

Problems Faced by Secondary-Level Students in Teaching-Speaking Skill

**A Thesis Submitted to the Department of English Education in Partial Fulfillment for
the Master of Education in English**

**Submitted By
Navin Kumar Mishra**

**Tribhuvan University
Faculty of Education
Hetauda Campus, Hetauda
Makawanpur Nepal
2023**

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Declaration

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

Date: 2080-09-08

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Recommendation for Acceptance

This is to certify that Mr. Navin Kumar Mishra has prepared this thesis entitled **Problems Faced by Secondary-Level Students in Teaching-Speaking Skill** under my guidance and supervision.

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Dedication

Dedicated

To

My Parents

who devoted their entire life to make me where I am today.

Acknowledgement

First of all, I would like to express my sincere gratitude to my respected teacher and thesis supervisor **Mr. Sanjay Kumar Basnet**, Associate Professor, Department of English Education, Hetauda Campus, Hetauda for invaluable suggestions, encouragement and co-operation to bring the thesis in this form the very beginning. Moreover, I am equally thankful towards **Mr. Bibash Thapa** Department head of English Education, Hetauda Campus, Hetauda for his direct academic support to complete the study.

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Abstract

The present study entitled **Problems Faced by Secondary-Level Students in Teaching-Speaking Skill** was found out the affecting factors to students' participation in learning English. To meet the specified objectives of the study, questionnaire and observation checklist were used to collect the data from the secondary level of 40 students from 10 Government-aided Schools of Makwanpur district. They were selected using purposive random sampling procedure. The data obtained from the research tools were analyzed statistically and descriptively using graphic presentation such as tables and graph. The findings of the study showed that the influential factors such as family background, economic status, educational background, cultural factors, teachers' and students' activities in the classroom directly or indirectly affect students' participation in learning English. Among these factors, students' activities were the most dominant factor (76.33%) in their learning as the success of learning the second language depended on the learners themselves.

The present study consists of five chapters. The first chapter i.e. introduction, deals with the background of the study, statement of the problems, objectives of the study, hypothesis, Research questions, delimitations of study and operational definitions of the key terms. Similarly, chapter two is the review of related with literature review and it includes review of related theoretical literature, review of related empirical literature, and conceptual framework of the study. Likewise, chapter three is the methodology of the study that deals with the research design, population and sample, sampling procedures, tools for data collection, process of data collection and data analysis and interpretation procedures. Similarly, chapter four is about the result and discussion of the study. Finally, chapter five deals with the Conclusions and implications in policy, practice and further research level.

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Chapter I: Introduction

This is the study on **Problems faced by secondary-level students in teaching speaking skills**. This chapter consists of the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study, and operational definition of the key terms.

Background of the Study

Learning a language is a way of developing a set of performance skills. Speaking is one of the performance skills (John, 1996). It is to communicate a message audibly between the parties and individuals in a communicative event. Among the four skills including listening, speaking, writing, and reading, speaking seems to be extremely important for language learning. Speaking is probably the most difficult skill (Harmer, 2007). It involves the combination of skills that may not correlate with each other, and which do not lend themselves well to objective testing. Language simply means something spoken or written. So, speaking is the most important skill. It is the oral mode of language that we use most often in our life, and hence, speaking also is not a single skill i.e., speaking is clearly much more than the production of speech sounds. It ranges from production to phatic communion (Richards & Renandya, 2002).

My study is based on problems faced by secondary-level students in teaching speaking skills. This study is oriented toward finding out the problems being faced by secondary-level students while learning English, the perception of the students toward the English language and to find out the factors affecting in learning the English language. To draw on Kachru's (1985, as cited in Harmer, 2007) work that visualizes the global spread of English in three circles, Nepal belongs to the expanding circle where English is not the language of everyday communication, nor is it the language of official transaction. That is to say, we are teaching English in a country where spoken activities are almost exclusively confined to the classroom, keeping aside the case of some cosmopolitan areas (Bhattarai, 2020). Kathmandu and Pokhara where students can have a wide array to delve into the web, regular newspapers, brochures,

weeklies, and gave a great amount of significance of being mingled with prominent tourism premises and Nepal-based international organizations (Bhattarai, 2020). The international Curriculum states that spoken language is a crucial part of learning English in schools. Throughout Secondary school, children will learn to listen and respond to teachers and classmates, Build their vocabulary, Use spoken language to express feelings, give explanations and describe, Ask questions to increase their understanding, Participate in drama, conversations, role play, discussions and debates, Understand formal and informal speech, Listen and understand different points of view Hold the attention of the listener.

Language learning is one of the most important aspects of a human beings so, speaking plays a significant role in learning a second language. Language is the most effective and reliable means of human communication. In our case, English is being taught from grade 1 to bachelor level as a compulsory subject. But at the campus level, most of the books are available in the English language and these books are used as a Lingua Franca. English is supposed as an international and standardized language (Harmer, 2007). It is used for different purposes in different areas of human affairs like business, education, literature, politics diplomacy and many other purposes. In the USA, Australia, and New Zealand English is spoken as first or native language. In Nepal, English is predominantly regarded as a foreign language or utilized primarily for academic pursuits (Harmer, 2007).

Generally, language is a means of communication which is also called a voluntary vocal system of human communication (Wardaugh, 1972). We are able to exchange or express our feelings, and emotions through language. Language is one of the most essential aspects of human beings. There are four language skills viz. listening, speaking, reading, and writing. Among them, speaking is one. It is the productive skill of language which includes the combination of pronunciation, vocabulary, grammar, and accent (Harmer, 2007). English is one of the widely used languages. It is an international language that is recognized as a lingua franca. The main purpose of learning English is to communicate with the speakers of different languages (Richards & Renandya, 2002). Speaking is one of the most demanding skills of human life. Ur (1996) states that every person wants to communicate with other people through speaking as effective verbal communication plays a pivotal role

in facilitating social interactions, fulfilling social functions, and acquiring information.

Speaking refers to the action of conveying information or expressing one's feeling in speech. In other words, it is also called the activity of delivering speeches. Speaking is purposive and information-oriented language activity, which primarily demands two or more than two participants in the conversational activity. In this regard, stressing on its centrality to language teaching. Ur (1996) assumes that speaking seems intuitively the most important. People who know a language are referred to as speakers of that language, many if not most foreign language learners are primarily interested in learning to speak. Similarly, to have fluency in English language, Harmer (2007) suggests that students need to be able to pronounce phonemes correctly, use appropriate stress, intonation and patterns and speak in connected speech. Almost all the language teaching programs are centralized on developing the speaking ability to the students. In this regard, Richards and Renandya (2002) opine that a huge proportion of people use English language as an indispensable language and these groups dominantly study English in order to thrive skill in speaking. Speech serves diverse purposes, necessitating the utilization of various skills to effectively fulfil its numerous functions. They include; making social contact with people, establishing rapport or engaging in harmless chitchat with friends. Byrne (1984) takes speaking as a form of oral communication. It is indeed the dual or binary process between the speakers and listeners and encompasses productive and assimilative skills. The case of speaking English in Nepali schools, colleges, and universities is not satisfactory. English is being taught as a compulsory subject by playgroups and large numbers of graduates complete their academic courses, however, the level of English especially in speaking seems very poor. In comparison to speaking, they are relatively better in other language skills like reading and writing. Their speaking skill is affected by various factors such as lack of vocabulary, poor knowledge of grammar, pronunciation skills and lack of motivation, confidence, lack of effective materials and environment. There are other latent factors as well, which contribute to the effective speaking performance of the students inside and outside of the classroom. As the world's international language, today's people must be fluent speakers of English in order to cope with the complexities of modern society.

The English language is being recognized and widespread across the globe. In modern societies, the English language plays an increasingly important role.

It is critical for non-native English-speaking people to learn the English language.

The English language is a common language that can be used to help communicate and share thoughts with people who belong to different regions and who speak different languages. English is taught as a compulsory subject in most countries (Ullah, 2023). In Ullah (2023) research study, a participant's exploration of English language learning revealed a profound appreciation for the language. He expressed the belief that lacking exposure to English-speaking countries would constitute a significant missed opportunity. Despite cherishing a strong desire to comprehend all facets of English, he admitted feeling apprehensive about potential ridicule from classmates while conversing in English. Nonetheless, the study underscored his deep affinity for English, positioning it as one of his favoured courses.

Statement of the Problem

Speaking is the one and only medium of communication in an audible way. Teaching and learning and, or developing English speaking is a challenging job for the teachers and students of secondary level because of many factors like age, content, time, and so on. Hence the students' performance in English speaking is not satisfactory. There could be numerous factors affecting in this journey. So, I became interested in filling out the gap by carrying out research in the respective topic. The field of education has highly been influenced and controlled by the English language all over the world. In the context of Nepal, English has been used as a foreign language and is the form of the subject of learning and medium of instruction. Nepal as a multicultural and multilingual country and it is difficult and challenging to learn a second language. Especially, in government-aided schools of Nepal, students and teachers have long practices of teacher-centered approaches especially in the context of government-aided school students who are unable to participate in speaking in English in the classroom and outside the classroom. In many more cases in government aided school, students want their teachers to translate English text in Nepali line by line even in the English period so there is question in the entire language teaching and learning method. The number of students is high in the classroom so teacher cannot give them equal time to express their opinion in English.

We as English teachers do not have sufficient time to participate them in extracurricular activities like debate competition, spelling contest etc. This can be a frustrating experience for both teachers and students because colleges and universities demand more academic work habits which necessitate a great deal of independent study. Beside them, some other factors to affect student's low participation in speaking are large size class, students' level of skill, lack of trained teacher, lack of authentic materials, following the traditional way of teaching and teacher fronted classes, as a result poor speaking ability is approached. Some researchers also show that students can read, listen, and write but cannot communicate in English. It seems to be intolerable to synchronize their level of English. Previous research has been carried out on English as a medium of instruction, speaking activities in English language teaching (ELT) classrooms, students' participation in English language learning and English language speaking skill development, and so on.

Objectives of the Study

This study has the following objectives:

- To find out the problems faced by secondary-level students in learning speaking skill
- To examine the factors creating problems in developing speaking skills.
- To suggest some pedagogical implications.

Research Questions

This study was oriented to find out the answers to the following questions:

- a. What are the problems of the secondary-level students in developing speaking skills?
- b. What factors contribute to creating the problems in developing speaking skills?
- c. How can such problems be minimized?

