 32% (n=49) respondents stronglydisagreed and disagreed accordingly with the statement, "My family encourages me to speak English while conversing with them." Similarly, the respondents agreed that their family members, especially the illiterate, do not value the English language.

DISCUSSION

1. Use of L1 and code-switching

Bhattacharya (2017) emphasizes using the L1 as a barrier to those who speak English as a second language. As presented in the result, 88% of the students responded to speaking in Dzongkha or their mot when conversing with friends and family. Use of fluent English language is barred with code-switching, as presented in the result where 80% of respondents favored code-switching between English and Dzongkha for both formal and informal settings compared to 19% of respondents. The study also found minimal English use, with only 22 % in favor of speaking English for social interactions, as the students are comfortable with using mother tongues, especially with their friends and family. Likewise, Jehanzeb (2019) also found that students (85%) in Saudi Arabia prefer to converse in their mother tongue as students are more comfortable using L1. Similarly, the language choice is the same in group discussions of the students. 65% of the students prefer code-switching, whereas only 30% use English to discuss in English. This finding is consistent with what Rodriguez et al. (2017) and Tuan and Mai (2015) say about using code-switching in the classroom. It was found that students use their L1 to replace words they cannot express in English. The students are comfortable with their mother tongue since most of their peers come from the same language background.

2. Fear of making mistakes

This factor is divided into two categories: the fear of making mistakes when conversing in a classroom and the other when conversing with friends. The main reason for such fear is mispronunciation and becoming a victim of their peers' teasingand comments. The students (17%=SA, 39%=A) restrict themselves from speaking English because they fear making mistakes. The participants of the SSI also agreed that they have the fear of making mistakes, too. These findings align with what Tsiplakides and Keramida found about the fear of making mistakes. The study claimed that six out of fifteen students feared making mistakes in front of their peers, which consecutively led to anxiety and reluctance to speak.

3. Lack of vocabulary

The result showed that 26% (SA) and 46% (A) find a lack of vocabulary as another barrierto speaking English. This confirms Yaseen's (2018) and Jehanzeb's (2019) results that students struggle to find the right vocabulary when speaking English. The students do not have the right words to express themselves, and when asked a

question in class, the time to process and formulate their answer takes time, and the lack of vocabulary also hinders answer formulation.

4. Lack of topical knowledge

Topical knowledge helps the students to involve themselves in related discussions and conversations (Huang et al., 2018). According to Jahanzeb (2019), topical knowledge is the speakers' knowledge of related topical information that enables students to apply language to the world in which they live. The SSI participants of the current study share a similar view with Bhattacharya (2017) and Hashemi (2011) that speakers lack knowledge and information on related topics, decreasing their willingness to communicate. Having adequate knowledge about a certain topic and being familiar with the topic enhances one's self-confidence, while the lack of knowledge results in avoidance of communication.

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3. Lack of motivation and confidence

According to Krashen's theory of second language acquisition, the affective filter hypothesis reasons that emotional variables such as anxiety, motivation, and self-confidence are one of the factors affecting language acquisition (Krashen, 1982). Students develop a reluctance to speak English due to a lack of motivation (Mosha, 2014). However, this research showed that 51% of the students do not lack motivation. Conversely, 22% (SA) and 40% (A) have low self-confidence, affecting their speaking difficulties. The lack of confidence is related to fear of making mistakes, as students are less confident whenever they make mistakes. Krashen's second hypothesis on second language acquisition, which is the monitor hypothesis, explains that lack of self-confidence is frequently related to overusing the 'monitor.' The monitor hypothesis suggests that second language speakers use 'monitor' to correct deviations from 'normal' speech and to give speech a more 'polished' appearance (Krashen, 1982). In line with this theory, two interviewees thought that they were conscious of using correct grammar and sentence structures, which takes time, and as a result, the interviewees were reluctant to speak English. The slow processing and production of correct sentences leads to speech disfluencies, and consequently, one loses the confidence to speak in English the next time (Rahayu, 2015). Rabbah (2002) found similar results and suggests the need for more confidence, which can overcome barriers such as low self-confidence and anxiety.

