

Challenges of Secondary Level Students in Developing Speaking Skill

A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English

Submitted by
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Department of English Education
Faculty of Education
Tribhuvan University, Kirtipur
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2023

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Declaration

I hereby declare that, to the best of my knowledge, this thesis is original; and no part of it was earlier submitted for the candidature of research to any university.

Date: 08-09-2023

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Recommendation for Acceptance

This is to certify that **Mr. Sagar Kumar Thani** has completed his M.Ed. thesis entitled **Challenges of Secondary Level Students in Developing Speaking Skill** under my guidance and supervision.

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Dedication

Dedicated
to
my late grandpa

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I am highly indebted to my Guru and thesis supervisor **Mr. Khem Raj Joshi**, Teaching Assistant, Department of English Education, University Campus, Kirtipur who provided me continuous encouragement, proper guidance, and constructive feedback to complete this research. His pleasing role play helped me to the great extent to accomplish this research study.

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Abstract

This is a study on **Challenges of Secondary Level Students in Developing Speaking Skill**. It aimed at exploring the challenges faced by secondary level students in developing speaking skill in English and identify the factors affecting the performance of students in developing speaking skill. The sample of the study included sixty students enrolling in class ten of six community schools of Birendranagar Municipality, Surkhet. It was survey research. A questionnaire was used as major tool for eliciting data. The collected data was interpreted and analyzed using mix-method approach. The findings showed a number of challenges faced by the students while developing speaking skill. Some of the major challenges were: the lack of vocabulary, pronunciation, grammatical correctness, exponents, chunks and appropriate wordings, the less opportunity to speak, practice and perform and communicate well in English in classroom and beyond, the dominance of teacher centered method, the predominance of Nepali language as a medium of instruction though the class is of English, the lack of people to motivate to speak in English like; teachers, friends, parents, neighbors and society members, the lack of physical facilities and sufficient materials like ICT based classroom, E-library, library, computer lab and useful gadgets in need to improve English in school and home. Regarding the factors, the students perceived that the factors affecting on the performance of students speaking in English are: knowledge of pronunciation, grammar, vocabulary, cognitive ability, socio-culture surrounding, physical facilities, comprehension of phonological exponents, mother tongue and medium of instruction.

This thesis consists of five chapters. The first chapter includes the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definition of the

key terms respectively. In the same way, the second chapter includes theoretical review of related literature, empirical review of related literature, implications of the review and conceptual framework of the study. Likewise, the third chapter includes the research design of the study, population sample, sampling strategy and research tools, sources of data, data collection procedures, data analysis and interpretation procedures and ethical considerations. Similarly, the fourth chapter includes results and discussions of the study. Finally, the fifth chapter presents the conclusion and implications of the study on different level: policy, practice, and further research. Likewise, the references and appendices are also included for the validation of the research at the end of the study.

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List of Abbreviations and Symbols

EFL	:	English as a Foreign Language
ELT	:	English Language Teaching
L2	:	Second Language
ICT	:	Information Communication Technology

Chapter 1

Introduction

The present study is on Challenges of Secondary Level Students in Developing Speaking Skill. This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of key terms.

Background of the Study

Language is a means of communication. There are four basic language skills viz. listening, speaking, reading and writing. Among them speaking is crucial one. It is the productive skill of language which includes the combination of pronunciation, vocabulary, grammar and fluency. These aspects of language of should be kept in consideration in order to develop good speaking skill. According to Brown (2001) “speaking is an interactive process in constructing meaning that involves the production, reception, and processing of information.” It is one of the productive skills that involve producing words, phrases, sentences and paragraphs. Speaking is one of most demanding skill in our daily life as we all prefer speaking as a means of communication to interact with each other. From communicative perspective of language use, speaking is the most important skill in peoples’ life. Speaking plays a core role in establishing a social interaction, social function, influence people and win or lose negotiations and to get information. It is a skill by which a person is judged and impressions are formed.

A good speaker is one who speaks a language accurately and fluently. The speech is the primary manifestation of language. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. In this regard, stressing on its certainty to language teaching, Ur (1996, p.120) states

“of all the four skills, speaking seems intuitively the most.” Similarly, emphasizing on fluency aspect of English language, Harmer (2007, p. 343) says “if students want be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress, intonation and patterns and speak in connected speech.” Most foreign language learners are primarily interested in learning to speak. Almost all the language teaching programs are centralized on developing the speaking ability of the students.

In the scenario of Nepal, English is considered as a foreign language for the for the speakers. It is taught as a school subject Bista (2011). Regarding the scenario of Nepal, in community schools, all the subjects were taught in Nepali language except English. There is predominance of Nepali as a medium of instruction though the class is of English. The students get less opportunity to practice in English language. The previous studies showed that most of the English teacher prefer Nepali as a medium of instructions in classroom teaching. The practices of English as a school subject and preference of Nepali as a medium of instruction in classroom teaching by English teachers creates a challenge for students in developing good speaking skill in English.

Nowadays, many community schools of Nepal are introducing English as the medium of instruction. Though English is used as the medium of instruction to teach students, the result is unsatisfactory. The student’s proficiency in English language skill is intolerable. Among the four basic skills of language, developing good speaking proficiency in English language is really a matter of concern for students because language is foremost learned for communicative purpose. Simply, a student is judged upon by his speaking. Having positive attitudes towards developing good speaking skill, the students enrolling in community schools of Nepal are not able to

do so. Developing speaking is really challenging to the non-native English speaking students. These are many circumstances behind the student's failure in possessing good English speaking skill. It has been challenge may be due to the lack of less exposure, medium of instruction, learning environment, socio-cultural surrounding, motivation, physical facilities etc. In this regard, this study has explored the challenges and the factors affecting in English speaking.

Statement of the Problem

Language learning contains learning four basic skills viz. reading, writing, listening and speaking of a particular language. They are productive and receptive skills. Reading and listening are receptive skills while writing and speaking are productive skills. These four skills are integrated to learn language competently as well as to achieving communication goals. Though writing is also productive skill but people prefer speaking to communicate with each other. That's why speaking skill is more important regarding the communicative aspects of language learning. Speaking is practice oriented skill. We need to perform different activities to develop good speaking skill. At this point, Harmer (1991) says "speakers have a grand range of expressive possibilities at their command."

The pervious researches have been carried out on the topic like; 'Problems in Teaching and Learning Speaking Skill', Secondary Level Students' Performance in Speaking Skill, and 'English as a Means of Instructions' showed that the student's proficiency in English speaking is poor in comparison of reading, writing and listening. Students don't communicate well in English. Though speaking is a basic skill and essential for communication still students' speaking efficiency is in question. Much researches have still been lacking in our context. So, this study aimed at exploring the challenges faced by secondary students in developing speaking.

Objectives of the Study

The objectives of this study were as follows:

- To explore the challenges faced by secondary level students in developing speaking skill in English.
- To identify the factors affecting the performance of students in developing speaking skill.

Research Questions

The study was oriented to explore the answer of the following research questions:

- What are the challenges faced by secondary level students in developing speaking skill in English?
- What are the factors affecting on the performance of students in developing speaking skill?

Significance of the Study

Speaking is a basic and essential skill for communication. Most of the ELT programs aimed at improving student's speaking proficiency. The prominent goal of learning English as a second or foreign language is to improve speaking ability of learners. Student is expected to communicate accurately, fluently and appropriately in English. This study was focused on exploring the challenges regarding speaking skill of students at community schools. Therefore, the findings of the study will be significant to policy makers, curriculum designers, language planners, material designers, text book writers, administrators, teachers, researchers and students.

Delimitations of the Study

Delimitation of the study are the boundaries that confine the limitation, scope and area of the research study. The study has to be limited in terms of objectives, population sample, place, research design and tools. This study was confined to the

challenges faced by secondary level students in developing speaking skill. It was limited to sixty students out of six community schools of Birendranagar Municipality, Surkhet (Bhairav Mavi, Tripureshwor Mavi, Nepal Rastriya Madhyamik, Shiva Mavi, Pravaat Mavi, Shree Krishna Sanskrit). The sample population was selected using simple random sampling procedure for this study. Only survey research design was adopted to carry out this study. Questionnaire was used as a research tool to elicit data for this study.

Operational Definitions of the Key Terms

The Key terms of the study are listed and defined as follows:

Challenges: A difficulty that needs great effort in order to overcome successfully. Here, it refers to the difficulties faced by EFL learners in developing good speaking skill.

Affecting Factors: A component that influence or impacts in a result. Here, it refers to a factor hindering the performance of student's speaking in English.

Speaking Skill: One of the basic skills of language used to communicate verbally. Here, it refers to the ability to speak accurately, fluently and proficiently in target language.

Secondary Level: The structure of schooling from Grade 9 to Grade 12 in the context of Nepal.

English Language: A language that is commonly used as a medium of instruction world widely by large number of population and used in variety of fields.

Chapter 2

Review of Related Literature and Conceptual Framework

This chapter reviews includes the theoretical review of related literature, the empirical review of related literature, implications of the study and conceptual framework under this chapter.

Review of Related Theoretical Literature

This chapter deals with the various theoretical practices related to the title of my present study Challenges of Secondary Level Students in Developing Speaking Skill. The review of the related literature provides theoretical insights for the study. Similarly, it gives an idea of an understanding of theories and concept related to the topic of research. In this section, I have discussed on speaking as a language skill, types of speaking, purposes of teaching speaking, problems of speaking, components of speaking and affecting factors in speaking.

Speaking as a Language Skill

Speaking is one the inevitable language skill which allows us to communicate effectively. This skill gives us the ability to convey information verbally and, in a way, that the listener can understand easily. Speaking is an important part of language learning and teaching process of English as a foreign language. It provides learners an opportunity of expressing feelings, emotions, intentions, facts, ideas etc. between two or more than two people in target language. Speaking is a productive skill of the language that is mainly used for communicative purpose.

Brown (1994) defines speaking as “an interaction process of constructing meaning that involves producing, receiving and processing information.” It means speaking is acted out as a speaker send a verbal message, receiver decode the message, make meaning and reply intended answer in the form of feedback to the

sender. The speaker is involved in producing, receiving and processing information to act out meaningful communication. The communication is successful only if the intended meaning is constructed as an outcome.

Fulcher (2003, p .23) defines speaking as “the verbal use of the language to communicate with others.” This statement reveals that speaking is purpose oriented. The ultimate purpose is to communicate. The use of words, sentences, exponents, chunks, phrase vocabulary is verbally done to communicate between people. Therefore, speaking is crucial language skill that shouldn't be underrated.

Similarly, Mart (2012) defines speaking as “being able to use language.” The statement reveals that the ultimate goal of language learning is to speak or to communicate. The importance of speaking as language skill is significant. A speaker should develop good speaking skills to act out successful communicative event.

According to Ur (1996, p.119), characteristics of a successful speaking activity are as follows:

Learners Talk a Lot. Any activities in which a learner is involved is occupied by learners talk. The learners spent most of the real time engaging in a talk. In classroom students must be active to speak with friends and teacher. The more they speak, the more they become fluent.

Participation is Even. In classroom all students get opportunities to speak. They equally and fairly contribute in classroom talk. The classroom is not dominated by a single talkative student. The students' participation is even in classroom interaction and discussion.

Motivation is High. Students interested to say something new about a topic eager to speak. They have high motivation towards speaking. They often try to share ideas and experience with class in confident manner.

Language is of an Acceptable Level. Learners use components of speaking which are relevant, acceptable and easily comprehensible to express themselves. They try to maintain good pronunciation, grammar, vocabulary, fluency and comprehension in speaking. The students often try to communicate well in English speaking.