Delimitations of the Study

Due to the limited time and resources, this study had some limitations. This study was limited to its study area, population, and study tools. At first, it focused on

the problems in speaking of the students. The population of this study was 50 students all the students of 10 selected 5 government-aided schools in the Makawanpur district. Primary data were collected by questionnaire and semi-structured interviews. For the selection of respondents 'simple random sampling strategies were used.

Operational Definitions of the Key Terms

The following terms used in this research have been defined to make them simple and meaningful to the research:

Affect: Influence and obstruct in speaking of secondary-level students.

Challenge: The difficulties that students of secondary-level students encounter while speaking English.

Factors: Agents and representatives of the elements, circumstances, or influences, which contribute to the low level of secondary-level students' speaking.

Speaking problems: The emotional and physical difficulties encountered by secondary-level students while learning to speak in the classroom

Performance: The process where the person presents while speaking whatever she/he has acquired at a competence level.

Awareness: The learner's consciousness regarding the need and importance of learning the English language.

Learning strategies: The specific actions taken by learners to make learning easier and faster.

Chapter – II: Review of Literature and Conceptual Framework

This unit is basically concerned with a review of theoretical literature related to the study. After that, a glimpse of previous studies related to the present study is discussed in various sub-headings. Then, how the particular reviewed study is beneficial for the researcher is discussed in the subsequent section. At last, the whole summary of the study is shown in a conceptual framework.

Review of Related Theoretical Literature

The study conducted by Lukitasari (2003) focused on learners' strategies to overcome speaking problems, highlighting specific challenges. The research revealed that learners encountered various difficulties in speaking, including inhibition, lack of content, low participation, and the use of their mother tongue in speaking classes. To address these issues, the study suggested a solution that emphasized the importance of mastering three components: vocabulary, grammar, and pronunciation. Urrutia and Vega (2010) in their study identified major challenges in classroom interaction, including a deficiency in vocabulary, diffidence, and the fear of being ridiculed. In addition to outlining those obstacles, the study proposed a solution by emphasizing the significance of learners' cooperation, building self-confidence, enhancing vocabulary knowledge, and fostering a conducive class environment. These factors, according to the research, played a crucial role in encouraging learners to enhance their speaking skills. The research study conducted by Louma (2004) found that speaking in a foreign language was a challenging task, requiring an extended period to achieve communicative competence in the target language. Learners encountered numerous challenges, navigating through the intricacies of the language's rules. Chowdhury (2001) conducted a study in Bangladesh and found that students lacked opportunities to engage in skill development courses, making it challenging for them to participate in classroom interactions using communicative approaches. The students possessed a basic understanding of grammar and structures but struggled to apply those concepts effectively in developing their speaking skills. Jabeen (2013) in the study highlighted that students faced difficulty in speaking English primarily due to the lack of a supportive environment in the school.

Thurnbury (2005) along with Bashir et al. (2011) in their studies suggested that the development of speaking skills involved proficiency in three essential areas of knowledge: mechanics (covering pronunciation, grammar, and vocabulary), functions (encompassing transaction and interaction), and understanding social and cultural rules and norms. Failing to master those three aspects could significantly hinder speakers' ability to effectively express their ideas in any language. This section generates the various theoretical perspectives related to practices and problems of teaching speaking in large classes. This paper links with Noam Chomsky's Cognitive Learning Theory. He assumes that mental process as the formation of all internal processes such as perception, intuition, and reasoning (Shorna & Suchona, 2021). Although basic cognitive theory can be traced back to seventeenth-century philosopher Rene Descartes, cognitive theory development as we know it has been pursued more aggressively since the middle of the twentieth century. The process of learning language and processing data is not a random phenomenon; human beings are innately imbued with the Language Acquisition Device (LAD) that other mammal's lack. While many animals are capable of communication, only the human can adequately articulate his need through vocal representation. Thus, without cognition, full understanding and realization of mental processes is impossible. So, my paper also talks about speaking development factors as well as how to develop speaking proficiency also tries to find the factors, reasons, and pedagogical implications. As Chomsky mentions in his theory that cultural background, society and Perception are influenced by emotion and cultural background. My research paper also shows similarity So, I linked my paper with Chomsky Cognitive Theory.

Spoken language can be broken down into phonology, syntax, semantics, morphology, and pragmatics. To be certain, all languages contain cases of sound symbolism by-pass the principle of arbitrariness and each sound has a sense (Weinrich, 1955). Naturally, children acquire their first words by placing meaning upon familiar objects. For example, the word "cat" has no meaning to a child until the child associates "cat" and the object that is a cat. When recognition (cognition) occurs, the child will gradually obtain more vocabulary words by speaking, as well as the mental acuity to use them. These all factors mentioned in cognitive development theory help me to inspire my research linked with Chomsky's Cognitive Development Theory.

Introduction to Language Skills

Language is basically used in real-life situations to receive information and communicate. In this regard, Harmer (2008) says language skills can be characterized as receptive, which involves reading and listening, then as productive including writing and speaking. They are integrated not only while we are teaching and learning a language but also in real-life situations while we are using it for various purposes. Speaking skills are dealt as proficiency as the greatest prowess that permits us to make communication easily. They give us the ability to convey information verbally and in a way that the listener can understand (Harmer, 2008).

Similarly, language skills are very essential for teaching and learning a foreign or second language. In this regard, Hinkel (2006, as cited in Harmer, 2008) clarifies that skill together makes little sense to talk about the skills in isolation. He traces it as, “In volatile communication, generally people use incremental language skill in openness, but in hierarchical mode”. In teaching and learning process, four language skills are related to each other. Similarly, one skill demands another skill because if we are reading and speaking, we often mix what we are doing with other skills. Likewise, among these skills, speaking is the most important, complex, complicated task in teaching and learning process because it needs more practice to improve the communicative competence. In this very note, Ur (1996, p.120) dictates that “of all the four language skills (listening, speaking, reading and writing), speaking is dealt as fundamentally inevitable and ones who know a language are implied to as orators of that language”. Thus, learning to speak in a foreign language is the most important task because those who can communicate in that language are referred to as the speakers of that language.

Speaking as a Skill: Nature and Aspects

Generally, we tend to oblige that speaking is a vehement action of distributing information one’s ideas and perspectives. It is the delivery of language through the mouth. Talking about the nature of speaking skill, Harmer (2008) mentions that if students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. But there is more to it than that. Speakers of English will

have to be able to speak in a range of different genres and situations, and they will have to be able to use a range of conversation and conversational repair strategies. They will need to be able to survive in typical functional exchanges, too.

Speaking means, speak fluently with correct pronunciation as well as understand the situation and able to speak by using different gestures. Students and teachers need to know the appropriate use of stress and intonation patterns while teaching and learning speaking skill.

Similarly, Widdowson (1978, as cited in Souheir, 2013) states that speaking can be understood in two ways: in terms of usage, and use. In terms of its usage, speaking is producing bits of language such as words and sentences that are grammatically correct by means of the 17 vocal organs. So, speaking is simply a productive skill that is expressed through the aural medium. However, in terms of its use, speaking is both productive and receptive. Hence, it is a communicative activity that occurs in natural communication, and which can be considered as a part of a dialogue or any other type of oral communication. In the same way, Thornbury (2005) remarks that speaking is utterly used in daily phenomena and we owe it much. Speaking is used for expressing our ideas, feelings, desires and opinions in our daily life. With the help of speaking, we express our feelings, thoughts, ideas, opinions, and desire to establish good relationships and friendships.

Likewise, speaking skills are the skills that give us the ability to communicate effectively. It is one of the skills that have to be mastered by students in learning English. In this regard, Richards (2008) states that we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together while we are involved in speaking. If the students can speak English fluently that can help them to communicate easily and explore their ideas. Thus, second language learners can practice speaking orally or in a written mode. Though the aim of teaching English speaking is to communicate and express their feelings, thoughts, emotions without any hesitation, anxiety etc. and communicate fluently and appropriately.

Teaching Speaking Skills

Speaking is with a doubt, one of the most important language skills, students can acquire during their English as a Second Language (ESL) classes. In the past, there had always been strong emphasis on teaching grammar and vocabulary as the crucial tools for communication, but as Thornbury (2005) claims that “it is generally confessed that mugging up a language and being able to inarticulate it are not same” (p. IV). Similarly, the goal of teaching speaking skill is to communicate efficiently. Learners should be able to make themselves understood, using their current skill to the fullest. In the same way, Talley and Hui-ling (2014) observe that teaching speaking skill should endeavor to expose learners to authentic, practical settings for speaking English and encourage active learner involvement in the interaction. Similarly, people usually give an equal importance to know a language and speak a language. However, Ur (1996) reckoned speaking as the most prerequisite prowess among four skills (listening, speaking, reading, and writing) this is because users who know a language are implied to as solicitors of that particular language.

Apparently, the sole target of teaching speaking is to equip students to inarticulate well. Learning to inarticulate foreign language demands more than knowing its linguistics gigs. Likewise, Haozhang (1997) affirms that the focus of teaching speaking, of course, is to improve the oral production of the students. Hence, language teaching curricula in the classroom premise should view to maximize individual language use. The cognitive of speaking is the flourishing of the ability to interact nicely in that language and this incorporates precision, production and transparency. One who wants to learn must obtain the knowledge of how native speakers employ the language in the context of structured interpersonal exchange. Therefore, it is difficult for EFL learners because speaking is not only pronouncing utterances correctly but also expressing ideas and emotions contextually and appropriately. In this regard, Richards and Renandya (2002) view that the competency to articulate a second or alien language well is very arduous task if we strive to understand the nature of what appears to be contained. Explicitly, speaking is used for multitude purposes, and each purpose involves vary skills. When we use abrupt conversation, for instance, our purpose may be to tie up social interaction with people, to foster rapport building, or to get engaged in benign communication and much of

the time we spend with friends as well. When “we engage in discussion with someone, on the other hand, the purpose may be to seek or express opinions, to persuade someone, about something, or to clarify information” (Richards & Renandya 2002, p.201)

They mean to say that, all different skills have their own importance as well as they are related to one another. Among these skills, speaking is important and complex task. We cannot communicate if we don't know the main purpose of the speaking. Throughout the conversation, we communicate easily as well as express our emotions, feelings, desires and engage different sort of activities. The primary purpose of teaching any language is to develop an ability to speak fluently in that language. Speaking is a crucial part of second language learning and teaching. In this regard, Hedge (2008) asserts that most of the language teaching programs are to prepare the learners for meaningful interaction, making them able to use and understand natural speech from the genuine interaction. We can say that, speaking is not merely a single skill. It is the combination of several sub skills. To be a fluent speaker of a language, we need to get the mastery of those skills related to speaking. Rather than just have students ‘speak’ in the classroom, the teacher should be teaching students specific speaking skills, known as sub-skills or micro skills. Lack-man (2010) has stated sub-skills of speaking such as fluency, accuracy, appropriacy, and discourse marker. The sub-skills enhance fluency of spoken language including accurate pronunciation, appropriate function, maintain the relevant length, respond with correct words and grammar and understand the discourse situation while learning speaking. Above mentioned sub-skills are related to the teaching speaking skill. If the teacher focuses on the entire above speaking sub skills while teaching in the classroom, it might be possible to reduce some problems and to improve the oral production of the students. As we know that the main focus of teaching speaking means to improve the communicative competence, the teachers provide different teaching learning strategies using with different sub skills, there is no doubt, students definitely improve their speaking skills. So, speaking sub-skills are very important to the teaching-learning process. However, the success of a language program and advances in language teaching have sometimes been seen as being dependent on the teachers and students. Teachers are the key factors to develop communicative competence through the teaching-learning process.