4. Anxiety

The anxiety is caused by the learners worrying about making mistakes and being criticized by their peers. Brown (2001), as cited in Bhattacharya (2017, p.13), also found that students worry about being "wrong, stupid, or incomprehensible" and about "being criticized or losing face in front of the rest of the class." The study of Tsiplakides and Keramida (2009) showed that students felt anxious because of their fear of making mistakes and low self-esteem. One of the SSI

participants mentioned that the shy and timid character also contributes to low self-esteem and subsequently makes them anxious. The same result was found in Leong and Ahmadi's research (2017), which found that students' language anxiety was caused by their inability to speak in front of their peers.

5. Lack of support from friends and family

Parents' and guardians' literacy does not impact the students' willingness to speak in English. Rather, their parents' encouragement creates an environment for the students to use English and practice their English-speaking skills. 58.6% of the respondents' parents are illiterate. Among the literate parents of the respondents, 11% strongly disagree, and 20% disagree with encouraging English speaking at home, whereas 25% (SD) and 38% disagree with encouraging English from illiterate parents. Most parents take a neutral stand in such encouragement, and the discouraging and neutral attitude has an adverse effect on students' English speaking. Without encouragement or an indifferent attitude from parents/guardians, students lack a proper environment to practice their speaking skills. In the study conducted by Qashoa (2006), the discouragement of friends (27%) and family (3%) affected the participants' English speaking. In addition, the SSI participants highlighted that illiterate parents and guardians create an unfavorable environment for using the English language. Illiterate parents comment that they should not speak in English as they do not understand the language and feel left out of the conversation. Thus, the students do not know where to put themselves when surrounded by people who are both literate and illiterate. Similarly, friends' comments on mispronunciation and teasing of those conversing in English are also barriers. The mocking attitudes of the peers hinder speaking

English (Haidara, 2016). Likewise,in the current research, 30% (A) and 10% (SA) of the respondents' friends comment that speaking English in daily conversation is like showing off and a 'pompous act', thus creating a barrier.

CONCLUSION

This research provided a general idea of the factors that create a barrier to spoken English. The result presented seven barriers; i) use of mother tongue and code-switching, ii) fear of making mistakes, iii) lack of vocabulary, iv) lack of topical knowledge, v) lack of motivation and confidence, vi) worry and anxiety and vii) lack of support from friends and family. All the barriers identified are interconnected, as one barrier can lead to another barrier. First, students are comfortable using their mother tongue, and as they are used to the language, speaking English makes them uncomfortable. For most conversations, students prefer to use both English and their mother tongue, i.e., code-switching,to carry on with their conversation. The result also presented that 80% of the respondents favor code-switching. Secondly, the students are anxious about making mistakes, which can result in embarrassment or low self-esteem. The mistakes mainly refer to mispronunciation, misinterpretation, and giving wrong answers to the questions. The barrier is also set by the lack of vocabulary, as the students do not know the correct words for expressing their opinions,and the lack of topical knowledge also makes the students reluctant to speak English. Few students face a lack of motivation and confidence as a barrier to speaking English. Studentshave the motivation to speak English, but other barriers, such as the lack of support from friends and family, deter them from speaking English. Lastly, the students worry about being wrong and criticized for their mistakes. Inaddition, low self-esteem and fear of making mistakes are some contributing factors to language anxiety. The anxious students obstruct their learning progress and hamper their English speaking.

This study has certain limitations due to the scope of the study. The proposed study does not cover the other colleges in Bhutan due to time, budget, and distance constraints. In addition, only college students are considered to be leaving behind students in lower grades. Thus, the expected result or the final outcome of this study may not apply to other colleges under Royal University of Bhutan, and the results cannot be generalized beyond Sherubtse College.

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