Types of Speaking

Speaking can be formal and informal. The types of speaking are: Formal speaking and Informal speaking. Formal speaking occurs in business or academic situations or when meeting people for the first time while Informal speaking is typically used with family and friends, or people we know well. Speaking is the common and most probable language skill that most language learners wish or aim to learn as soon as possible. From the communicative perspectives, speaking is regarded as the influential aspects as it is practiced widely. The learners must have good knowledge of vocabulary, wordings, pronunciation, exponents, chunks and grammatical correctness in order to express them formally or informally.

Purpose of Teaching Speaking

Learning speaking is purpose oriented. One of the most common purpose of teaching speaking in English as second language or foreign language is oral communication. The ability to speak English fluently has become necessary. In this regard, Hughes (2003, p.113) says “the objective of teaching spoken language is the development of the ability to interact successfully in that language and this involves comprehension as well as production.”

The misconception; speaking communication competence develop naturally over time and that the cognitive skills involved in writing automatically transfer to oral communication lead people neglect speaking aspects. The language is socializing means and it needs to be practiced appropriately. It is especially difficult to the

foreign language learners. In the second or foreign language classroom, speaking is the most challenging skill to acquire. In this regards, Liao (2009) says, “speaking is the skill that students will be judged upon most in real-life situation. It is an important part of everyday interaction and most often the first impression of a person is based on his or her ability to speak fluently and comprehensibly.” Similarly, Larsen-Freeman (2000, p.127) states “learning to use language forms appropriately is an important part of communicative competence.” This reflects that using language is more important than knowing about it.

Problems of Speaking

Speaking is the significant as well as challenging task for second or foreign language learners. Learners encounter various problems regarding the speaking aspects of language. It requires good knowledge of vocabulary, pronunciation, grammatical correctness and fluency. Beside this, communicative competency is in need. Speaking is oral way of communication. It means one must have knowledge of what to speak, when to speak, where to speak and how to speak. Similarly, the psychological state of learning, anxiety, motivation, low confidence, personality, cognition, maturity etc. equally hinders speaking skill. Like that, learning environment, strategies used by teacher in teaching, insufficient materials etc. hinder simultaneously. That’s why, the act of speaking seems problematic to the significant number of students.

According to Ur (1996, p.121), the problems with speaking activities are as follows:

Inhibition. Inhibition means a feeling that makes one self-conscious and unable to act in a relaxed and natural way. Speaking requires some degree of real-time exposure to an audience. Learners often feel embarrassment and hesitate to express

anything in English. It means they resist English language speaking. They are worried about making mistakes, fear of criticism and feeling of humiliation in front of friends.

Nothing to Say. Nothing to say means learners have no motive to express themselves. This is a common problem appearing in teaching and learning speaking. This is one of the unsolved challenges seen in the field of teaching and learning second or target language. Due the different circumstances like; lack of good knowledge of vocabulary, wordings, poor pronunciation, psychological state of learner, anxiety, means of instruction, low confidence etc. learners didn't express themselves.

Low or Uneven Participation. Participation means the activity of engaging own self in an action or something. The role participation is significant in learning speaking. Unless learner engages own self in speaking activities, it is impossible to develop English speaking. In large group one participant can talk at a time, this means that each individual will have only very few talking times. The low or unequal participation of learners' in speaking activity seems a great challenge in developing English speaking. If we observe English classroom, we used to see few numbers of students are dominating the whole class, they are engaging themselves on answering teachers' question, asking for feedback while other students stay quiet and nervous. The various circumstances like; teachers' role, students' attitude, unmanaged classroom, learning environment, strategies used for teaching etc. lead to low or uneven participation.

Mother Tongue Use. Learners who share the same mother tongue tend to use it in classroom because it is easier and they feel less exposed while speaking their mother tongue. They feel it unnatural to speak in foreign or target language.

Regarding this, Harmer (1991) states "if students are asked to have discussion about a

topic that they are incapable of, if they want to say anything about the topic, they will use their own native language.” This statement reveals that students are inclined toward the use of mother tongue. Their motivation toward the use of mother tongue most creates challenges in developing good skills in target languages.

Components of Speaking

Speaking is the action of using oral word to express the idea or information. The speaker must acknowledge the aspects of speaking so that the listener can easily understand the intended idea of the speaker.

According to Syakur (1987, p.3), the basic components of speaking are as follows:

Comprehension. Comprehension is the way of understanding something. It is very important aspect of speaking because a listener must comprehend or understand the information delivered by speaker for the successful communicative event. In a conversation with others, a speaker must make them understand own conversation.

Vocabulary. In order to communicate effectively, appropriately and contextually, a speaker need to mastery over vocabulary. The rich knowledge of vocabulary enables a speaker to use language fluently as well as grew inner confidence in using language. It is the basic fundamental aspect of language learning.

Grammar. “Grammar can be described as a principle of rule which can be used to make well-formed of grammatical utterance in that language” (Purpura, 2004, p.6). The good knowledge of grammar helps in gaining expertise to use a language in a correct way. The learner must acknowledge idea to arrange grammatical correct sentence in conversation or speech.

Pronunciation. “Pronunciation is the way in which a language is spoken; the way in which a word is pronounced; the way a person speaks the words of language”

(Hornby, 1987, p. 497). Pronunciation deals with the phonological process. It refers to the component of grammar that determines how sounds and pattern vary in a language.

Fluency. Fluency is defined as the ability to speak fluently and accurately. The signs of fluency reflect speediness of speaking and only a smaller number of pauses. Harris & Hodges (1995, p. 14) states “fluency is the capability to speak automatically and quickly.” It is one of the most emphasized aspects of speaking. Fluency in speaking is the desire of every language learner. Fluency in speaking reflects a speaker mastery over language.

In the framework of (Canale & Swain 1980, as cited in Richard & Renandya, 2002), the abilities underlying the speaking proficiency are as follows:

Grammatical Competence. Grammatical competence includes the knowledge of phonology, orthography, vocabulary, word formation, and sentence formation. Simply, the learner must have the knowledge of particular words formation, various sounds and sentences form to convey the intended meanings. Grammatical competence enables speakers to understand and use English language accurately, confidently in fluent manner. Most of the English language users face difficulty in English use and usage due to the lack of grammatical competence.

Discourse Competence. Discourse competence means knowing how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole. English language learners need to have discourse competence for acting out meaningful communication. There should be a good knowledge of discourse competence in speaker in order to convey intended ideas, facts and feelings while communicating. Therefore, effective speaker of English language must acquire large repertoire structures and discourse markers to express ideas, show

relationships of time, and indicate cause, contrast, emphasis (Scarcella & Oxford, 1992).

Sociolinguistic Competence. Sociolinguistic competence means knowing and understanding how to speak and interact as expected socially and culturally in target language. Learners must have sociolinguistic competence in order to use appropriate exponents and chunks, how to interact and respond nonverbally and according to the purpose. Learners learning English as a foreign or target language must have sociolinguistic competence in order to speak effectively, contextually and appropriately. The sociolinguistic competence gives a feeling of ownership over language as well as societal member.

Strategic Competence. Strategic competence, which is, ‘the way learners manipulate language in order to meet communicative goals’ (Brown, 1994, p. 228). It is the knowledge of how to use target language to communicate own intended meaning. Strategic competence performs assessment, planning and execution of functions to determine the most effective means of achieving a communicative goal of a language. In speaking, strategic competence refers to the ability to know when and how to start speaking, how to keep it ongoing, how to end it, as well as acting out meaning and successful communication.

Factors Affecting Speaking

It is difficult to develop basic skills of language; speaking, reading, listening and writing in target language. Among them, it is very difficult to develop good speaking skill because it is orally presented, need frequent practice, should have good knowledge of various aspects, and should be contextual, meaningful and successful. Developing speaking skill in the target or foreign language is challenging indeed. There are various reasons behind the failure of the learners mastering over the

speaking skills. Shumin (2002, p.204) states “speaking a language is especially difficult for foreign language learners because effective communication requires the ability to use the language appropriately in the social interactions.” It is difficult to achieve the communicative competence to use the language appropriately and properly in different social contexts.

“There is relationship between contextual factors, individual learner difference, learning opportunities and learning outcomes, which it is believed are most for learning, i.e., where variation can lead to differences in success or failure” (Spolsky, 1989). These above stated factors determine the success or failure of language learning. Similarly, Yule (1996) states “if we are stressed, uncomfortable, self-conscious and unmotivated, we are unlikely to learn anything.” This means psychological and emotional aspects of learners’ affect successful speaking too.

Regarding the factors affecting in speaking, Townend and Walker (2006, pp 42-47) discuss following influencing factors in the acquisition of spoken language:

Cognitive Ability. Gottfredson (1997) defines, “cognitive ability is a general mental capability involving reasoning, problem solving, planning, complex idea comprehension, abstract thinking, and learning from experience.” The cognition development in a learner reflects their intellectuality. This shows how much learner is capable in learning languages or skills. That’s why it is a determining or affecting factors in speaking in English.

Learners need to be at a specific age group or stage to process and produce language. The cognition development of learners includes the knowledge of vocabulary, wordings, grammar, pronunciation, sentence formation etc. that enables them to speak language specifically and contextually in confident manner.

Environmental Factors. The learning environment plays a crucial and prominent role in development of speaking skill. Environment refers to the surrounding where learners spent most of the time or grew up. The more opportunity of exposure let them mastery over target language. The conversational and interactive learning environment promotes speaking ability in learners. The environment for learners is Home, School, Classroom and Society where they get opportunity of exposure and communicate. That's why there is a great influence of environment in learning speaking skill.

Physical Factors. The physical factors like; health, physical development, nutrition, visual and physical defects and glandular abnormality affects learners learning. The physical impairment in learners creates difficulties in the articulation of speech sounds. Speaking involves different voluntary vocal organs. The defects in any parts can hamper the ability of speaking in learners. For example; Cerebral palsy, a group of disorder.

The Underlying Skills. Some learners fail to recognize the fundamental language skills. The underlying skills are as follows:

Discrimination. The learner's ability to hear clear difference between sounds is discrimination. Unless they fairly acknowledge the individual sounds in connected speech, they will not be able to develop speaking skills.

Memory. Memory means the mental capacity of retaining and reviving the facts, events, impression etc. The role of memory is inevitable in second or target language learning. The functioning of memory able learners to recall and recognize past information. A learner having good memory learns language soon.

Closure. Closure is the interpretation or meaning making of information in communication. When complex sort of information comes to our mind, we often predict or interpret message before the message got finished.

Sequence. Sequence is a particular order in which related things follow each other. In speaking, the continuous flow of information in the form of phrase, sentence or discourse needs to be perceived clearly by a receiver to act out successful communicative event.

Attention. If the learner didn't pay selective attention to the spoken word, sentences, utterances then he/she cannot get right information. They must pay attention in order to get develop good language skills.

Regarding factors affecting in speaking, Shumin (2002, pp. 205-206) has discussed some factors affecting adult EFL learners' oral communication.

Age or Maturation Constraints. Age is most common determinant factor that contributes the success or failure in second language learning. Regarding this, (Krashen, Long, & Scarcella, 1982, as cited in Shumin, 2002) argue that "acquirers who begin learning a second language in early childhood through natural exposure achieve higher proficiency than those beginning as adults." The above statement revealed that the child is fast and good learner of language rather than adult. The adults are comparatively weaker to acknowledge the phonological aspect of the target language due to their high exposure and habitual in their mother tongue. Thus, they fail to reach proficiency in second language.

Similarly, Scarcella & Oxford (1992) view "ageing process itself may affect or limit adult learners' ability to pronounce the target language fluently with native like pronunciation." For adult learners' it is difficult to reach language proficiency and competency due to their age factor.