Student's Role in Developing Speaking Skills

The student is the responsible person, not only in the language classroom but also in the overall program of teaching and learning process. While the task of providing input is the responsibility of the teacher, the learners also have certain responsibilities. Apparently, they are in dire need to process the intake and come with the resolution. One important responsibility of the learners is to attend to the input they receive. In this regard, Li (2003, as cited in Briggs, 2014, p.13) pinpoint that "input gets processed in (learners') working memory and it becomes intake". This intake, in turn, eventually "becomes part of learners' inter-language via occasions when learners are pushed to produce output" (Swain & Lapkin, 1998; Swain, 2005, as cited in Biggs, 2014, p.13).

Output plays an integral role in second language acquisition. In teaching learning process, different practices and activities take place through the input-intake-output. Students can improve little by little, receiving input. To improve their speaking ability, they must use the language to interact with their teachers, friends, and others in a meaningful way. Learners are active participant; they are resourceful person, negotiator to play the role of interactively in language classroom. Different activities like role play, group work, and pair work play important role in language classroom and help to foster the students speaking ability. Students are responsible to act out the different learning activities in the classroom. Teachers create a good atmosphere by using different activities which help to develop students' speaking ability. Hence, I would like to discuss different classroom teaching learning speaking activities.

Problems in Developing Speaking Skill

Amid the four languages, speaking is one of the four skills that are deemed to be the rudimentary product of building a language. Nonetheless, speaking problems can be seminal challenges to usher the effective as well as useful foreign language cognitive skills and stipulation. English as foreign language (EFL) learners, it doesn't take into consideration for how much they equip about the English language but they still encounter many speaking restrictions. In this regard, Ur (1996, p.121) argues that "students are often inhibited about trying to say things in a foreign language in the

classroom: worried about making mistakes, apprehension of criticism, or simply odd of paying attention that their slogan entices”. So because of these reasons students are afraid to use English in the classroom. Likewise, Brown and Yule (1999, as cited in Efrizal, 2012, p.2) decree that “speaking relies on the complexity of the information to be transmitted; nonetheless the speaker sometimes gets acquainted it difficult to clarify its precision”. In most of the language classroom, learners try to respond to their teachers but the complexity of speaking affects the communicative purpose and learners find difficult to clarify what they want to say.

As language learners who learn English language intensively, they should be able to interact orally through English. But in fact, most of the students do not use English in their conversation. They prefer to use Nepali language than English in their conversation. In my experience, method in teaching English that is used by English teacher in classroom was traditional method that made English atmosphere in classroom boring and monotonous.

Indeed, learning English as a second language has long been of interest for academicians. Everyone tries to reduce the obstacles and difficulties in learning English. But unfortunately, few people are able to reduce these problems. Many students and teachers of the English language have always encountered with problems. There are several complexities and problems which are associated with speaking. Davies and Pears (2008, p.39) present three genuine situations when L2 learners experience problems with speaking:

Many people do not like speaking in front of large groups of people. This is partially significant in an alien language because we might have suspicions about yielding utterances with many blunders or restrictions in them.

Recognizable pronunciation is necessary for speech to be intelligible. It is sometimes hard to understand people with strong regional accents in our language, and it is hard to interpret a non-native speaker’s ‘Ease...eat...tree...jet?’ as ‘Is it three yet?’

Like listening, speaking takes place in ‘real-time’, and speakers do not usually have time to construct their utterances carefully. In conversation, the commonest kind of speaking, we have to do many things altogether: understand what the other person is saying, say what we want when we get the chance to speak, be prepared

for unexpected changes of topic, and think of something to say when there is a long pause.

Similarly, Ur (1996, p. 121) presents some other factors that cause difficulty in speaking, they are given below:

Inhibition: students are worried about making mistakes, fearful of criticism, or simply shy.

Nothing to say: students have no motive to express themselves.

Low or uneven participation: only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.

Mother tongue use: learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

As many teachers' observations indicate, the above situations occur in language teaching and learning classrooms. Besides above-mentioned problems, there are other problems as well. They are: no sufficient provision or regular training for English language teachers, no transfer of training into practice, lack of modern technology, lack of physical facilities, lack of teaching materials, over load for teachers, lack of proper guidance, illiterate parents, lack of language lab for language teachers and students, lack of motivation on the part of students and so on.

In the context of Nepal, teachers and students both often facing problems with speaking English in language classroom. Public schools are overcrowded. In such situation, teachers face many difficulties to conduct students centered activities in the classroom. So, teaching in large class is often problematic. The slogan cherishes, "Where there is a will, there is a way". It works aptly here. There are many opportunities for teachers to improve their teaching. They should be aware of taking good opportunities to reduce these kinds of problems.

Factors Affecting in Developing Speaking Skills

Speaking skills mean the ability to use a particular language with a certain strength. It is not like a piece of cake; it needs rigorous practice and hard work. Many

factors play roles hindering in this job. Students have so many problems which come from internal and external factors like, lack of understanding grammatical patterns, incorrect pronunciation, and limited of vocabulary, minimum opportunities, student's interest, mother tongue interference, less practice and less discipline, fear of making mistakes and environmental factors. Besides, they also have a psychological problem such as lack of motivation, the main factors of students' problems because the environmental factors which do not support them to implement English in daily communication. Ur (1999) pinpoints that in learning English speaking, some pupils will create hindrances or errors when they try to inarticulate words, phrases or sentences. Problems or errors in speaking cannot correct themselves therefore it is need explanation. There are some problems faced by the students in speaking. The problems of speaking include student inhibition, nothing to say, the low of participation, the theme to be spoken, and the use of mother tongue. El- Naggat (2020) claims that obstructions pupils usually get obstructed when trying to inarticulate some lexicons in speaking activities. Because they worry about making mistakes and are simply shy in speaking the English language.

Al-Lawati (1995) points out that low participation is also a major problem of speaking skill. The students seem timid regardless of few participants. This means that they have less time and easiness to participate in the communication process. This problem is compounded by the tendency of some learners to dominate, while some are extrovert and some are introverts.

Noviyenty (2021) mentions in his research that the mother tongue is also a major problem that is used precisely. Students usually use their mother tongue in speaking activities because they feel it utmost easier and feel comfortable speaking in front of people since birth. If they utter in small peer groups it can be fundamentally difficult to get some classes- mainly the less disciplined or so-called dynamic ones- to keep to the target language i.e. English language. Also he posits that fear of mistakes is also a major factor that influences speaking skills vehement arguments by many critics, apprehension of mistakes becomes one of the main notes of students' oblivion to speak in English in the classroom. With respect to the fear of making mistakes issue, adds that this fear is linked to the issue of correction and negative evaluation. In a nutshell, this is also much kept under scrutiny by the students' fear of being mocked

by other students or being blamed by the tutor in the classroom. At the denouement, students commonly halt showing warm participation in the speaking phenomena. Therefore, teachers need to convince their students that making mistakes is not a bad or wrong thing because students can learn from their mistakes.

Paul (2003) mentions in his research that coyness is also a major problem in English speaking coyness is an emotional thing that many pupils suffer from at some time when they are required to inarticulate in English class. This trend incorporates that coyness could be a source of problems in students' stimulating phenomena in the classroom most poignantly in the class while speaking. The students felt shyness made their minds go blank or that they would forget what to say.

As a (2016) mentions in his research that lack of confidence is also taken as a major problem by ELT teachers. It is rudimentarily thought that students' lack of confidence mainly occurs when students understand that their conversation modes and methods have not understood them or when they do not understand other speakers. In this situation, they would rather keep numb while others do babbling showing that the pupils really lack the power of confidence and they seem as if they are void in usual communication.

Regarding the problem in speaking, Neupane (2009) further asserts that lack of motivation is also consist a major problem in English speaking. It is important to notice that it can affect students' reluctance to speak in English. On this very note, motivation is a salient consideration in giving the resolution the preparedness of aspirants to communicate. Motivation is an intrinsic energy. From the motivation, the students will enhance their study interest.

So, I studied international researchers, national researchers as well as local level research (studies related to the local area) I found that the mention problems are majorly mentioned in all research papers related to problems in English speaking. Even though different researchers present different ideas in English speaking problems but I found that society, cultural, and geographical conditions are responsible for Speaking English. Some places Speaking problems related to society, somewhere culture, and somewhere geography. The motivation is the major problem on the other hand neighboring country. Lack of confidence it blames to students and

families but on the other hand, Paul (2000) talked about coyness. Similarly, some researchers have presented different problems concerning speaking (Alam, 2016).

Review of related empirical literature

The research study carried out by Panthi (2019) on “Learner autonomy: ELT teacher’s beliefs and challenges” helped me to develop general theoretical knowledge in speaking skills. The research study done by Baktash and Chalak (2015) on ‘An investigation on Iranian University students, reluctance in EFL classrooms’ guided me to frame the research topic and gain theoretical knowledge. Dhami, (2014) carried out a study on ‘Strategies used for developing speaking skills: A Case of M.Ed. students’. It was beneficial for my study in terms of providing some effective pedagogical implications. Lakandri (2014) conducted a research study on ‘Affecting factors to student’s participation in learning English’. It assisted me in developing the relevant research tools for data collection. Neupane’s (2009) research study concerning ‘Problems in teaching and learning speaking skill’ made me familiar with teaching speaking problems. The research study brought forth by Prasai (2014) on ‘Strategies used in teaching speaking’ helped me to develop the relevant research tools for data collection. Both Pandey’s (2007) research study on ‘Teaching of speaking at the secondary level: An analysis of classroom activities’ and Sunar’s (2016) study on ‘Testing speaking ability of grade nine students’ enabled me to be familiar with the problems in testing speaking skill. Similarly, the research study executed by Timalsina (2005) on ‘A study on students' ability of communicative skills in English’ provided me with the guidelines to develop the general theoretical knowledge in speaking skills. Learning experience is an autonomous and potent thing that helps to thrive a new thing. The wide range of knowledge can be built up through the review of related literatures. Every research is based on the previous background literature which is very essential for the new study. The researchers need to know about what already is done in past and what can be done in future? Some research works related to my study that I have reviewed is the documents and books to gain knowledge about the field which made clear concept regarding the methodology and procedure of conducting this research. The major research studies that I reviewed are given below:

Neupane (2009) carried out a research on ‘Basic level school students’ problems in teaching and learning speaking skills’ to find hobbles in teaching and learning speaking skills of the basic level of students in Nuwakot district. In order to fulfill the objectives, two types of tools questionnaire and observation forms were prepared. The questionnaire was distributed to ten teachers of five schools of Nuwakot and ten classes were observed to find out the problems and causes of those problems. He selected teachers through non-random sampling procedure. He found that lack of physical facilities and proper teaching materials in teaching speaking, student’s poor English background and not giving focus on speaking skills at the basic level created problems in speaking skills.

Dhami (2014) conducted a research study on ‘Strategies used for development speaking skills: A case of M.Ed. students’. The objectives of this study were to find out strategies employed for developing speaking skills by M.Ed. students and explore out the problems that are faced while developing speaking skills. The data were collected from the forty five students of M.Ed. second year majoring in English. The respondents were selected from the three different campuses in Kathmandu district. Fifteen respondents were selected from the each of the campus using quota-random sampling procedure. The data were collected from survey questionnaire. The strategies were found being used in developing speaking skills: involving discussion, continuous practice in speaking, using as means of communication, watching English movies, use of authentic materials, developing positive attitudes and so on.

Lakhandri (2014) brought about a research entitled ‘Affecting factors to pupils’ compartment in stipulating English’. The main objective of this study was to find out the affecting factors to students participation in learning English. Forty students and four secondary English teachers of four different government schools of Morang district were the sampler of the study. They were selected using a purposive non-random sampling procedure. To meet the specified objectives of his study, questionnaire and an observation check list were used to collect the data. He analyzed the data obtained from the research tools by statistically and descriptively using graphic representation, such as tables and graphs. The findings of his study showed that the influential factors such as family background, economic status, educational

background, cultural factors, teachers and students activities in the classroom directly affected student's participation in learning English.

Rahayu (2015) conducted a survey research on 'Analysis of students' problems in speaking English daily language program at Husnul Kothimah Islamic boarding school'. This particular study strived to find the students' incompetency and the strategies to surpass the difficulties in speaking English Daily language. The populous in this research was granted from language room 'Halimatussa diyah' contained of 19 students so far. The sampling technique was a purpose random sampling. The Data were collected through the interview and observation. From this study he found out students have many problems created from their eternal and external factors like, still lack of understanding of grammatical patterns, incorrect pronunciation, and they confined of diction mastery, minimum chances, student's interest, mother tongue use, bare to practice and less discipline, apprehension of making mistake and environment factors. Besides, they also have a psychological problem such as lack of motivation. The prominent factors of pupil's obstacles because the environmental factors which do not purport them to use English in daily language communication. From these gigs also, it has shown a big effect for students that they lack of motivation and bare to practice target language i.e. English Language.

Similarly, Sunar (2016) conducted a research on the topic of 'Challenges in speaking ability of grade ten students'. The main objective of his study was to find out the challenges faced by the English teachers while testing speaking ability of grade ten students. The population consisted of forty English teachers of Bajhang district. The sample population consisted of forty teachers of twenty schools who were selected using random sampling procedure. He used questionnaire as a tool for data collection. His finding showed that a majority the teachers were found to conduct speaking in the classroom. Among them nearly 60 % of the teachers trained the testing of speaking ability.

Sherpa (2016) waged a brief survey research entitled 'The use of mother tongue in teaching English at elementary level' to find out the role of using mother tongue for tutoring English. That study explored the advantages and disadvantages of using mother tongue in teaching English. The sample data of the study had been collected through purposive non-random sampling. The data collected from 20

parents and 20 teachers from six different primary school of 'Taplejung' district. Regarding this very study, she accumulated that the role of mother tongue in tutoring English in primary level is quite prerequisite. The teachers use mother tongue for cultural translation and breaking the monotony of the students in the classroom. Furthermore, it has been preconceived that mother tongue is duly employed to trace out the crux idea of the text in shorter time but it obstructs to develop communicative competence in the English language on the part of aspirants become accustomed to learn only through mother tongue even in wider scale.

Lestari (2018) conducted a survey research on 'Exploring the factors affecting student's English-speaking fluency' by using a qualitative method to trace out the factors that enormously impact students' speaking fluency and their effects to boost up their fluency. 28 students studying in English Department in Tarbiyah Faculty participated in this study. To do so, a classroom observation checklist and semi-structure interviews were employed as the data collection instruments. Classroom observations were conducted with students who usually participated actively when classroom process. The purpose of class observation conducted was to identify the activities in the real when teaching and learning process. The interview is very significant to find factors that largely affect students' speaking intonation. The consequences of interview and classroom supervision exposed out that there are dual main categories that tremendously affect the students' English-speaking fluency linguistic as well as competency factors. The linguistic factors are (1) students' lexicon (2) their grammar knowledge, whereas the affective factors encompass (1) the student's enjoyment of speaking (2) students' motivation to muster up English speaking (3) supports from the people around them (4) willing to study the abroad (5) being able to communicate with foreigners. In conclusion, this is in live with many previous research findings.

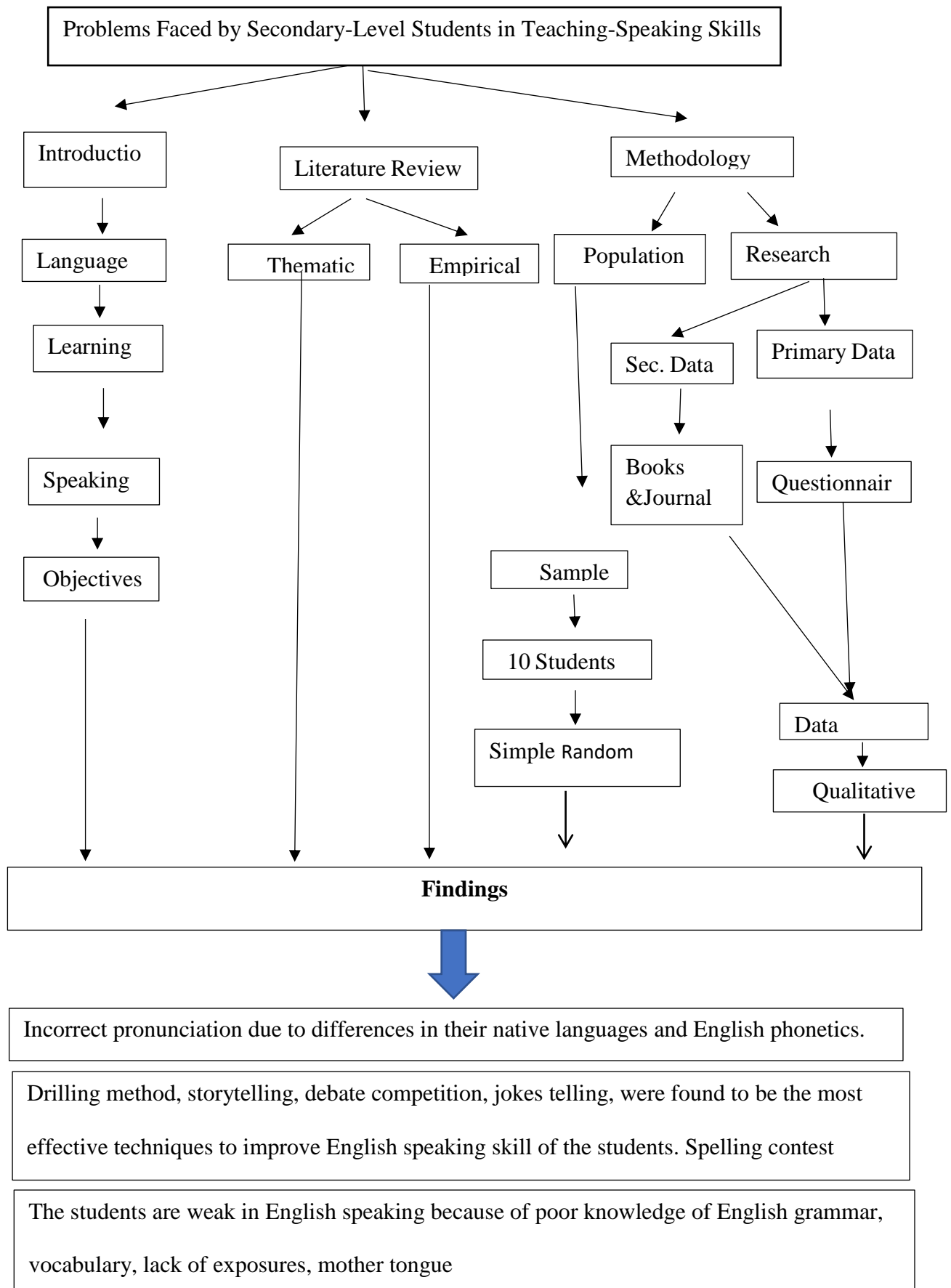
All of the previous studies have intensively talked only about the challenges faced by EFL, students in developing their speaking skills at both national and international levels.

Implication of the Review for the Study

Meaningful and valid research needs hard effort from the side of the researcher. He/ She needs to make a constant review of related literature which is the central and most important task for the research problem. It determines the quality of the research which provides theoretical knowledge and helps to improve the methodology and contextualize the things. I have gone through various theoretical and empirical literatures. After reviewing these works, I have got lots of ideas to frame the topic. In order to conduct research, I have used a survey research design and I have followed the same design. From these research works, I have got ideas on the process of survey, sampling, procedure, data analysis and interpretation, and development of data collection tools.