Aural Medium. Language is two-way interactive process. It means two people are engaged in communication. One is speaker and another is listener. The communicative event becomes meaningful and successful when the intended message transferred by speaker comes to him/her as feedback. That's why the role of listening comprehension in L2 or foreign language acquisition process cannot be denied. In this regard, Shumin (2002, p. 205) states that "the central role of listening comprehension in the L2 or foreign language acquisition process is now largely accepted." Listening is regarded as very crucial factor in language learning. It determines the failure or success of any communicative event.

Similarly, (Mendelsohn & Rubin ,1995, as cited in Shumin, 2002, p. 205) states "while listening, learners must comprehend the text by retaining information in memory, integrate it with what follows, and continually adjust their understanding of what they hear in the light of prior knowledge and of incoming information." From the above statement, we can generalize that it is important to develop listening skill along speaking simultaneously.

Socio-cultural Factors. The norms, values, beliefs, culture of society plays a crucial role in language learning. These factors are regarded as socio-cultural factors. These factors merely affect speaking skill. Language is the representation of society. The culture of the particular society also influences the foreign language learning. (Dimitracoulou, 1990, as cited in Shumin, 2002) views "from a pragmatic perspective, language is a form of social action because linguistic communication occurs in the context of structured interpersonal exchange and meaning is thus socially regulated." Language is performed in society and it should be socially accepted. Each society has certain values, belief, tradition and social structures that determine guideline for a language use and usage. A speaker should keep those

considerations in mind while speaking. That's why it is necessary to know social context to speak a language contextually.

Similarly, Carrasquilo (1994, p. 55) views "shared values and beliefs create the traditions and social structures that bind a community together and are expressed in their language". The speakers having particular culture, religion, norms, beliefs, and values feel difficulty to speak in the next language. It is hard to communicate in the target language as well as their culture prohibits it. Due to the influence of their cultural norms, it is hard for non-native speakers to choose the appropriate wordings in certain situations.

Affective Factors. "The affective side of learner is probably one of the most important influences on language learning success or failure" (Oxford, 1990, p.140). The affective factors related to foreign language learning are discussed below:

Anxiety. Anxiety means a feeling of worry, nervousness or uneasiness about something with an uncertain outcome. Horwitz and Cope (1986) founds three main causes of anxiety; communication apprehension, test anxiety and fear of negative evaluation. The above-mentioned factors cause anxiety among learners. Speaking a foreign language in front of native speaker is anxiety provoking.

Attitude. Attitude means a settled way of thinking or feeling about something. The learner's attitude mostly influences speaking skill. The psychological state of learner may encourage or discourage in English speaking.

Emotions. Emotions mean the attachment towards something. If the learner has emotionally attachment with target language undoubtedly, they will develop good speaking skill soon.

Empathy. Empathy means the ability to understand and share the feelings of another. It plays crucial role in developing speaking skill as communication is

acted orally. When learners start sharing their feelings, ideas, thoughts, intentions etc. it basically enhance speaking skill.

Motivation. Motivation is the key to student's learning success. It plays crucial role in developing language speaking skills because until and unless someone is motivated to learn, it is impossible to get positive outcomes. The ability of learners is boosted up by motivation.

Review of Related Empirical Literature

A researcher gets insightful review of previous studies which in very useful in conducting present study. It is very essential for a researcher to review literature in the form of journal, article and unpublished thesis. The findings derived from different study is useful in conceptualizing own study, analyzing gaps and needs. With the same aim, I have reviewed following related literature to insight upon my present study.

Neupane (2009) carried out a survey research study on the topic entitled "Problems in Teaching and Learning Speaking Skills" that aimed to explore the problems in teaching and learning speaking skills in secondary level students. In order to fulfill the objectives of the study, two types of research tools were made; questionnaires and observation forms. The researcher selected thirty teachers from fifteen schools of Nuwakot district using judgmental non-random sampling. The findings of study concluded that lack of physical facilities, not using proper teaching materials in teaching speaking, students' poor English background and not giving focus on speaking test in the exam were major problems in teaching and learning speaking skill.

Similarly, Hossain (2015) conducted a survey research study on the topic entitled "Teaching Productive Skills to the Students: A Secondary Level Scenario."

The study is carried out in the scenario of Bangladesh. Questionnaire is used as a tool to elicit data. The findings of the study explored that lack of various speaking activities in English lessons like different kinds of drills, information gap activities, discussion activities, role-plays, games etc. was found, necessary to encourage students to use English as a medium of communication during English lessons, students should be encouraged for autonomous learning and to increase confidence level of the students for developing speaking skill special care is to be taken in pronunciation.

Likewise, Al Nakhalah (2016) conducted an experimental research study on the topic entitled “Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University.” The study aimed at exploring the speaking difficulties encountered by English language students. Interview is used as a research tool to elicit data. The result of the study indicated that difficulties in speaking of the students is due to some reasons such as fear of mistakes, shyness, anxiety, lack of motivation and lack of confidence.

In the same way, Leong and Ahmadi (2017) conducted a research study on the topic entitled “An Analysis of Factors Influencing Learners’ English Speaking Skill” that aimed establishing the need to focus on the factors affecting on language learners English speaking skill. The findings of the study concluded that learners with a low self-esteem, higher anxiety, and low motivation have serious difficulties in speaking skill in spite having acceptable linguistic skills. The students who have higher motivation and lower anxiety can speak easily and effectively.

Likewise, Algamati and Hamuda (2019) conducted a descriptive research study on the topic entitled “Oral Problems Encountered by Libyan Secondary Students.” The study aimed at investigating the speaking difficulties which encounter

students at secondary stage. The descriptive research method was adopted. The sample population was English teacher and secondary level students. Questionnaire was used as a tool to elicit respondents' views. The result revealed that the students do not practice speaking skill both in and outside classroom. Time is not enough to teach all the aspects of language for teachers, lack of motivation and fear of mistakes, possession of limited vocabulary, poor backing ground experience in students and most oral activities on text- and workbooks are skipped to be taught.

Similarly, Alfaki and Ali (2021) conducted a descriptive qualitative research study on topic entitled "Difficulties of Speaking that Encountered Students: Case Study En-Nuhud Secondary Schools." The study aimed at exploring the speaking difficulties encountered English language students at En-Nuhud Secondary school. Questionnaire was used as a research tool for the study. The study explored that the difficulties in the speaking of the students was due to some reasons like; fear of mistake, shyness, anxiety, and lack of confidence. The researcher recommended establishing an environment which support and encourage the students to speak English frequently.

Likewise, Hajar and Rahman (2022) conducted a research study on topic entitled "High School Student's Difficulties in English Speaking Skills of Namlea." The study aimed at exploring the speaking difficulties encountered by high school students and investigating the cause of such difficulties. The researcher adopted descriptive qualitative method. Interview was used as a research tool for study. The result showed some difficulties like; inadequate English vocabulary, spelling and pronunciation problem, students lack grammatical understanding, students' paradigm, motivation, lack of language environment support and few chances to practice speaking in the learning process.

In the same way, Wulandari, Amalia and Ramdhani (2022) conducted a survey research study on the topic entitled “Investigating Speaking Difficulties of Senior High School Students: Linguistics and Psychological Problems.” The study aimed at exploring the problems in communication experienced by senior high school students. The questionnaire was the instrument that was employed for the study. The study concluded that both linguistics and psychological problems impacted negatively the student’s speaking. In terms of linguistic problems, lack of grammar mastery and pronunciation brings a high level of difficulties to the students to speak in English. Psychologically, students’ difficulty in speaking was influenced by the students’ anxiety, lack of practice and lack of confidence.

Implications of the Review for the Study

Literature review helps a researcher to develop good understanding about the particular topic. With the same aim, I have reviewed research article of different scholars. These research studies that I reviewed provides insightful ideas to conduct my present study.

Neupane (2009) presented on Problems in Teaching and Learning Speaking Skill. From this study, I got familiar with the problems of teaching and learning speaking skills. Likewise, Hossain (2015) presented on Teaching Productive Skills to the Students: A Secondary Level Scenario. From this study, I came know the need of teaching various speaking activities to students in order to develop good speaking skill. Similarly, Al Nakhalah (2016) presented on Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University. From this study, I got familiar with the speaking difficulties faced by English language students. Likewise, Leong and Ahmadi (2017) presented on An Analysis of

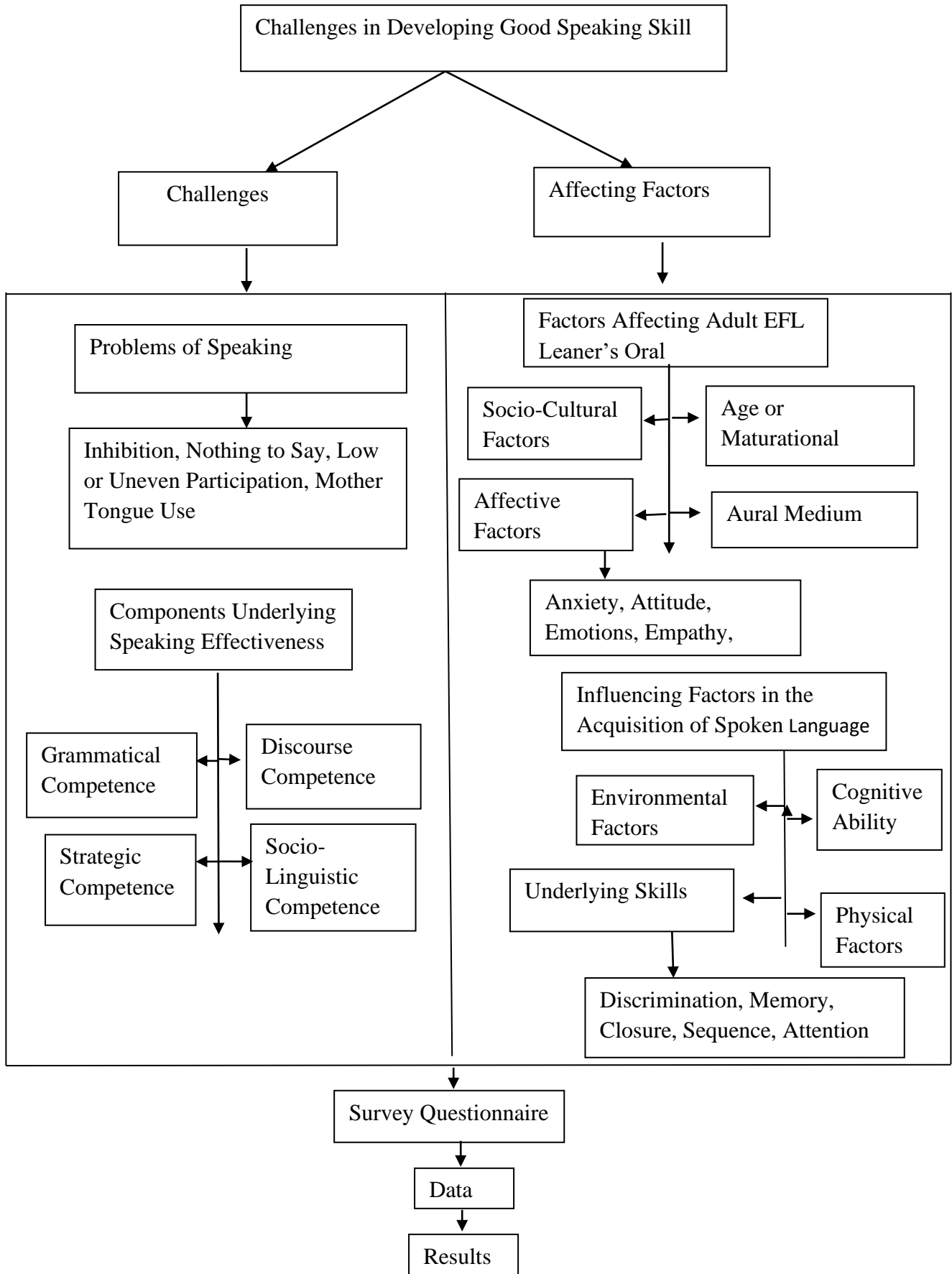
Factors Influencing Learners' English Speaking Skill. From this study, I came know the affecting factors on learners' English speaking.

Similarly, Algamati and Hamuda (2019) presented on Oral Problems Encountered by Libyan Secondary Students. From this study, I got familiar with the speaking difficulties encountered at secondary stage by students. In the same way, Alfaki and Ali (2021) presented on Difficulties of Speaking that Encountered Students: Case Study En-Nuhud Secondary Schools.” From this study, I came to know the speaking difficulties faced English language students. Likewise, Hajar and Rahman (2022) presented on High School Student's Difficulties in English Speaking Skills of Namlea. From this study, I came to know about the speaking difficulties faced by high school students and the cause of such difficulties. In the same way, Wulandari, Amalia and Ramdhani (2022) presented on Investigating Speaking Difficulties of Senior High School Students: Linguistics and Psychological Problems. From this study, I become familiar with the problems that the senior high school students face in communication.

Though the above reviewed works provided information on problem and difficulties of aspect speaking. They have not discussed on the challenges aspect of speaking. So, this study has bridged such a gap exist in the literature.

Conceptual Framework

The study on Challenges of Secondary Level Students in Developing Speaking Skill was based on the following conceptual framework.



Chapter 3

Methods and Procedure of the Study

This chapters incorporates of research design of the study, population sample and sampling strategy, research tool, sources of data, data collection procedure, data analysis procedure and ethical considerations.

Research Design of the Study

A researcher needs to adopt research design to conduct the research in the right direction. According to Zikmund (2003) “Research designs is defined as a master plan specifying the methods and procedures for collection and analyzing the needed information.” In order to achieve the objectives of this research study, I adopted a survey research design. Survey research design is widely used in social and educational studies. Regarding this, Cohen and Manion (2010):

Surveys are the most commonly used descriptive method in educational research, and may vary in scope from large-scale governmental investigation through to small-scale studies carried out by a single researcher. The purpose of survey research generally to obtain a snapshot of condition, attitudes and /or events at a single point of time.

In survey research design, a researcher seeks to gather large-scale data from participants as sample population. Regarding this, Check and Schut, (2012 as cited in Ponto, 2015) state, “survey research is the collection of information from a sample of individuals through their responses to questions”. The survey research seemed very effective to elicit the required data from the representative sample population.

The problem of my research study is suitably addressed by survey research design that is Challenges of Secondary Level Students in Developing Speaking Skill. The population of my study were all students enrolling in secondary level in community school of Birendranagar Municipality. It was helpful for me to conduct

study in large population successfully. Similarly, the data collection procedure was conducted in one day, the design was time saving and less economical. Furthermore, survey research study provided me insightful guideline to conduct data collection procedure and helped me to meet the objectives of the study successfully.

Population, Sample and Sampling Strategy

The population of the study included all Grade Ten students studying in community school of Birendranagar Municipality, Surkhet district. Among them 10 students from six schools were selected as sample population using simple random sampling procedure to collect sample for this research study.

Research Tools

In order to meet the objectives of this research study, I used a set of survey questionnaire as a major tool. This tool was supposed to be effective, appropriate and feasible for the respondents of this study. The questionnaire included both (close-ended and open-ended) questions to meet the objective of the study.

Sources of Data

Both primary and secondary sources of data were used to elicit required information for this study:

Primary Sources of Data

Sixty students enrolling in Grade ten of six community schools of Birendranagar Municipality, Surkhet district were primary source of data.

Secondary Sources of Data

Review of Theoretical and Empirical literature, Journal and Research article were secondary sources of data.

Data Collection Procedures

In order to collect data for my present study, I adopted the following stepwise procedure:

- At first, I prepared a set of survey questionnaire to elicit the required data.
- After the preparation of research tool, I visited six different community schools of Birendranagar Municipality.
- And, I formally meet principal and English teacher of secondary level and told them about the process and objective of my research study.
- Next, I asked and got authority of conducting research from school administration.
- Next day, I visited respective schools. I built rapport with students. I assured them the confidentiality in terms of ethics regarding the information that they were going to share through questionnaire.
- Then, I gave necessary instructions and conduct test.
- After that, I collected the entire questionnaire from the participants and keep them safely.
- At last, I thanked school administration, teachers and participants for their kind cooperation.

Data Analysis and Interpretation Procedures

In this section, the data collected from participants was analyzed, interpreted and presented statistically and descriptively. The participants' response in based of questionnaire was tabulated using statical tools and the result was interpreted descriptively in order to derive the findings of study.

Ethical Considerations

There are some ethical considerations that the researcher has to follow while undertaking any research. This research study was conducted following the academic and ethical code of conduct. The objective of my study was honestly disclosed to the participants while collecting data. The confidentiality of participants' response was assured. The whole data collection was conducted in unbiased manner. The authors, whose works scaffolded me during the study were acknowledged. Similarly, I gave due respect to all writer, researchers, supporters for contributing on this study by mentioning individually and collectively in acknowledgement section and taking citations and references in the reference section.

Chapter 4

Results and Discussions

This chapter is on the analysis and interpretation of the collected data from questionnaire. The data were interpreted using both quantitative and qualitative analysis procedure throughout the study. The close-ended questions were compared and analyzed through the help of table while open-ended questions were analyzed descriptively.

Analysis of Data and Interpretation of Result

I have analyzed and interpreted data in two sections. In the first section, I have analyzed and interpreted closed-ended question and in second section, I have analyzed and interpreted open-ended questions respectively. On the basis of obtained data, the result has been derived.

Challenges in Developing Speaking Skill

Speaking is a basic and essential skill for communication. Though the intention and motive of learners' learning English as a l2 or foreign language is to develop good speaking proficiency still they are lacking on it. This occurs because of the challenges they face while developing speaking skill. Here, the challenges faced by secondary level students in developing speaking skill in English are discussed below:

Table 1*Challenges in Developing Speaking Skill*

S. No.	Challenges Faced in Speaking	Response	
		Yes	No
1	Lack of Vocabulary	80%	20%
2	Lack of Practice	43%	57%
3	Lack of Grammar	80%	20%
4	Lack of Motivation	62%	38%
5	Lack of Confidence	62%	38%
6	Lack of Sufficient Materials	77%	23%
7	Lack of Guidance, Feedback and Support	65%	35%
8	Lack of Appropriate Exponents, Chunks and Wording	92%	8%
9	Lack of Pronunciation	60%	40%
10	Lack of Opportunity	78%	22%

This first question asked them whether they felt difficulty in speaking because of lack of vocabulary. The options for the respondents were 'Yes' and 'No' respectively. Out of sixty respondents enrolling in secondary level, 80% of students responded 'Yes'. This means, they faced difficulty in speaking due to lack of vocabulary while 20% of students responded 'No'. This means, they didn't face

difficulty in speaking because of lack of vocabulary. Therefore, from the above data it is revealed that significant numbers of students face difficulty in English speaking due to the lack of vocabulary which is very challenging for them.

Similarly, the second question asked them was whether they got plenty of opportunities of practicing English inside the classroom. The options for the respondents were 'Yes' and 'No' respectively. Out of sixty respondents enrolling in secondary level, 43% of students responded 'Yes'. This means, they got opportunities of practicing English inside the classroom while 57% of the students responded 'No'. This means, they did not get opportunities of practicing English inside the classroom. Therefore, from the above illustrated table, it is known that more than half numbers of students do not get opportunities of practicing English inside the classroom which creates challenge in English speaking for them.

Likewise, the third question asked them was whether English speaking is a challenging for them because of lack of grammatical correctness. The options for the respondents were 'Yes' and 'No' respectively. Out of sixty respondents enrolling in secondary level, 80% of students responded 'Yes'. This means, they felt English speaking challenging because of lack of grammatical correctness while 20% of the students responded 'No'. This means, they didn't feel English speaking challenging due to lack of grammatical correctness. Therefore, from the above illustrated table it is concluded that significant numbers of students feel English speaking challenging because of lack of grammatical correctness which have been serious problem for them.

In the same way, the fourth question asked them was whether they felt lack of motivation as a challenge in developing speaking skill. The options for the respondents were 'Yes' and 'No' respectively. Out of sixty respondents studying in

class ten, 62% of students responded 'Yes'. This means, they felt lack of motivation as a challenge in developing speaking skill while 38% of the students responded 'No'. This means, they didn't feel lack of motivation as a challenge in developing speaking skill. Therefore, from the above response it is identified that more than half numbers of students believe that lack of motivation is a challenge in developing speaking skill for them.

Likewise, the fifth question asked them was whether they faced challenges in English speaking because of lack of confidence. The options for the respondents were 'Yes' and 'No' respectively. Out of sixty respondents enrolling in class ten, 62% of students responded 'Yes'. This means, they faced challenges in English speaking because of lack of confidence while 38% of the students responded 'No'. This means, they didn't face challenges in speaking because of lack of confidence. Therefore, from the above analysis it is revealed that more than half numbers of students face challenges in English speaking because of lack of confidence in English use usage.

Similarly, the sixth question asked them was whether the lack of sufficient materials for practice in speaking creates challenge to them. The options for the respondents were 'Yes' and 'No' respectively. Out of sixty respondents enrolling in secondary level, 77% of students responded 'Yes'. This means, the lack of sufficient materials for practice in speaking creates challenge to them while 23% of the students responded 'No'. This means, they didn't face challenges because of lack of sufficient materials for practice in speaking. In conclusion, it is analyzed that two-third number of students faced challenges in English speaking because of lack of sufficient materials.

Likewise, the seventh question asked them was whether they realized the lack of guidance, feedback and support as a challenge in English speaking. The options for

the respondents were 'Yes' and 'No' respectively. Out of sixty respondents studying in class ten, 65% of students responded 'Yes'. This means, they have realization of lack of guidance, feedback and support as a challenge in English speaking while 35% of the students responded 'No'. This means, they didn't have realization of lack of guidance, feedback and support as a challenge in English speaking. In conclusion, it is disclosed that more than half numbers of students have realization of lack of guidance, feedback and support as a challenge in English speaking.

In the same way, the eighth question asked them was whether they thought they lack appropriate exponents, chunks and wordings in need for speaking in English. The options for the respondents were 'Yes' and 'No' respectively. Out of sixty respondents studying in class ten, 92% of students responded 'Yes'. This means, they lacked appropriate exponents, chunks and wording in need for speaking English while 8% of the respondents responded 'No'. This means, they didn't lack appropriate exponents, chunks and wording in need for speaking English. From the above data, it is disclosed that significant numbers of students face challenges in speaking in English due to lack of appropriate exponents, chunks and wording.

Likewise, the ninth question asked them was whether they felt difficulty in pronunciation of English words and utterances. The options for the respondents were 'Yes' and 'No' respectively. Out of sixty respondents studying in class ten, 60% of them responded 'Yes'. This means, they faced difficulty in pronunciation of English words and utterances while 40% of the students responded 'No'. This means, they didn't face difficulty in pronunciation of English words and utterances. Therefore, from the above data it is clear that significant numbers of students face difficulty in pronunciation of English words and utterances which de-motivate them in English speaking.

Similarly, the tenth question asked them was whether they were weak in English speaking because of the lack of opportunity they get to speak in the classroom and beyond. The options for the respondents were ‘Yes’ and ‘No’ respectively. Out of sixty students enrolling in class ten, 78% of them responded ‘Yes’. This means, they were weak in English speaking because of lack of opportunities they get to speak in the classroom and beyond while 22% of the respondents responded ‘No’. This means, they were not weak in English speaking because of lack of the opportunities they get to speak in the classroom and beyond. From the above table, it is clear that two-third number of students found themselves weak in English speaking because of the lack of opportunity they get to speak in the classroom and beyond. It is a very serious challenge for them.