Conceptual Framework

Conceptual framework deals with the relation between different variables. This is based on the theoretical and empirical literature review. Teaching speaking skills involves various aspects that educators need to consider to ensure effective communication development in students. In this research study three types of variables are identified: independent, mediating and dependent variables. Variables are the measurable elements or characteristics that can change or vary, and they help researchers understand the relationships between different factors.



This conceptual framework encompasses introduction, literature review and methodology as the major components. The introduction provides the readers with the concept of language, learning, and speaking. It further pinpoints objectives, research questions, delimitations and operational definition of key terms. Literature review involves two sorts of reviews: thematic review and empirical review. The thematic review deal with language, learning, language skills, speaking skills, problems with speaking, and factors creating such problems. The empirical review includes the research studies carried out by Timalisina (2005), Pande (20007), Neupane (2009), Dhimi (2014), Lokhandri (2014), Prasai (2014), Rahayu (2015), Baktash and Chalak (2015), Sunar (2016), Lestari (2018) and Panthi (2019) on problems in teaching speaking skills. This study employs 40 high school students from Makawanpur district as the population, and 10 students who were selected through a simple random sampling technique as a sample. The primary data were collected a survey questionnaire, whereas the secondary data were collected from the related books and journal articles. The data were qualitatively analyzed by focusing on the iterative concepts. This research study reveals that the problems students faced were with pronunciation, stress, intonation, pause, tempo, fluency, clarity of voice, grammar and spellings in terms of speaking. To reduce such problems faced by the students, some suggestions have been provided, such as applying an effective student-centered teaching method, use of educational resources, enhancing teacher competence through training, inclusion of peer interaction, following the feedback mechanism and integration of technology. By exploring these key components within the conceptual framework, the study aims to gain a comprehensive understanding of the problems faced by secondary-level students in learning speaking skills and provide insights into potential solutions and improvements in teaching practices.

Classroom engagement, perceived relevance, classroom environment, student motivation, and the influence of the mother tongue act as mediators, impacting the development of speaking proficiency among students. Classroom engagement involves the active participation and involvement of students in the learning process. The perceived relevance of speaking activities to students' lives and future goals can significantly influence their motivation to improve speaking skills. The classroom environment encompasses physical, social, and emotional aspects that may influence language learning. Motivation is a key factor in language learning success. It explores

motivational strategies employed by teachers and their impact on the development of speaking skills. The influence of the mother tongue on second language acquisition is a complex and multifaceted aspect of language learning.

The research examines the impact of language instruction on pronunciation, stress patterns, intonation, pause usage, tempo, fluency, clarity of voice, grammar usage, and juncture. Pronunciation is a crucial element of effective spoken communication. Understanding and applying stress patterns in spoken language is essential for clear communication. Intonation plays a significant role in conveying meaning and emotions in spoken language. The strategic use of pauses is integral to effective spoken communication. The speed at which one speaks, or tempo, can affect both clarity and comprehension. Fluency encompasses the smoothness and natural flow of speech. Clarity of voice involves the projection and articulation of sounds for clear communication. Correct grammar usage is essential for effective communication. The study investigates how teaching methods address grammatical aspects in spoken language, including sentence structure, verb tenses, and syntactic complexity. Juncture refers to the proper linking of words in speech.

Chapter III: Methods and Procedures of the Study

This chapter deals with the design and methods of the study, sampling strategies and population sample, data collection techniques and tools, source of data, data collection procedure, data analysis procedure and ethical considerations.

Design and Methods of the Study

This study followed survey research design. Survey research is one of the most commonly used designs in the field of education and the social science. It is a type of research which tries to study both large and small population. We can use survey research design to get factual information regarding various subjects. It is non-manipulative study in the sense that the researchers do not control the situation. Nunan (1992) mentions that the main purpose of a survey is to obtain a snapshot of conditions, attitudes and events at a single point of timing aiming to obtain an overview of phenomenon, event, issue or situation which is called as cross-sectional study. In this research, the situation is not control of researchers. The findings are fair and unbiased.

Survey research is conducted in a systematic procedure one after another. Regarding the procedure of data collection in survey research design, Nunan (1992) suggests some stepwise procedures of survey research: Survey research is one of the most important research methods used in educational investigation. This study was descriptive and qualitative in nature. It was used to analyze and interpret the data. It was simply conducted to find out the targeted individuals and groups' opinions, attitudes and students' behavior. The present study was about skills of grade 10 students in English speaking: A case of government aided school. For this study, questionnaire was used as a main tool for data collection. Moreover, purposive non-random sampling procedure was used to sample the population of the study.

Sampling Strategy and Population Sample

The population of this study included all the students of grade 10 from 10 selected schools of the Makawanpur district. I selected four students from each school with the help of a simple random sampling procedure. 40 students were asked to fill

out the questionnaire. They actively participated to fill out the questionnaire but some did a lot of mistakes while they were filling in the questionnaire. I asked them for their consent to participate in the research project. Out of them, only 10 participants were interested in participating in the interview, so I interviewed only 10 participants among forty.

Research Tools

In this study to collect the required data for the study, I used a questionnaire and an interview as major research tool.

Questionnaire

The questionnaire was used as a research tool mainly to find out problems faced by the students while they were studying English language in the classroom and outside of the classroom and I wanted to find out what the challenges and factors were affecting them while learning English or while they were speaking English.

Sources of Data (Primary and Secondary)

I used both primary and secondary sources of data to meet the objectives of the study. The primary data were collected from the 40 students of grade 10 from the 10 selected government schools of Makawanpur district. Secondary data were from both printed and online sources including books, journals articles, and so on.

Data Collection Procedure

At the very beginning, I fixed the schedule of the data collection procedure and then visited the study area (forty students of grade ten from ten selected government schools of Makawanpur district) and took permission from the authority to study the students of selected schools. When I got consent from the authority, I established a good rapport with the concerned students and explained them about the purpose of my research study. After then, I distributed a questionnaire to the sample and went accordingly. To elicit more data for research, I went through interviews. I interviewed 10 students. Finally, I collected the data one by one from the students. It took 4 weeks to collect data. As I mentioned in my research my objectives were very

suitable and favorable for these two data collection tools questionnaires help me to find out the problems of speaking English in secondary and on the other hand, I chose semi-structured interviews and it helped me to find out more in-depth about factors affecting speaking English for secondary level students of Makawanpur.

Data Analysis Procedure

The data obtained from the questionnaire were analyzed quantitatively and the data collected from the interview were analyzed qualitatively. To analyze the quantitative data, I used percentile and tabulation. To analyze the qualitative data, a thematic approach was executed. For this, at the very beginning, I transcribed the data in a written form which was got from the interview for extracting the exact responses obtained from each participant interviewed. After then, on the basis of the similarity and interconnectedness of the responses, I incorporated them into different thematic notions. After building relevant themes, I analyzed them descriptively and elaborately on the basis of the qualitative data attained from the semi-structured interviews. Finally, findings were presented on the basis of both qualitative and quantitative analyses.

Ethical Considerations

First of all, I took the consent from the informants. Then, I provided them with detailed information about the study. After that, I also informed them that their participation in this study was voluntary; therefore, the informants would not be compelled to take part in this study. I recorded the interviews only taking the consent of the respondents. After transcribing the data, I showed the concerned informants for their approval. Moreover, I assured them that the collected data would be solely used for the current research study only. Along with institutions, none of the informant's real identification would be disclosed in any part of this research work. Furthermore, I also assured them that any piece of information about the current study would be made available if they wanted.

Chapter IV: Results and Discussion

In this chapter, I have presented the whole analysis and interpretation of data that were collected from primary and secondary sources. In fact, it is as cherished as grammar and diction. Yet, the evidence of mother tongue influence on English is very obvious. Speaking English is also determined by the environment of the family and also it depends on the way of the teaching style of a tutor. Precisely, they don't seem as if they are confident about themselves uttering the English language in front of people. This is predominantly caused by the tutors; the teachers are not giving ample encouragement to speak the English language in public. They learn the English language but they didn't learn how to utter it. This is one of the problems that most students encountered in the classroom premises and even outer spheres. Self-Confidence plays a very important role in speaking the English language if the students didn't believe and are confident in themselves then they cannot speak the English language. The self-confidence and beliefs of the students are completely depending on the teachers. The preceptors have to give a morale boost to the students and push them to create yet another academic vista spraying the true spirit of academic gospels. If the students are worried about making mistakes in speaking, so, the teachers have to teach them that no one can be born perfectly, everyone learns from their mistakes. They must have possessed self-confidence in speaking even if they are uttering wrong sentences and making inept morphemes. Obviously, they will foster their development realizing the challenges as opportunities. In an awkward as well as time of estrangement, they are not confident in themselves to utter the words, and they are seemingly unable to implant the grammar rules and correct vocabulary in mind. Moreover, the students are fearful of committing blunders in speaking the English language that their mates poke fun to them or tell something accusing them as the losers. They will be prey for criticism and eventually, they are going to lose their dignity and grace. The apprehension of committing blunders has resulted in failure in speaking the English language in a crowd. Owing the mistake is a normal thing, it is not a big deal to keep under scrutiny. What I found while reading Gandhi biography that there is saying of Mahatama Gandhi as "no one is born perfect, everyone makes mistakes but they should learn from their mistakes and accumulate confidence." There is a saying "Unsuccessful is the key to success", keeping this

quote into consideration their mistakes should be moulded into the new gravity of succession. Motivation can be driven by mentors, other pupils, their parents and whoever live in this earth. But they didn't inspire them very succinctly to inarticulate the English language. According to the results, the students normally believed that they could not speak English fluently. Hence, these results gave us some reasons to think the students were wary of the problem. The majority of them reckoned that the dominant problem of their incompetency to speak English was because of their apprehension of a confined vocabulary in which students could not illustrate the expression they would like, and they abandoned speaking. This was more concise with one of the students' remarks that "I really want to talk with native speakers in English but when expressing my ideas I cannot find the correct word at this time – so I prefer not to talk". Due to the lack of motivation in speaking the English language, they didn't take an interest in speaking the English language.