Table 2

Challenges in Developing Speaking Skill

S. No.	Challenges Faced in Speaking	Response	
		Yes	No
1	Problematic Performance	55%	45%
2	Classroom Management	50%	50%
3	Opportunity of Discussion and Dialogue	47%	53%
4	Use of Mother Tongue	85%	15%
5	Learning Environment	62%	38%
6	Hesitation to Speak	63%	37%

A question asked them was whether they thought their performance in conversation and dialogue is itself problematic. The options for the respondents were ‘Yes’ and ‘No’ respectively. Out of sixty respondents studying in class ten, 55% of

students responded 'Yes'. This means, their performance in conversation and dialogue is itself problematic while 45% of students responded 'No'. This means, their performance in conversation and dialogue itself is not problematic. From the above analysis, it is identified that for more than half numbers of students their performance in conversation and dialogue is itself problematic while speaking in English.

Another question asked them was whether the classroom management by teacher has created challenge in learning English. The options for the respondents were 'Yes' and 'No' respectively. Out of sixty respondents studying in class ten, 50% of students responded 'Yes'. This means, they faced challenge in learning English because of classroom learning management by their teacher while 50% of the students responded 'No'. This means, they didn't face challenge in learning English because of classroom learning management by teacher. Therefore, from the above illustrated table it is identified that half numbers of students face challenge in learning English because of classroom learning managed by their teacher.

Next question asked them was whether they considered the opportunities available to have discussion and dialogue in classroom creates challenge in speaking. The options for the respondents were 'Yes' and 'No' respectively. Out of sixty respondents studying in class ten, 47% of students responded 'Yes'. This means, the opportunities available to have discussion and dialogue in classroom created challenge in English speaking while 53% of the students responded 'No'. This means, the opportunities available to have discussion and dialogue in classroom didn't create challenge in English speaking for them. In conclusion best regards to above data, it is identified that less than half number of students consider the opportunities available to have discussion and dialogue in classroom as challenge in English speaking.

In the same way, next question asked them was whether the use of mother tongue created challenge in improving their speaking in English. The options for the respondents were 'Yes' and 'No' respectively. Out of sixty respondents studying in class ten, 85% of students responded 'Yes'. This means, the use of mother tongue created challenge in improving their speaking in English while 15% of the students responded 'No'. This means, the use of mother tongue didn't create challenge in improving their speaking in English. Therefore, from the above illustrated table it is known that the use of mother tongue creates challenge for significant number of students in improving their speaking in English.

Next more question asked them was whether they felt that the learning environment in the school and home creates challenge in English speaking. The options for the respondents were 'Yes' and 'No' respectively. Out of sixty respondents enrolling in class ten, 62% of students responded 'Yes'. This means, they faced off challenge in English speaking because of the learning environment they get in their school and home while 38% of the students responded 'No'. This means, they did not face off any challenge in English speaking because of the learning environment they get in their school and home. Therefore, from the above presented data it is find out that more than half number of students face off challenges in speaking in English because of the learning environment they get in their school and home.

One more question asked them was whether they felt hesitation to speak in English with others. The options for the respondents were 'Yes' and 'No' respectively. Out of sixty respondents studying in class ten, 63% of students responded 'Yes'. This means they felt hesitation to speak in English with others while 37% of the students responded 'No'. This means they didn't feel hesitation to speak in English with others. From the above elicited data, it is analyzed that more than half

number of students feel hesitation to speak in English. The lack of exposure creates challenges in speaking English.

Factors Affecting Speaking

“Speaking is one of the most important and essential skills that must be practiced to communicate orally” (Casilli, 2013). To develop good speaking proficiency, a learner must effort more because speaking ability of a learner is affected by various circumstances. These influencing circumstances are regarded as factors affecting speaking skill. Here, the factors affecting the performance of students speaking in English are discussed below:

Table 3

Factors Affecting Speaking

S. No	Affecting Factors	Response		
		Agree	Disagree	Neutral
1	Medium of Instruction	67%	20%	1%
2	Maturity Constraint	47%	42%	11%
3	Socio-Cultural Surrounding	63%	27%	10%
4	Cognitive Ability	57%	33%	10%
5	Poor Pronunciation, Grammar and Vocabulary	83%	12%	5%
6	Physical Facilities and Psychological state of Learning	60%	32%	8%
7	Inadequate Comprehension of Sound, Fluency, Intonation, Grammar and Knowledge of Exponents	75%	15%	10%

The first asked them was about the medium of instruction. The options for the respondents were 'Agree', 'Disagree' and 'Neutral' respectively. Out of sixty students studying in class ten, 67% of them responded 'Agree'. It indicates that they took medium of instruction and learning as a determining factor for success or failure in speaking in English. Similarly, 1% of them respondents 'Disagree.' It indicates that they didn't take medium of instruction and learning as a determining factor for success or failure in speaking in English while 22% of the respondents kept themselves neutral. From the above elicited data, it is identified that majority number of students took medium of instruction and learning as a determining factor for success or failure in speaking in English and very few numbers of didn't think so while a smaller number of students kept them neutral.

Similarly, the second question asked them was about maturity constraint. The options for the respondents were 'Agree', 'Disagree' and 'Neutral' respectively. Out of sixty students studying in class ten, 47% of them responded 'Agree'. It indicates that they took maturity constraint as a factor affecting speaking in English. Similarly, 42% of them responded 'Disagree'. It indicates that they did not take maturity constraint as a factor affecting speaking in English while 11% of the respondents kept themselves neutral. From the above elicited data, it is identified that nearly half numbers of student took maturity constraint as a factor affecting speaking in English and more than one third number of students didn't think so while a smaller number of students kept themselves neutral.

Likewise, the third question asked them was about socio-cultural surrounding. The options for the respondents were 'Agree', 'Disagree' and 'Neutral' respectively. Out of sixty students studying in class ten, 63% of them responded 'Agree'. It indicates that they took socio-cultural surrounding as a factor affecting English

speaking. Similarly, 27% of them responded 'Disagree'. It indicates that they did not take socio-cultural surrounding as a factor affecting English speaking while 10% of the respondents kept themselves neutral. From the above elicited data, it is explored that more than half number of students took socio-cultural surrounding as a factor affecting English speaking and less than half number of students didn't think so while few numbers of students kept themselves neutral.

In the same way, the fourth asked them was about cognitive ability. The options for the respondents were 'Agree', 'Disagree' and 'Neutral' respectively. Out of sixty students studying in class ten, 57% of them responded 'Agree'. It indicates that they took cognitive ability as a factor affecting English speaking. Similarly, 33% of them responded 'Disagree'. It indicates that they did not take cognitive ability as a factor affecting English speaking while 10% of the respondents kept themselves neutral. From the above elicited data, it is explored that more than half number of students took cognitive ability as a factor affecting English speaking and less than half number of students didn't think so while few numbers of students kept themselves neutral.

Likewise, the fifth question asked them was about pronunciation, grammar and vocabulary. The options for the respondents were 'Agree', 'Disagree' and 'Neutral' respectively. Out of sixty students studying in class ten, 83% of them responded 'Agree' It indicates that they took poor pronunciation, grammar and vocabulary as a factor affecting English speaking. Similarly, 12% of them responded 'Disagree'. It indicates that they did not take poor pronunciation, grammar and vocabulary as a factor affecting English speaking while 5% of the respondents kept themselves neutral. From the above elicited data, the finding is that significant number of students took poor pronunciation, grammar and vocabulary as a factor

affecting English speaking and smaller number of students didn't think so while few numbers of students kept themselves neutral.

In the same way, the sixth question asked them was about physical facilities and psychological state of leaning. The options for the respondents were 'Agree', 'Disagree' and 'Neutral' respectively. Out of sixty students studying in class ten, 60% of them responded 'Agree'. It indicates that they took physical facilities and psychological state of learning as an affecting factor in English speaking. Similarly, 32% of them responded 'Disagree'. It indicates that they did not take physical facilities and psychological state of learning as an affecting factor in English speaking while 8% of the respondents kept themselves neutral. From the above elicited data, the finding is that more than half number of students took physical facilities and psychological state of learning as an affecting factor in English speaking and less than one third number of students didn't think so while few numbers of students kept themselves neutral.

Similarly, the seventh question asked them was about inadequate comprehension of sound, fluency, intonation, grammar and knowledge of exponents. The options for the respondents were 'Agree', 'Disagree' and 'Neutral' respectively. Out of sixty students studying in class ten, 75% of them responded 'Agree'. It indicates that they took inadequate comprehension of sound, fluency, intonation, grammar and knowledge of exponents as an affecting factor in English speaking. Similarly, 15% of them responded 'Disagree'. It indicates that they did not take inadequate comprehension of sound, fluency, intonation, grammar and knowledge of exponents as an affecting factor in English speaking while 10% of the respondents kept themselves neutral. From the above elicited data, it is identified that majority number of students took inadequate comprehension of sound, fluency, intonation,

grammar and knowledge of exponents as an affecting factor in English speaking and a smaller number of students didn't think so while few numbers of students kept themselves neutral.

Students Experiences of the Challenges Faced

A question asked them was about the challenges been facing in developing good speaking skill in English. In the response, R40 wrote *“the lack of opportunity to speak in the classroom and beyond”* The statement showed that the dominance of teacher centered method is seen as challenge faced by student in developing good speaking skill in English. Similarly, R51 stated *“pronunciation of English is difficult, lack of Grammatical Correctness, lack of motivation, lack of confidence, lack of guidance, lack of feedback, lack of support, poor pronunciation, grammar & vocabulary, lack of practice.”* It is found that pronunciation, grammar, motivation, guidance, confidence, feedback, practice, vocabulary and support is seen as challenges faced by student in developing good speaking skill in English. In the same way, R 53 presented *“my own competency in sound, grammar knowledge etc., lack of sufficient materials for practice in speaking, lack of appropriate exponents.”* The statement revealed that sufficient materials and phonological competency were also seen as challenges too.

Effect of Challenges in Confidence and Competence

Another question asked them was how the challenges in English speaking affect their confidence in English use and competency in having interactions. In the response, R5 wrote:

“Yes, The challenges in English Speaking affect my confidence in English use and competency in having interactions because My poorness in

Pronunciation, Poorness in Grammar. I feel hesitation to speak English with unknown person. Who is not meet before this time."

The statement showed that poor pronunciation and grammar are the challenges to hinder learners' confidence. Similarly, R29 stated, "yes, *Because I haven't good experience for speaking in English, grammar and vocabulary is also affect in my confidence and speaking in English, I hopeless to speak English with others.*" It is found that lack of sufficient exposure and adequate knowledge of vocabulary are as the factors affecting to the confidence of student.

Factors Affecting in English Speaking

An additional question asked them was about the factors affecting in English speaking. In the response, R35 wrote:

The socio-cultural factors surrounding me also affect in speaking English, my pronunciation, grammar and vocabulary is a factor affecting to speak in English, my own cognitive ability is effects to speak English, the physical facilities and psychological state of learning also affect me in speak English, my grammar and knowledge of exponents affect me speak English.

This statement explored that, socio-culture, knowledge of pronunciation, grammar, vocabulary, cognitive ability, physical facilities, psychological state and knowledge of exponents are seen as factors affecting in speaking English to student. Similarly, R40 presented, "*influence of mother tongue, my maturity constraint, medium of instruction, feel of hesitation speak English with unknown person.*" It is found that the language spoken from early childhood, age group, medium of instruction used for teaching and learning and feel of hesitation appeared as factors affecting in speaking English to students.

Keeping Own-Self Active

Next question asked them was about the ways of keeping own-self active in English learning and speaking. In the response, R4 wrote, "*listening English radio programme, ask the question to the teacher, to watch youtube, and to read newspapers, search on google or chatgpt on internet, to ask with big people for developing my learning and speaking.*" The above statement showed that student is seen self-directed towards learning through various ways. He preferred internet related resources for learning English language. Beside these, he consulted with teacher and guardian for support and feedback. Similarly, R6 presented, "*to use guide and to use online class about English learning and meaning of word English to translate in Nepali and reading noble book or English learning story book.*" It showed that the ways of learning are different to each individual in terms of medium. She used translation technique to learn English. In the same way, R15 stated "*practice yourself to speak English, playing English games*". It is found that game is crucial for developing English speaking. Student adopted role play as a learning technique.

Expectations from Teacher

One more question asked them was about the expectation of improvements in English speaking from their teacher. In the response, R15 wrote "*to give us opportunity for speech, to motivated in English learning, to e support and keep it learning English language, To discussion inside our classroom English learning.*" Student expected supportive role from teacher. She sought for more opportunity of practicing English. Beside these, she expects motivation from teacher. Similarly, R23 presented "*To teach extra class to speak English, In English subject teacher also speak English, to give read lesson, passage to students, to bring dictionary to give*

extra knowledge.” It showed that the expect English as a medium of instruction in classroom teaching. Student expect more task-based activities and learning resources. In the same way, R12 stated *“to speak English in the classroom, to ask question for whole class and friends, to check the h.w regularly and punished who doesn't do h.w”*. The student sought teacher as multiple role player like facilitator, mentor and controller.

Discussions

From the overall analysis of data and interpretation of meaning, the following findings have been derived:

All of the students enrolling in secondary level of community schools faced challenges in developing speaking skill. The reasons behind their failure in good speaking are the challenges they encounter while developing speaking skill. The challenges of secondary level students in developing speaking skill are: the lack of vocabulary, pronunciation, grammatical correctness, exponents, chunks and appropriate wordings, the less opportunity to speak, practice and perform and communicate well in English in classroom and beyond, the dominance of teacher centered method, the predominance of Nepali language as a medium of instruction though the class is of English, the lack of confidence and hesitation in English use and usage, the lack of people to motivate to speak in English like; teachers, friends, parents, neighbors and society members, the lack of physical facilities and sufficient materials like ICT based classroom, E-library, library, computer lab and useful gadgets in need to improve English in school and home, the poor educational and economic background of parents, the unmanaged classroom, lack of frequent class test and examinations in need to be conducted in school and the lack of continuous practice and hard work.

Similarly, the factors affecting on the performance of students speaking in English are: socio-culture, knowledge of pronunciation, grammar, vocabulary, cognitive ability, physical facilities, psychological state of learning, comprehension of sound, fluency, intonation, grammar and knowledge of exponents language, language spoken from early childhood, age group, medium of instruction used for teaching and learning and feel of hesitation and anxiety.

Beside these, students were self-directed towards learning through various ways like; watching, listening and reading resources like; English movie, song, story, social media, news, drama, conversation, dictionary, text book etc., use of YouTube, Google, Chrome and different apps, consulting with teacher and guardian for support and feedback and using different techniques like translation, games, role play etc. Likewise, the student's confidence in English use and usage was highly affected by the challenges like; medium of instruction, the poor pronunciation and grammar, lack of sufficient exposure and adequate knowledge of vocabulary. Similarly, the students expect active role play of teacher as facilitator, mentor and controller. Moreover, they expect English as a medium of classroom instruction, engagement on various activities, opportunity of exposure and participation and seek for motivation, encouragement, support, feedback and guidance.

Chapter 5

Conclusions and Implications

This final chapter deals with the conclusions and implications of the study. Moreover, recommendations incorporate of policy related, practice related and further research related.

Conclusions

As one of the objectives of my study was to explore the challenges of secondary level students in developing speaking skill, I have drawn conclusions out of the results and discussions of the study. This research draws a conclusion that significant number of students enrolling in secondary level in community school of Birendranagar Municipality, Surkhet district face challenges in developing speaking skill because of the influence of mother tongue, lack of knowledge of appropriate exponents, chunks, wording, vocabulary, grammatical correctness and pronunciation, lack of opportunity of platform and exposure in English, lack of sufficient materials, motivation, feedback support from administration, teacher, family members and society. Similarly, the next objective of my study was to identify factors affecting the performance of students in developing speaking skill. The affecting factors are: medium of instruction used in teaching and learning, maturity constraint, socio-cultural factor, cognitive ability in students, anxiety, physical facilities, self-confidence, psychological state of learning in students act as barriers in developing good speaking skill for students. The students need to overcome these above-mentioned challenges in order to develop good English speaking. It is possible to develop good English speaking if they keep these challenges in consideration.

Similarly, the role of teachers seems incredible in developing good speaking skill of students. The active role plays of teacher tremendously help in improving

speaking skill of students. Equally, the role of parents cannot be denied. The environment that a child perceives in home play influential role in developing good communicative skills.

Implications

The implications of the study are recommended based on the findings derived from result and discussion. All the findings will be helpful in improving teaching-learning activities and addressing issues related to English language speaking. The core implication of this study for the educational practice is highlighted below:

Policy Related

The study conducted on Challenges of Secondary Level students in Developing Speaking Skill will be helpful to the policy makers in refining, revising and formulating policies related to English language teaching in the context of Nepal.

- From the present study, it has been found that the present practices of classroom teaching and learning cannot address the need and interest of students. Therefore, the policy makers need to insight upon the role of English language teacher, explore the practices of classroom teaching and reflect the in-need improvements in EFL classroom.
- From the present study, it has been found that most of the English teachers prefer Nepali as a medium of instruction in classroom teaching which hinders students English speaking. Thus, Ministry of Education, Science and Technology should formulate a policy of compulsion use of English as a medium of instruction in classroom teaching.
- From the present study, it has been found that community school lacks physical facilities and proper learning environments for students. They lack ICT based classroom, library, E-library, computer lab and useful gadgets.

Therefore, the policy regarding reformation of physical facilities should be formulated in time.

Practice Related

The implication of the research study in practical field or day to day life is kept under practice level. The EL practitioners like; linguist, curriculum designer, experts, teacher, text book writers can effectively utilize the study.

- From the present study, it has been found that there is in-need of active role play of teacher in developing speaking skill of students. Thus, English Language Teacher should play pleasing and impactful role in developing good speaking skill of students.
- From the present study, it has been found that the students are not interested and satisfied with the textual content. Thus, different kind of activities like; role play, group discussion, drama, storytelling, picture describing, peer talk etc. should be included in English syllabus of Grade Ten. The curriculum designers, text book writers, and material designers should rethink and reform over it.
- From the present study, it has been found that the community school lack integration of ICT based classroom whereas students prefer it. Basically, ICT based classroom keeps students active in learning. Therefore, the school administration should manage ICT based classroom for students.

Further Research Related

I expect, the present study will be fruitful and beneficial to conduct further researches in the field of ELT.

- Study can be conducted to explore the problems of secondary level students in developing speaking skill.

- Study can be conducted to explore the challenges of pre-primary level and primary level students in developing speaking skill.
- This study can be beneficial to carry out research on other aspects of language skill like; reading skill, writing skill and listening skill.

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6. The physical facilities and psychological state of learning also affect me in speaking in English.

- a) Agree b) Disagree d) Neutral

7. My own competency in sound, fluency, intonation, grammar and knowledge of exponents also affect my speaking in English.

- a) Agree b) Disagree d) Neutral

Some Open-ended items for further information

1. In your own experience of learning English, what different challenges have you been facing in speaking in English?

.....
.....

2. Are the challenges in English speaking affect your confidence in English use and competency in having interactions? If yes, how?

.....
.....

3. What are the factors affecting in English speaking to you?

.....
.....

4. How do you keep yourself active in learning English and speaking on it?

.....
.....

5. What do you expect from your teacher for the improvement of your speaking in English?

.....
.....

Thanks for your cooperation!

Appendix II

APPENDIX I

This questionnaire is a research tool for my thesis writing entitled "Secondary Level Student's Challenges in Speaking Skill". This research is being carried out under the supervision of Mr. Khem Raj Joshi, Lecturer, Department of English Education Kirtipur, Kathmandu. Your cooperation in completing the questionnaire will be of great value to me. I am only interested in your personal opinions. Please feel free to put your responses required by the questionnaire. I will appreciate your honest opinions and assure you that your response will be kept completely anonymous.

Researcher

Sagar Kumar Thani

QUESTIONNAIRE FOR STUDENTS

Name of the students: Suryakala Pandey

School's Name: Shree Tripureshwar Secondary School

Level: Secondary

Class: Ten

Items Related to the Challenges in Speaking in English

Tick (✓) the appropriate answer.

1. Do you face difficulty in speaking in English?

a) Yes

b) No

2. Do you find yourself weak in speaking because of the lack of opportunity to speak in the classroom and beyond?

a) Yes

b) No

3. Do you get plenty of opportunities of practicing English inside the classroom?
a) Yes b) No
4. Do you think that you feel difficulty in speaking because of the lack of vocabulary?
a) Yes b) No
5. Do you feel difficulty in the pronunciation of English words and utterances?
a) Yes b) No
6. Do you find speaking in English as challenging to you lack of grammatical correctness?
a) Yes b) No
7. Have you ever felt lack of motivation as a challenge in developing speaking skill?
a) Yes b) No
8. Do you think that your performance in conversation and dialogue is itself problematic?
a) Yes b) No
9. Do you face challenges in speaking lack of confidence in English use usage?
a) Yes b) No
10. Do you observe that the classroom learning managed by your teacher has created challenge in learning English for you?
a) Yes b) No
11. Do you feel hesitation to speak in English with others?
a) Yes b) No
12. Do you think that one of the challenges to you is lack of sufficient materials for practice in speaking?
a) Yes b) No

13. Do you feel that the environment of learning in the school and home creates challenge in speaking in English?

a) Yes

b) No

14. Do you think that you lack appropriate exponents, chunks and wordings for speaking in English in need?

a) Yes

b) No

15. Do you consider that the opportunities available to have discussion and dialogue in classroom creates challenge in speaking?

a) Yes

b) No

16. Do you realize that lack of guidance, feedback and support also creates challenge in English speaking?

a) Yes

b) No

17. Has your use of mother tongue created challenge in improving your speaking in English?

a) Yes

b) No

Tick (✓) the appropriate answer.

Items related to the factors affecting in speaking

1. Medium of instruction and learning is a factor that affects success or failure in speaking in English.

a) Agree

b) Disagree

d) Neutral

2. My maturity constraint is one of the factors affecting speaking in English.

b) a) Agree

b) Disagree

d) Neutral

3. The socio-cultural factors surrounding me also affect my speaking in English.

a) Agree

b) Disagree

d) Neutral

4. My own cognitive ability is also a factor affecting speaking in English to me.

a) Agree

b) Disagree

d) Neutral

5. My own feeling of being poor in pronunciation, grammar and vocabulary is a factor affecting in speaking in English to me.

- a) Agree b) Disagree d) Neutral

6. The physical facilities and psychological state of learning also affect me in speaking in English.

- a) Agree b) Disagree d) Neutral

7. My own competency in sound, fluency, intonation, grammar and knowledge of exponents also affect my speaking in English.

- a) Agree b) Disagree d) Neutral

Some Open-ended items for further information

1. In your own experience of learning English, what different challenges have you been facing in speaking in English?

- In speaking English I feel difficulty in speaking because of the lack of vocabulary.
- The lack of opportunity to speak in the classroom and beyond.
- I get plenty of opportunities of practicing English inside the classroom.
- Face challenges in speaking lack of confidence in English use usage.
- Feeling greeting to speak English.