Students' Preference of Language

For a language practitioner, it is quite hard to master over a second language. Due to the influence of the mother tongue, the second language learning process is affected directly or indirectly. In this matter, while collecting data, students preferred to use Nepali language, some preferred to use English, and some preferred to use both English and Nepali language. Students put their opinion differently, here, I have tagged two students' opinions as samples:

I prefer to use English and Nepali both languages in the classroom. Sometimes I want my English teacher to use Nepali and sometimes English when I feel difficult to understand the English lessons. (S5)

I feel easy to speak Nepali even in English class. However, it is mandatory of using the English language in the English period. It improves our English-speaking skills. (S3)

From the above-mentioned opinions of the students, it is found that each student preferred speaking different languages in an English period as their preference, which was almost impossible to handle the situation for teachers and because of this reason, students' English-speaking pace became lagging.

Role of Practice to Improve English Speaking Skill

There is a saying that “practice makes a man perfect”. This saying indicates that frequent practice and repetition of matters to be learned fosters the learning speed in the teaching and learning process. In the classroom teachers should be present as the feedback provider, facilitator, motivator, resource person, and so forth. Students have responded as follows, to the very question “Is it possible to improve English speaking ability without rigorous practice?”

Exactly not, English is improved by hard work, lots of practice, regular conversations, etc. In our context, the English language is learned in a formal setting so it is not possible to improve English without practice. (S7)

As we all know English is spoken as a foreign language in Nepal, so, to improve our English-speaking skills we need to participate in different types of programs like debate completion, and discussion with foreigners whose mother tongue is English. (S8)

After analyzing the responses of the students, I am confident to paraphrase that practice plays a crucial role in improving English speaking skills. By being involved in a variety of activities like role play, simulation, debating, and so on, English speaking skills can be accelerated. Similarly, Parents also have responsibility for their children as in childhood, children don't take an interest in learning, reading, writing, etc. so the parents are the first teachers and the home is the first school of the students. Parents direct the way of their children for their future so that at the very beginning parents teach their children in the house about morality, discipline and so on. Here in my study, I asked a question, “Does your family help to improve your learning? They had put their opinions differently in their own words; here I have included some of them:

Yes, my family members play a crucial role to improve my study in different ways like they teach us discipline, morality, and so on. (S6)

Our family plays a significant role to improve our English because our parents provide us with different materials to learn English like authentic materials, a dictionary, etc. (S7)

On the basis of their responses, I came to conclude that parents have tremendous roles in the race of learning. Teachers, students, and parents have a tri-angled relationship, without one, others are incomplete and the entire teaching and learning become lame.

Role of Society in Improving English Speaking Skills

Schools exist until societies exist and language exists and is spoken until societies exist. It is a society that determines the quality of a language and it is a language that reflects the morality of a person. In this sense, society has a great deal of responsibility to give weight to a language, hence to the entire teaching and learning of a language in a formal or informal setting. Considering this reality, I asked some participants “What role is there of a society in improving English Speaking Skills?” Some of the responses are mentioned below:

The society also plays a significant role to improve my English by providing essential materials like authentic materials, students friendly environment etc. (S2)

Each society has its own role to improve its society's student's skills in English. Environment plays a crucial role to improve English for ex if students live in a messy society, they can't learn anything from there so society requires creating a peaceful environment to improve the English of the students. (S5)

The aforementioned responses support the idea that society has a tremendous contribution to developing students' English-speaking skills. In a nutshell, language is purified by society.

Students Problems

More or less, every human day to day-to-day life has problems. The language learning process is not an exception to it. In this section, I have extracted and

analyzed both qualitative and quantitative data based on the interview and the questionnaire.

English is not the native language of Nepal, so as foreign language learners, we acquire it mostly in a formal setting, learning, etc. Every foreign language learner has his own problems due to the lack of exposure, time, economy, and learning circumstance. The respondents also opened the boxes of their secrets as follows:

To speak frankly, I have problems with vocabulary, lack of grammar knowledge, fear of making mistakes, etc. (S9)

We have so many problems while using English, in my own experience I have faced so many ups and downs due to the lack of strong vocabulary, fear of making mistakes, poor grammar ethics, inappropriate teaching and learning methods, lack of speaking partners, etc. (S5)

From the above-mentioned opinions of the students, I got similar problems with the students, like lack of vocabulary, fear of making mistakes, limited knowledge of grammar, lack of proper speaking partners, etc.

The questions mentioned in Appendix V are designed to find out why students feel difficulties while using the English language in the classroom and outside the classroom, what are the problems with them in speaking English? Following are the tables based on data which was received from participants. The collected data's under-addressed problems are mentioned in Appendix I.

Addressed Problems

The data mentioned in Appendix-I above show that 62.5% of students studied independently in the library, 12.5% of students were unknown and the remaining 25% of students did not use the library at all. The response of the students, 90% of the students felt that the availability of authentic materials helped in learning and 10% of students were unsure about it. 92.5% of students said that there was an excessive use of the Nepali language in the classroom while 7.5% of students felt that there were not. The data on the response of 'Is there a lack of communicative activities like spelling contest, sentence making contest?' showed that 37.5% of students said yes,

12.5% were unsure and 50% said no. 95% of students seemed positive toward the participation of the students in classroom interaction while the remaining 5% students did not seem positive. The data shows that 90% of students did not show unwillingness to speak English even in the English period while only 10% of students took participation actively. The data showed that 80% of students were afraid of making mistakes while speaking English, 5% of students were unsure about it and the remaining 15% were not fearful like others. Similarly, 85.5% students wanted everything to be explained in Nepali language and remaining 14.5% students were comfortable with English alone. In response to the question 'Do teachers support to improve speaking skill?', 37.5% students felt yes, 12.5% seemed unsure while 50% students felt no. The table also shows that single method is not enough to learn the language inside and outside the classroom. In this regard, more than 90% students seemed positive. In nutshell, the data shows that most of the students had problems in learning English like fear of making mistakes, domination of the first language or the interference of the mother tongue, use of traditional methods, etc.

Factors Affecting in Development in Speaking Skills

Language learning is not easy, especially second or foreign language learning is not an easy job. Various factors hinder a language learner. So, the language learning journey is directly or indirectly affected by those factors. In this section, I have tried to analyze and discuss those factors based on the responses of the participants in the following sub-headings.

Mother Tongue Effect

I asked the question “Do both students and teachers feel better speaking in Nepali/their mother even in the English period?” to get the student’s views on whether the mother tongue interferes a foreign language learning. In response to the question, students put their views as below: The collected data under mother tongue interference have been mentioned in Appendix II.

Mother Tongue Effect

The collected data under mother tongue interference are mentioned in Appendix II. According to the above-mentioned table, in a statement no 1, the majority of the students 36 (90%) agreed none of the students were unsure of the tofu statement, and only 4 (10%) students disagreed with the statement. Similarly, in statement no 2, 32 (80%) students agreed, only 2 (5%) students were unsure, and 6 (15%) students disagreed. In the same way with statement no 3 only 5 (12.5%) students agreed, similarly only 5 (12.5%) students were unsure, and the majority of the students 30 (70%) disagreed with the statement. As well as in statement no 4, (90%) of students agreed, and 5% of the students were unsure. With statement no 5, only 10 (25%) students agreed, 5 (12.5%) students were unsure and 25 (62.5%) students disagreed.

From the mentioned descriptions of the table in Appendix -II, I concluded that the majority of the students didn't want to speak in English and they didn't want to participate in speaking activities in English. But in the next statement, the majority of the students disagreed with the statement teachers felt better speaking in Nepali/ other mother tongue in the classroom but they agreed with the statement they request their English teacher to speak in Nepali even in the English Period to 42.5 % agreed with the statement. Only 25 % of students agreed with the statement teacher also did not have sufficient knowledge about the related subject matter, majority of students disagreed with this statement.

Use of traditional methods

In this section, I have tried to analyze and discuss the data obtained from the students regarding the use of traditional methods as per I had set questionnaire being based on the instructional methods, materials and so on. The collected data under use of traditional methods are mentioned in Appendix III.

The collected data under the use of traditional methods are mentioned in Appendix III. That, all of the 40 (100%) students agreed with the statement no 1 but none of the students were unsure and disagreed with the statement. Likewise, most of the students 39 (97.5%) were agreed, none of the students unsure and only one student

disagreed with statement 2. Similarly, among 40, 30 (75%) students agreed, 5 (12.5%) unsure and 5 (12.5%) disagreed with the statement no 3. As well as all of the 40 (100%) students agreed none of the students were unsure and disagreed with statement no 4. In the same way, the majority of the students agreed 30 (75%), 3 (7.5%) unsure and 7 (17.5%) disagreed with statement no 5.

From the aforementioned discussion, all of the forty students agreed with the statement poor transfer of knowledge and skills in classroom instruction that a teacher obtained in training. Similarly, most of the students agreed with the statement low use of instructional materials as per the student's background and the nature of the content. The majority of students agreed with the statement more emphasis on mnemonic learning rather than collaborative and problem-based learning. In the same way, the majority of the students also agreed with the statement utilization of assessment was only for grading purposes rather than learning or remedial.

Methods Used by the Teachers

This section deals with the methods used by the teachers inside the classroom. The questionnaire was set focusing on the possible methods being grabbed by the English teachers. The collected data under methods used by the teachers are mentioned in Appendix IV.

33 (82.5%) students agreed with statement no 1, 4 students (10%) were unsure and 3 students (7.5%) disagreed. Likewise, 36 students (95%) disagreed, none of the students were unsure and only 5 students (10%) agreed with statement no 2.

From the above-mentioned analysis of data, the majority of the students agreed with the statement instructional methods used inside the classrooms were not interactive, participatory, and relevant to the learners. Likewise, the majority of the students also agreed with the statements continuous assessment system (CAS) with remedial support required using a minimum level of learning at each grade. Similarly, most of the students agreed with the statement learning progress of children required informing their parents.