2. Are the challenges in English speaking affect your confidence in English use and competency in having interactions? If yes, how?

- ⇒ Yes, the challenge in English speaking affect my confidence in English use and competency in having interaction.
- s-
- ⇒ ~~affect~~ my speaking. If I had a good grammar and knowledge.
- to good speak English.
 - to pronunciation was good.
 - to speak hesitation each other.
 - to do hard work in speak English.

3. What are the factors affecting in English speaking to you?

- The Socio-cultural factors surrounding me also affect in speaking English.
- My pronunciation, grammar and vocabulary is a factor affecting to speak in English.
- My own cognitive ability is effect to speak English.
- The physical facilities and psychological state of learning also affect me in speak English.
- My grammar and knowledge of exponents affect me speak English.

4. How do you keep yourself active in learning English and speaking on it?

- To read passage, guide, any time.
- To speak English with friend.
- To read conversation and dialogue.
- To search youtube, google and chrome then listening and reading more time.
- To listening teacher and repeat it pronunciation.
- To read meaning difficult meaning.
- Listening to listening friend, teacher and ~~and~~ parents.

5. What do you expect from your teacher for the improvement of your speaking in English?

- To teach extra class to speak English.
- In English subject teacher also speak English.
- To give ~~change~~ to read lesson, passage to students.
- To give challenge each other who ~~are~~ speak English good.
- To bring dis neary to give extra knowledge.
- ~~and~~ Asked to students to English question.

Thanks for your cooperation!

APPENDIX I

This questionnaire is a research tool for my thesis writing entitled "Secondary Level Student's Challenges in Speaking Skill". This research is being carried out under the supervision of Mr. Khem Raj Joshi, Lecturer, Department of English Education Kirtipur, Kathmandu. Your cooperation in completing the questionnaire will be of great value to me. I am only interested in your personal opinions. Please feel free to put your responses required by the questionnaire. I will appreciate your honest opinions and assure you that your response will be kept completely anonymous.

Researcher
Sagar Kumar Thani

QUESTIONNAIRE FOR STUDENTS

Name of the students: Santosh Budhathoki

School's Name: Shree Krishna Sanskrit Secondary School

Level: Secondary

Class: Ten

Items Related to the Challenges in Speaking in English

Tick (✓) the appropriate answer.

1. Do you face difficulty in speaking in English?

a) Yes

b) No

2. Do you find yourself weak in speaking because of the lack of opportunity to speak in the classroom and beyond?

a) Yes

b) No

3. Do you get plenty of opportunities of practicing English inside the classroom?

a) Yes

b) No

4. Do you think that you feel difficulty in speaking because of the lack of vocabulary?

a) Yes

b) No

5. Do you feel difficulty in the pronunciation of English words and utterances?

a) Yes

b) No

6. Do you find speaking in English as challenging to you lack of grammatical correctness?

a) Yes

b) No

7. Have you ever felt lack of motivation as a challenge in developing speaking skill?

a) Yes

b) No

8. Do you think that your performance in conversation and dialogue is itself problematic?

a) Yes

b) No

9. Do you face challenges in speaking lack of confidence in English use usage?

a) Yes

b) No

10. Do you observe that the classroom learning managed by your teacher has created challenge in learning English for you?

a) Yes

b) No

11. Do you feel hesitation to speak in English with others?

a) Yes

b) No

12. Do you think that one of the challenges to you is lack of sufficient materials for practice in speaking?

a) Yes

b) No

13. Do you feel that the environment of learning in the school and home creates challenge in speaking in English?

a) Yes

b) No

14. Do you think that you lack appropriate exponents, chunks and wordings for speaking in English in need?

a) Yes

b) No

15. Do you consider that the opportunities available to have discussion and dialogue in classroom creates challenge in speaking?

a) Yes

b) No

16. Do you realize that lack of guidance, feedback and support also creates challenge in English speaking?

a) Yes

b) No

17. Has your use of mother tongue created challenge in improving your speaking in English?

a) Yes

b) No

Tick (✓) the appropriate answer.

Items related to the factors affecting in speaking

1. Medium of instruction and learning is a factor that affects success or failure in speaking in English.

a) Agree

b) Disagree

d) Neutral

2. My maturity constraint is one of the factors affecting speaking in English.

a) Agree

b) Disagree

d) Neutral

3. The socio-cultural factors surrounding me also affect my speaking in English.

a) Agree

b) Disagree

d) Neutral

4. My own cognitive ability is also a factor affecting speaking in English to me.

a) Agree

b) Disagree

d) Neutral

5. My own feeling of being poor in pronunciation, grammar and vocabulary is a factor affecting in speaking in English to me.

- a) Agree b) Disagree d) Neutral

6. The physical facilities and psychological state of learning also affect me in speaking in English.

- a) Agree b) Disagree d) Neutral

7. My own competency in sound, fluency, intonation, grammar and knowledge of exponents also affect my speaking in English.

- a) Agree b) Disagree Neutral

Some Open-ended items for further information

1. In your own experience of learning English, what different challenges have you been facing in speaking in English?

~~I find~~ I find ~~the~~ weak in speaking to the lack of opportunity to speak in the classroom and beyond. Do you get plenty of ~~opportunities~~ opportunities of practicing English inside the classroom. Have you ever had lack of motivation as challenge in developing speaking skill. I think that consider that the opportunities available to have a discussion and dialogue in classroom creates challenge in speaking.

2. Are the challenges in English speaking affect your confidence in English use and competency in having interactions? If yes, how?

Yes challenge in English speaking affect your confidence in English use and competency in having interactions. How ~~is~~ I like vocabulary then hesitation to speaking English with other. Yes I feel ~~has~~ hesitation to speak English with other. Yes I speaking English I ~~am~~ hopeless to speak English with other. Other say to English I am very hesitation English speaking.

3. What are the factors affecting in English speaking to you?

My own competency in sound fluency intonation
grammar and knowledge of exponents also
affect my speaking in English
My own feeling of being poor in pronunciation
grammar and vocabulary is a factor
affecting in speaking in English to me.
The socio-cultural factors surrounding me also
affect my speaking in English.

4. How do you keep yourself active in learning English and speaking on it?

I learning English and speaking on teacher
and video and other to learning to
English and speaking.
Difficult word maybe repeat by repeat
watch the English movie and story see and
say to English and speaking it.
English book read and speaking it.
Google and English news learning and speak it.

5. What do you expect from your teacher for the improvement of your speaking in English?

I expect from my teacher for the imeditors
at my speaking in English.
English speaking to say to teacher and student
GUY.

Thanks for your cooperation!

APPENDIX I

This questionnaire is a research tool for my thesis writing entitled "Secondary Level Student's Challenges in Speaking Skill". This research is being carried out under the supervision of Mr. Khem Raj Joshi, Lecturer, Department of English Education Kirtipur, Kathmandu. Your cooperation in completing the questionnaire will be of great value to me. I am only interested in your personal opinions. Please feel free to put your responses required by the questionnaire. I will appreciate your honest opinions and assure you that your response will be kept completely anonymous.

Researcher

Sagar Kumar Thani

QUESTIONNAIRE FOR STUDENTS

Name of the students: Ganesh Shahi

School's Name: Pravat Secondary School, Koldada

Level: Secondary

Class: Ten

Items Related to the Challenges in Speaking in English

Tick (✓) the appropriate answer.

1. Do you face difficulty in speaking in English?

a) Yes

b) No

2. Do you find yourself weak in speaking because of the lack of opportunity to speak in the classroom and beyond?

a) Yes

b) No

3. Do you get plenty of opportunities of practicing English inside the classroom?

a) Yes

b) No

4. Do you think that you feel difficulty in speaking because of the lack of vocabulary?

a) Yes

b) No

5. Do you feel difficulty in the pronunciation of English words and utterances?

a) Yes

b) No

6. Do you find speaking in English as challenging to you lack of grammatical correctness?

a) Yes

b) No

7. Have you ever felt lack of motivation as a challenge in developing speaking skill?

a) Yes

b) No

8. Do you think that your performance in conversation and dialogue is itself problematic?

a) Yes

b) No

9. Do you face challenges in speaking lack of confidence in English use usage?

a) Yes

b) No

10. Do you observe that the classroom learning managed by your teacher has created challenge in learning English for you?

a) Yes

b) No

11. Do you feel hesitation to speak in English with others?

a) Yes

b) No

12. Do you think that one of the challenges to you is lack of sufficient materials for practice in speaking?

a) Yes

b) No

13. Do you feel that the environment of learning in the school and home creates challenge in speaking in English?

a) Yes

b) No

14. Do you think that you lack appropriate exponents, chunks and wordings for speaking in English in need?

a) Yes

b) No

15. Do you consider that the opportunities available to have discussion and dialogue in classroom creates challenge in speaking?

a) Yes

b) No

16. Do you realize that lack of guidance, feedback and support also creates challenge in English speaking?

a) Yes

b) No

17. Has your use of mother tongue created challenge in improving your speaking in English?

a) Yes

b) No

Tick (✓) the appropriate answer.

Items related to the factors affecting in speaking

1. Medium of instruction and learning is a factor that affects success or failure in speaking in English.

a) Agree

b) Disagree

d) Neutral

2. My maturity constraint is one of the factors affecting speaking in English.

b) a) Agree

b) Disagree

d) Neutral

3. The socio-cultural factors surrounding me also affect my speaking in English.

a) Agree

b) Disagree

d) Neutral

4. My own cognitive ability is also a factor affecting speaking in English to me.

a) Agree

b) Disagree

d) Neutral

5. My own feeling of being poor in pronunciation, grammar and vocabulary is a factor affecting in speaking in English to me.

- a) Agree b) Disagree d) Neutral

6. The physical facilities and psychological state of learning also affect me in speaking in English.

- a) Agree b) Disagree d) Neutral

7. My own competency in sound, fluency, intonation, grammar and knowledge of exponents also affect my speaking in English.

- a) Agree b) Disagree d) Neutral

Some Open-ended items for further information

1. In your own experience of learning English, what different challenges have you been facing in speaking in English?

Pronunciation of English is difficult
lack of Grammatical Correctness
lack of motivation
lack of Confidence
lack of guidance
lack of feed back
lack of support
Poor in Pronunciation, Grammar & vocabulary
lack of Practice

2. Are the challenges in English speaking affect your confidence in English use and competency in having interactions? If yes, how?

Yes. The challenges in English speaking affect my confidence in English use and competency in having interactions because My Poorness in Pronunciation, Poorness in Grammar. I feel hesitation to speak english with unknown person. who is not meet before this time. I feel hesitation to speak english. I feel different interactions to speak english with unknown person.

3. What are the factors affecting in English speaking to you?

lack of Grammar Practice.
My own competency in sound.
lack of knowledge exponents. ~~also~~
~~for~~ hesitation
feel hesitation speak english with unknown person.
Poor in Pronunciation.

4. How do you keep yourself active in learning English and speaking on it?

~~Read~~
Practice Yourself to Speak English.
Reading English newspaper.
Listening English news.
watching english Movie, drama etc.
Playing english games.

5. What do you expect from your teacher for the improvement of your speaking in English?

I think.
learning with english topic
take help in english Pronunciation
taking opportunities to read english in classroom
Reading ~~the~~ dictionary.
Discussing with teacher.

Thanks for your cooperation!

APPENDIX I

This questionnaire is a research tool for my thesis writing entitled "Secondary Level Student's Challenges in Speaking Skill". This research is being carried out under the supervision of Mr. Khem Raj Joshi, Lecturer, Department of English Education Kirtipur, Kathmandu. Your cooperation in completing the questionnaire will be of great value to me. I am only interested in your personal opinions. Please feel free to put your responses required by the questionnaire. I will appreciate your honest opinions and assure you that your response will be kept completely anonymous.