Discussion

A study conducted by Prieto (2007) focused on cooperative learning tasks as a means to enhance speaking skills by promoting interaction and learning from peers. The study also emphasized the importance of selecting topics based on learners' interests, aiming to inspire them and facilitate more engaged and effective speaking. Some research studies conducted in Nepal suggested the ways of improving the speaking skills. In a research conducted by Karki (2010) on 'Use of language games in teaching speaking skill,' by employing both primary and secondary sources for data collection focused on ninth-grade students from Shree Saraswati Secondary School in Sunsari district showed that the use of language games proved to be more effective in developing speaking skills. In a research study on 'Technique of teaching speaking adopted in language institutes' conducted by Basnet (2009) with the primary objective to investigate the techniques employed in teaching speaking in language training institutes involved language teachers from the Kathmandu valley as the primary sources of data, with a focus on 20 English teachers from different language institutes. Class observation and questionnaires were utilized for data collection, centering on the techniques used by English teachers to teach speaking and the materials employed to motivate student participation. The findings revealed that teachers employed various techniques such as discussion, role play, pair work, and dialogue in language classrooms. The question-answer method emerged as a predominant approach for testing speaking skills. Pageni (2012) conducted a survey research entitled 'Techniques adopted by English teachers for testing speaking skills' with the primary objective of identifying and analyzing the techniques employed by English teachers in testing speaking skills, along with assessing the teachers' opinions on these techniques. The study was specifically limited to English teachers in selected schools in the Palpa District. Questionnaires and observation techniques were used as data collection tools. The findings indicated that common techniques used for testing speaking included teacher description, reading aloud, and oral interviews. Only a few research studies have been conducted in Nepal by comparing the speaking proficiency of the students in terms of location of the schools. Paudel (2011) conducted a research study on 'Speaking proficiency of the secondary level students' with the objective of assessing the speaking proficiency of secondary level students. The research utilized both primary and secondary sources of data, focusing on students from private and

public schools in the Kathmandu district. Employing a survey research approach, the study utilized simple random sampling to select students, and questionnaires were the primary tool for data collection. Each student responded to two identical questions, with a maximum score of 25 for each performance. Upon analyzing the data, the researcher found that the speaking proficiency of students in private schools surpassed that of students in public schools. In a research study entitled ‘The proficiency in the speaking skill of the 9th graders from public schools’ by Oli (2003) by including ten schools, with five selected from each of two districts revealed that students from urban areas demonstrated better speaking proficiency compared to their counterparts from rural areas. The challenges encountered by secondary-level students in acquiring speaking skills are multifaceted. These issues range from a lack of conducive environments and limited exposure to practical language use to difficulties with vocabulary, grammar, and self-confidence. Addressing these challenges requires a comprehensive approach, incorporating effective teaching techniques, student engagement strategies, and creating supportive learning environments to foster improved speaking proficiency. The major purpose of this study was to find out the problems of secondary-level students in developing speaking skills and examine the factors affecting them in developing speaking skills. From the analysis and interpretation of the collected data, some of the major findings have been drawn as below: 75.5 percent of students agreed with the statement “lack of sufficient materials and self-study affects learning the English language.” Equally, 50 percent of students agreed and 50 percent of students disagreed with the statement “student and teacher both feel easy to speak in Nepali/their mother tongue even in the English period. Similarly, 81.25 percent of students agreed with the statement “Insufficient grammar knowledge” to improve skills in English. Similarly, 78 percent of students agreed with the statement “affecting factors like mother tongue interference, curriculum, instructional plans, etc. affect to learn English inside and outside of the classroom.” Similarly, 78.33 percent students agreed with the statement “the methods used in the classrooms are not interactive and students friendly. As well as 89.5 percent of students agreed with the statement “Teachers use traditional methods to improve the English-speaking skill of the students.” In this regard, Ur (1996) argues that “students are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, apprehension of criticism, or simply odd of paying attention that their slogan entices”. So because of these reasons students are afraid to

use English in the classroom similarly Thornbury (2005) remarks that speaking is utterly used in daily phenomena and we owe it much. Speaking is used for expressing our ideas, feelings, desires and opinions in our daily life. With the help of speaking, we express our feelings, thoughts, ideas, opinions, and desire to establish good relationships and friendships. Both talked differently but similar theme they wanted to convey from their research. On the way of discussion I found Ur (1996) dictates that “of all the four language skills (listening, speaking, reading and writing), speaking is dealt as fundamentally inevitable and ones who know a language are implied to as orators of that language”. Thus, learning to speak in a foreign language is the most important task because those who can communicate in that language are referred to as the speakers of that language. Similarly Hinkel (2006, as cited in Harmer, 2008) clarifies that skill together makes little sense to talk about the skills in isolation. He traces it as, “In volatile communication, generally people use incremental language skill in openness, but in hierarchical mode”. In teaching and learning process, four language skills are related to each other. Similarly, one skill demands another skill because if we are reading and speaking, we often mix what we are doing with other skills. Both Hinkel and Ur talked slightly same sense of idea about four skills so I go through these two ideas. Haozhang (1997) states in his article that the relationship between attitude and speaking that reported attitude is one of the factors that influence foreign language learning because how much effort students put into language learning depends partly on attitude thus, it can be inferred that learners with positive attitude towards speaking English will be more involved in speaking activities and may try to make use of more strategies that help them deal with their difficulties in the course of conversation; and learners with negative attitude will be less willing to participate in speaking activities. On the other hand Richards (2008) states that we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together while we are involved in speaking. If the students can speak English fluently that can help them to communicate easily and explore their ideas. Thus, second language learners can practice speaking orally or in a written mode. Though the aim of teaching English speaking is to communicate and express their feelings, thoughts, emotions without any hesitation, anxiety etc. and communicate fluently and appropriately.

Chapter V: Conclusion and Implications

In this chapter, I have presented the whole conclusion of the research and provided some recommendations based on the data analysis and interpretation done in chapter four. The following conclusion and recommendation of the study have been drawn based on the analyzed data. I have presented the conclusions and recommendations in separate headings to make them comprehensible for the concerned readers.

Findings and Conclusion

This study ‘Problems faced by secondary level students in teaching speaking skill was carried out to find out the problems of the secondary level students in developing speaking skills. It was also oriented to examine the factors affecting them in developing speaking skills. Based on the analysis and discussion of the study, I have summarized the conclusions on the following bullets:

- The students are weak in English speaking. The reasons include the poor knowledge of English grammar, vocabulary, lack of exposures, mother tongue interference, social attitudes, and fear of making mistakes, shyness and so on.
- English speaking was found to be poor. Some indicators were like, the students’ frequent pauses while speaking, poor vocabulary power, grammatical mistakes, hesitation, etc.
- There were many challenges to the English teachers and learners with the right use of materials, techniques, methods, approaches, social attitude, and attitude of the teachers towards English speaking, large classroom size, and diversity in the classroom.
- Drilling method, storytelling, debate competition, jokes telling, spelling contest, sentence making contest, word puzzles, pronunciation practice, fast speaking, role play, etc. were found to be the most effective techniques to improve English speaking skill of the students.
- Incorrect pronunciation was a common problem faced by students while speaking English. This could be due to differences in their native languages and English phonetics.

- It was found that by using proper methods and techniques as mentioned above, a teacher could improve English speaking skill of the students and the students themselves as well could improve by being autonomous learners.
- Some students had a strong accent that made it difficult for others to understand them clearly.

In short, the situation of the government aided schools regarding English speaking skill was found to be pitiful. To fulfill the gap, the urgent cooperation between the teachers, students and parents was needed. In this journey, this very research raised the issues and suggested some techniques to fulfill the gaps) can be an initiation.

Based on the objectives, analysis and discussion above, I come to conclude that the students in speaking were poor because of the poor English grammar, vocabulary, lack of exposure, mother tongue interference, fear of making mistakes, shyness, hesitation, etc. The challenges with such reasons were, use of the right materials, teaching methods and techniques, social attitudes, attitude of the teachers toward English speaking, large classroom size, diversity in the classroom, etc. To fulfil such gaps, a teacher and concerned ones have to support the students by applying various strategies like drilling, storytelling, debate competition, jokes telling, spelling contest, sentence making contest, word puzzles, pronunciation practice, fast speaking, role play, etc. Learning the English language is the process of speaking the English language with other people and in public fluently. Through oral communication, students can easily learn and can easily communicate, and feel comfortable speaking with other people. Drilling method, storytelling, debate competition, jokes telling, spelling contest, sentence making contest, word puzzles, pronunciation practice, fast speaking, and role play were found to be the most effective techniques to improve English speaking skill of the students. Nervousness and anxiety are also one of the reasons behind the students who cannot speak the English language in public or in front of people. Nervousness, the students felt uncomfortable and confused about speaking the English language and communicating in the English language in public. The students should learn how to overcome their nervousness about speaking in public. There were a few things students to keep in mind when they felt nervous about speaking the English language. When students feel nervous about speaking the English language in public, they have to breathe properly,

stay calm, and remember the reason why they learn the English language, it helps the students to relax and be confident to speak. Learning the English language is the process of speaking the English language with other people and in public fluently. The teachers have to focus on oral communication in learning the English language instead of learning from books and exercises. Through oral communication, students can easily learn and can easily communicate, and feel comfortable speaking with other people.

And furthermore, major reasons behind this problem might be about having low language and/or content knowledge and the methods and materials of the classroom and considerable affective and personal factors. Thus, teachers should build a supportive climate by considering the factors stated in this finding to encourage learners to participate in classroom activities. Ur (1991) suggested how EFL teachers might in some ways overcome speaking problems with strategies that place students in small groups to maximize the amount of their involvement in the classroom. Teaching essential vocabulary before starting the activity may help learners to produce some talk. As educators or teachers, we all know that there are no unique or magic solutions to cope with this problem but we can minimize it on one level. Hence, the proper use of effective methods and techniques can accelerate the pace of teaching and learning, so the teaching and learning becomes fruitful.

Implications

On the basis of the findings of the research, I have made the following recommendations to be applicable to the policy makers, language practitioners and new researchers on the following sub-topics:

Policy Related

Policy is a line of argument rationalizing the course of action of the government. Furthermore, it is a plan pursued by a government. In the context of Nepal, many policies are made without adequate study and immediately after formulating policies, they should be changed. In this context the study is done on 'Skill of grade ten student's in speaking: a case of government aided school'. The major recommendations for policy level are given below:

- i. One of the findings of this study shows that lack of teachers' appropriate strategies, students found difficulty in learning speaking. So, the policy makers are recommended to specify the practical activities for them to specify in the curriculum and syllabus.
- ii. It should be selected the quality work to teach English language according to stake holders' perception. Based on the community bilingual teacher with sound communicative competence in English language is required.
- iii. The government should provide the sufficient teaching materials for teaching English focusing on the community schools of rural area where the students mostly prefer to use Nepali language by themselves and by their teachers too. Moreover, the policy makers should either force the teachers to use proper methods or the teachers should be trained and rewarded so the preference of using mother tongue can be minimized by English language itself.

Practice Related

The implementation of research studies in day-to-day life is categorized under practice level. The studies analyzed in the research are directly related to the practice field of ELT. Therefore, this study and its findings will be very helpful for the stakeholders of ELT. The practitioners of ELT are students, teachers, textbook writers, materials producers, etc. The major recommendations of the study in this level are:

- i. Majority of English students prefer to learn English through Nepali as well as English because they do not understand English language because of the mother tongue interference in the country like Nepal, so the teachers are highly recommended not to use mother tongue inside the classroom and they should encourage the students not to do so.
- ii. The frequent use of Nepali language can be avoided slightly by involving the students in different vocabulary games and grammar practicing games, puzzles etc. by the teachers.
- iii. Parents are recommended to purchase the sufficient English learning materials to their children, especially the materials which assist them to improve the speaking ability as the materials.

- iv. Material producers are recommended to develop the low cost but effective ones, so all the students from every corner can afford them.

Further Research Related

The present study will be highly directive for further researchers. Moreover, the present study will be helpful for those who want to carry out further research in a similar area. It will be a secondary source for them as well. They can study about the methods of data analysis; the design of the study and for empirical literature.

Moreover, the major recommendations of this level are as follows:

- i. This study is limited with population, location and time, so the researchers who are interested in carrying out research in the respective field are recommended to carry out research with large population, wide range of area for long period of time, so the findings and results can be more consistent and valid.
- ii. The further researches can be done under the private schools as well and the researchers can compare the situation with the government aided schools' results and findings.

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Appendixes

Appendix I

Table 1: *Approached problems*

S.N	Statements	SD	D	N	A	SA
1.	Availability of library at school helps in speaking.		25%	12.5%		62.5%
2.	Excessive use of Nepali language inside the classroom.		7.5%			92.5%
3.	Need of students participation in classroom interaction.		5%			95%
4.	You use authentic books for speaking skill.		10%			90%
5.	Lack of teacher specific care and guidance to students		37.5%		12.5%	50%
6	Communicative activities like spelling contest, sentence making contest are necessary.		37.5%	12.5%		50%
7	Teachers are the main sources to improve their students speaking skill.	37.5%		12,5%		50%
8	Ways of teaching methods are also the factors of influencing speaking.	5%		5%		90%
9	Your expectation and presenting style are not matching.	5%		5%		90%

Appendix II

Table 2: *Mother tongue interference*

S.N	Statements	SD	D	N	A	SA
1	Over use of mother tongue in classroom.	10%				90%
2	Teachers are also using more Nepali language in the classroom.	15%		5%		80%
3	Students are feeling scared from using of English language.	70%		15%		5%
4	Use of mother tongue in locality is a lot.			5%		92%
5	Family is also one of the factors of speaking English.	62.5%		12.5%		25%

Appendix III

Table 3: *Use of traditional methods*

S.N	Statements	SD	D	N	A	SA
1	Use of marker duster only inside the classroom.					100%
2	Students are comfortable with old out dated methods.	1.5%				97.5%
3	Teachers' teaching methods are also the major factors of Speaking English.	12.5%		12.5%		75%

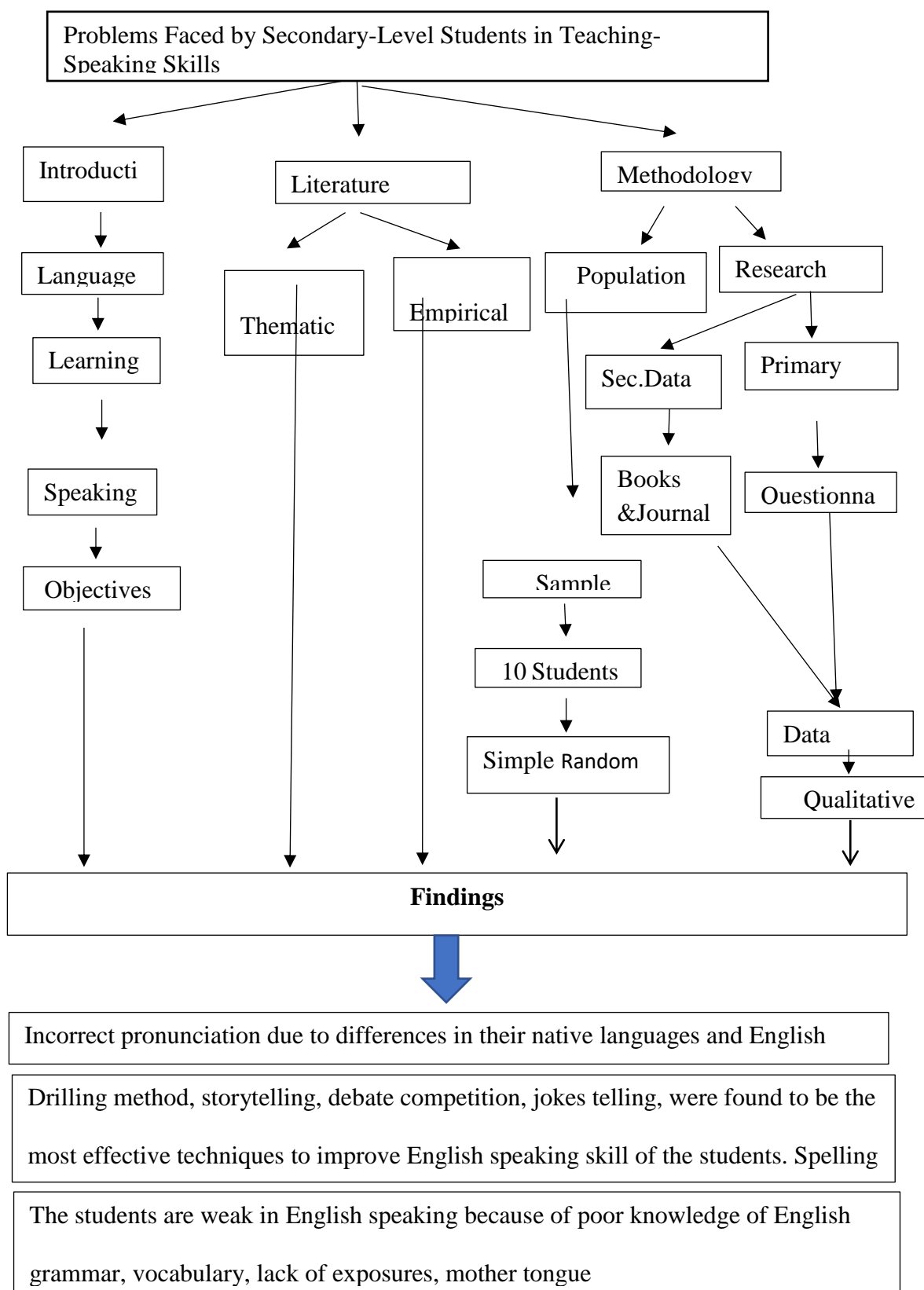
Appendix IV

Table 4: *Methods Used by the Teachers*

S.N	Statements	SD	D	N	A	SA
1	Use of lecture method inside the classroom.	7.5%		10%		82.5%
2	Use of demonstrator, facilitator or activity based methods inside the classroom.	95%				5%

Appendix V

Figure page



Appendix VI

Interview Schedule

Interview Guidelines for Semi Structured Interview.

Dear Students,

These questionnaires are research tools for getting information for my research entitled **Problems in Developing Speaking Skills of the Secondary Level Students** under the internal supervision of Mr. Sanjay Kumar Basnet, Department Head of English Education, Hetauda Campus, Hetauda-04, Makwanpur. Your cooperation in responding to the questionnaire and your responses will have a great value in accomplishing my research. I appreciate your support and assure you that your responses will be kept completely anonymous. Please feel free to put your responses as required by the questionnaire. The fruitfulness of the study will depend on your accurate, fair and rational responses.

Interview Guidelines for Semi-Structured Interview

Interview Preparation:

- **Recording notes on diary:** Date and Time of the interview, place of interview, pseudo name of interviewee.
- **Beginning:**
- **Establishing Rapport:** Situation, Introduction, causes of participant selection.
- **Purpose:** Explain the purpose of interview in brief.
- **Motivation:** Sharing benefits from the information gathered.
- **Duration of the interview:** Based on the information collected.
- **Warming up:** Talking about the teaching English as profession.
- **Interview with the Students**
- **Perceptions on Speaking**
 - What do you think about speaking skill?
 - Probable question: Why is speaking important?

- Probable question: What type of strategies help to speak English inside the classroom?
- Probable question: What do you understand by second language learner?
- Probable question: How do L2 learners learn more from L2 teachers than other teachers?
- Probable question: What kind of strategies does your teacher implement while teaching English?
- **Problems of Speaking**
 - What are the problems that you think students are facing while speaking English?
 - Probable question: Can you define term ‘pronunciation’ in your own word?
 - Probable question: Do you think that pronunciation also plays a major role in speaking English?
 - Probable question: What do you mean by ‘stress’?
 - Probable question: Why do we use stress while speaking?
 - Probable question: How do grammar and spelling determine speaking English inside the classroom?
 - Probable question: How can you say that spelling is also an important factor of speaking good English?
 - Probable question: How are tempo, stress, intonation, clarity these measuring factors related with speaking English?
 - Probable question: How do you evaluate stress while speaking English?
 - Probable question: Do you have idea about term ‘pause’? If yes, then explain with example.
 - Probable question: What are the problems of English fluency?
 - Probable question: Do you think the clarity of voice is also a problem for speaking English?
- **Affecting Factors in Speaking English**
 - What are the affecting factors of speaking English?
 - Probable question: Do you have an idea about age in speaking English?
 - Probable question: How is age also taken as an affecting factor for English speakers?

- Probable question: what do you mean by mother tongue?
- Probable question: How does mother tongue affect in speaking English?
- Probable question: What do you mean by teaching methods?
- Probable question: Can you tell me any two teaching methods that your teacher implements while teaching English.
- Probable question: Would you tell me any teaching materials that your teachers use while teaching English?
- Probable question: How does your classroom environment help you to learn English?
- Probable question: What do you know about psychological factors in English?
- Probable question: What comes under psychological factor?
- Probable question: How do psychological factors create problems or affect while teaching English?
- Probable question: What do you know about sociolinguistic factors in speaking English?
- Probable question: What comes under sociolinguistic factors?
- Probable question: How do sociolinguistic factors create problems or affect while teaching English?
- Probable question: What do you understand by the term ‘sociological and psychological factors’ of speaking English? Tell me in your own version.