Researcher

Sagar Kumar Thani

QUESTIONNAIRE FOR STUDENTS

Name of the students: *Manish Shahi....*

School's Name: *Shree. Ne. Ra. Ma. Vi.*

Level: Secondary

Class: Ten

Items Related to the Challenges in Speaking in English

Tick (✓) the appropriate answer.

1. Do you face difficulty in speaking in English?

a) Yes ✓

b) No

2. Do you find yourself weak in speaking because of the lack of opportunity to speak in the classroom and beyond?

a) Yes ✓

b) No

3. Do you get plenty of opportunities of practicing English inside the classroom?

a) Yes ✓

b) No

4. Do you think that you feel difficulty in speaking because of the lack of vocabulary?

a) Yes

b) No ✓

5. Do you feel difficulty in the pronunciation of English words and utterances?

a) Yes

b) No ✓

6. Do you find speaking in English as challenging to you lack of grammatical correctness?

a) Yes ✓

b) No

7. Have you ever felt lack of motivation as a challenge in developing speaking skill?

a) Yes ✓

b) No

8. Do you think that your performance in conversation and dialogue is itself problematic?

a) Yes

b) No ✓

9. Do you face challenges in speaking lack of confidence in English use usage?

a) Yes

b) No ✓

10. Do you observe that the classroom learning managed by your teacher has created challenge in learning English for you?

a) Yes

b) No ✓

11. Do you feel hesitation to speak in English with others?

a) Yes

b) No ✓

12. Do you think that one of the challenges to you is lack of sufficient materials for practice in speaking?

a) Yes ✓

b) No

13. Do you feel that the environment of learning in the school and home creates challenge in speaking in English?

a) Yes

b) No

14. Do you think that you lack appropriate exponents, chunks and wordings for speaking in English in need?

a) Yes

b) No

15. Do you consider that the opportunities available to have discussion and dialogue in classroom creates challenge in speaking?

a) Yes

b) No

16. Do you realize that lack of guidance, feedback and support also creates challenge in English speaking?

a) Yes

b) No

17. Has your use of mother tongue created challenge in improving your speaking in English?

a) Yes

b) No

Tick (✓) the appropriate answer.

Items related to the factors affecting in speaking

1. Medium of instruction and learning is a factor that affects success or failure in speaking in English.

a) Agree

b) Disagree

d) Neutral

2. My maturity constraint is one of the factors affecting speaking in English.

b) a) Agree

b) Disagree

d) Neutral

3. The socio-cultural factors surrounding me also affect my speaking in English.

a) Agree

b) Disagree

d) Neutral

4. My own cognitive ability is also a factor affecting speaking in English to me.

a) Agree

b) Disagree

d) Neutral

5. My own feeling of being poor in pronunciation, grammar and vocabulary is a factor affecting in speaking in English to me.

- a) Agree b) Disagree d) Neutral

6. The physical facilities and psychological state of learning also affect me in speaking in English.

- a) Agree b) Disagree d) Neutral

7. My own competency in sound, fluency, intonation, grammar and knowledge of exponents also affect my speaking in English.

- a) Agree b) Disagree d) Neutral

Some Open-ended items for further information

1. In your own experience of learning English, what different challenges have you been facing in speaking in English?

My own experience of learning English in lack of pronunciation, grammar and vocabulary etc different types of challenging i have been facing in speaking in English.

2. Are the challenges in English speaking affect your confidence in English use and competency in having interactions? If yes, how?

Yes, Because I haven't good experience for speaking in English, grammar and vocabulary is also affect in my confidence and speaking in English.

3. What are the factors affecting in English speaking to you?

Medium of instruction and learning, lack of pronunciation, the socio-cultural factors and the main point is lack of grammar etc are the factors affecting in English speaking to me.

4. How do you keep yourself active in learning English and speaking on it?

I used ~~many~~ different types of social media like as youtube, Google and many ~~of~~ types of it using app for learning English pronunciation, grammar and vocabulary.

5. What do you expect from your teacher for the improvement of your speaking in English?

I expect from my teacher talking in ~~engling~~ english in our classroom, teacher punish who speaking in english in classroom ~~I hope~~ and I request to my teacher ~~at grammar~~ and give extra opportunity etc. I expect from my teacher for the improvement of ~~my~~ speaking in English.

Thanks for your cooperation!

3. Do you get plenty of opportunities of practicing English inside the classroom?
a) Yes b) No
4. Do you think that you feel difficulty in speaking because of the lack of vocabulary?
a) Yes b) No
5. Do you feel difficulty in the pronunciation of English words and utterances?
a) Yes b) No
6. Do you find speaking in English as challenging to you lack of grammatical correctness?
a) Yes b) No
7. Have you ever felt lack of motivation as a challenge in developing speaking skill?
a) Yes b) No
8. Do you think that your performance in conversation and dialogue is itself problematic?
a) Yes b) No
9. Do you face challenges in speaking lack of confidence in English use usage?
a) Yes b) No
10. Do you observe that the classroom learning managed by your teacher has created challenge in learning English for you?
a) Yes b) No
11. Do you feel hesitation to speak in English with others?
a) Yes b) No
12. Do you think that one of the challenges to you is lack of sufficient materials for practice in speaking?
a) Yes b) No

13. Do you feel that the environment of learning in the school and home creates challenge in speaking in English?

a) Yes

b) No

14. Do you think that you lack appropriate exponents, chunks and wordings for speaking in English in need?

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16. Do you realize that lack of guidance, feedback and support also creates challenge in English speaking?

a) Yes

b) No

17. Has your use of mother tongue created challenge in improving your speaking in English?

a) Yes

b) No

Tick (✓) the appropriate answer.

Items related to the factors affecting in speaking

1. Medium of instruction and learning is a factor that affects success or failure in speaking in English.

a) Agree

b) Disagree

d) Neutral

2. My maturity constraint is one of the factors affecting speaking in English.

a) Agree

b) Disagree

d) Neutral

3. The socio-cultural factors surrounding me also affect my speaking in English.

a) Agree

b) Disagree

d) Neutral

4. My own cognitive ability is also a factor affecting speaking in English to me.

a) Agree

b) Disagree

d) Neutral

5. My own feeling of being poor in pronunciation, grammar and vocabulary is a factor affecting in speaking in English to me.

- a) Agree b) Disagree d) Neutral

6. The physical facilities and psychological state of learning also affect me in speaking in English.

- a) Agree b) Disagree d) Neutral

7. My own competency in sound, fluency, intonation, grammar and knowledge of exponents also affect my speaking in English.

- a) Agree b) Disagree d) Neutral

Some Open-ended items for further information

1. In your own experience of learning English, what different challenges have you been facing in speaking in English?

⇒ In my own experience of learning English, ~~are~~ are the following challenges ~~are~~ been facing in speaking in English:

- i) ~~The socio-cultural factors surrounding me also affect my speaking English.~~
- ii) My own competency in sound, grammar knowledge etc.
- iii) Lack of pronunciation, grammar and vocabulary.
- iv) Lack of sufficient materials for practice in speaking.
- v) Lack of appropriate exponents, etc.

2. Are the challenges in English speaking affect your confidence in English use and competency in having interactions? If yes, how?

⇒ Yes, Are the challenges in English speaking affect my confidence in English use and competency in having interactions by the following way:

- i) Lack of ~~to~~ feel hesitation.
- ii) Lack of motivation.
- iii) Lack of pronunciation, grammar and vocabulary.
- iv) Lack of grammatical correctness.
- v) Lack of confidence.
- vi) Lack of opportunity.

3. What are the factors affecting in English speaking to you?

- ⇒ The factors affecting in English speaking to me are:
- i) My own socio cultural.
 - ii) The physical facilities and psychological.
 - iii) I am poor in pronunciation, grammar and vocabulary.
 - iv) Medium of instruction.
 - v) My maturity constraint.
 - vi) Influence of mother tongue.

4. How do you keep yourself active in learning English and speaking on it?

- ⇒ I keep do myself active in learning English and speaking on it by the following ways:
- i) Listening English radio programme.
 - ii) To ask the question to the teacher.
 - iii) To watch youtube and to read newspapers.
 - iv) To search on google or chatgpt on internet.
 - v) To ask with big people for development my learning English and speaking.

5. What do you expect from your teacher for the improvement of your speaking in English?

- ⇒ I expect from my teacher for the improvement of my speaking in English by the following ways:
- i) To listening the video of English improvements.
 - ii) To speak English in the classroom.
 - iii) To ask question for whole class and friends.
 - iv) To check the h.w. regularly and punished to not to who doesn't do h.w. and so, these are the activities to follow and I expect from

Thanks for your cooperation! Teacher.

APPENDIX I

This questionnaire is a research tool for my thesis writing entitled "Secondary Level Student's Challenges in Speaking Skill". This research is being carried out under the supervision of Mr. Khem Raj Joshi, Lecturer, Department of English Education Kirtipur, Kathmandu. Your cooperation in completing the questionnaire will be of great value to me. I am only interested in your personal opinions. Please feel free to put your responses required by the questionnaire. I will appreciate your honest opinions and assure you that your response will be kept completely anonymous.

Researcher

Sagar Kumar Thani

QUESTIONNAIRE FOR STUDENTS

Name of the students: Sandhya Aarji...

School's Name: Shree Bhairab Secondary

Level: Secondary

Class: Ten

Items Related to the Challenges in Speaking in English

Tick (✓) the appropriate answer.

1. Do you face difficulty in speaking in English?

a) Yes

b) No

2. Do you find yourself weak in speaking because of the lack of opportunity to speak in the classroom and beyond?

a) Yes

b) No

3. Do you get plenty of opportunities of practicing English inside the classroom?

a) Yes

b) No

4. Do you think that you feel difficulty in speaking because of the lack of vocabulary?

a) Yes

b) No

5. Do you feel difficulty in the pronunciation of English words and utterances?

a) Yes

b) No

6. Do you find speaking in English as challenging to you lack of grammatical correctness?

a) Yes

b) No

7. Have you ever felt lack of motivation as a challenge in developing speaking skill?

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b) No

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1. Medium of instruction and learning is a factor that affects success or failure in speaking in English.

a) Agree

b) Disagree

d) Neutral

2. My maturity constraint is one of the factors affecting speaking in English.

b) a) Agree

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3. The socio-cultural factors surrounding me also affect my speaking in English.

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7. My own competency in sound, fluency, intonation, grammar and knowledge of exponents also affect my speaking in English.

- a) Agree b) Disagree d) Neutral

Some Open-ended items for further information

1. In your own experience of learning English, what different challenges have you been facing in speaking in English?

In my own experience of learning English is different challenges have I been facing in speaking in English are: Lack of confidence, are difficult word that I feel weakness, gramr poor grammer, lack of confidence that factor affecting in speaker in English to me

2. Are the challenges in English speaking affect your confidence in English use and competency in having interactions? If yes, how?

yes, the challenges in English speaking affect my confidence in English use and competency in having interaction. In my own feeling I feel that time I don't confidence, difficult pronunciation and vocabulary that are my weakness in English use.

3. What are the factors affecting in English speaking to you?

The factors affecting in English speaking to me are: Poor in pronunciation, grammar and vocabulary and knowledge of exponents.

4. How do you keep yourself active in learning English and speaking on it?

I keep myself active in learning English and speaking on it they are: To use ~~dis~~ Guide and To use online class about English learning and meaning of word English to translate in Nepali and reading noble book or English learning story book.

5. What do you expect from your teacher for the improvement of your speaking in English?

I expect from my teacher for the improvement of my speaking in English are: To give us opportunities for speech, every time ~~we~~ ^{teacher} give us some word to we don't understand meaning of word, to motivated in English learning, To be support and keep it learning English language, To discussion inside our classroom English learning.

Thanks for your cooperation!