Factors affecting Students' English Speaking Skills at Secondary School Level

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*Abstract***:** *'Factors Affecting Students' English-Speaking Skills at Secondary School Level' is the topic I've chosen for my research. The purpose of this study was to identify the factors that influence students' English speaking skills at the secondary school level, to emphasise the importance of the direct method on oral reading fluency, to identify the problems that English teachers face at the secondary school level, and to provide a foundation for students to improve their English speaking skills. All of the teachers and students in the 48 government girl's high schools in the district of Swabi. The study sample consisted of 10 teachers and 100 students drawn at random from the whole population. One instructor and ten students were chosen at random. With the support of a supervisor and after a thorough review of pertinent literature, a close end questionnaire based on a Likert scale with 20 items for teachers and another questionnaire with 20 items for students was developed. We can deduce from the statistics that English is used as a medium of instruction by the majority of teachers. The students have the same reaction. Teachers rarely employ audiovisual resources to improve their students' speaking abilities. Teachers do not communicate with one another in English. In class, the majority of professors adopt an interactive style. For the most part, teachers instruct in their home tongue. All of the teachers believe that English is a useful language and that teaching English is not a burden. However, the institution does not provide English language training or activities.*

Introduction

Background

Language is a set of arbitrary verbal signals that allows people from different cultures to communicate with one another. We don't only imply mouthing words when we say "talk." It entails using words to express a message and thoughts. We require effective language to function well because language is a vehicle for social interaction. However, this ability is sadly undervalued in our classrooms. Students do not have the opportunity to speak English in the classroom or outside. Learning is a never-ending process. We live in a multilingual society. Pakistan is one of those countries where English is rapidly becoming more widely spoken. There are a number of elements that have a negative impact on learning. Both students and teachers in Pakistan perceive speaking English to be a problem. When compared to other subjects, the failure rate in English is extremely high and discouraging. English is widely regarded as the world's most prestigious and dominant language. Without it, no country can hope to keep up with the rate of growth, as it is required in the fields of business, commerce, trade, communication, research and technology, and, most importantly,

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education. Learn to talk because it is not a part of the exam. Learners will require a great deal of work and attention as they learn to speak. Simply by hearing and repeating, we can learn to speak our mother tongue. Speaking is crucial in second language learning, and success is determined by one's ability to converse in the target language. The primary goal of English language instruction is to equip students with the ability to communicate effectively and appropriately in English. However, despite years of study, not all language learners can communicate effectively and accurately due to a lack of basic knowledge.

Of the four skills, speaking appears to be the most significant. The British Empire governed the Indian subcontinent. Since independence, English has been the official language of Pakistan due to British domination. In Pakistan, English has remained the official language. Quaid-e-azam Although Muhammad Ali Jinnah recognised Urdu as the national language, he never disregarded the importance of the English language in the first educational conference. According to Parveen (2013), who cited Bolton (2008) in her essay "A study on attitudes towards variants of spoken English in Pakistani context," Pakistan has a population of 180 million people who speak English, making it the third largest Asian country with 200 million (approx.) speakers. The government has implemented a number of programmes to make English a mandatory subject at all levels. Secondary schools and postsecondary institutions use English as the medium of instruction. It is a subject that is taught in many schools. It is said that learners who graduate primary school should have a sufficient command of the English language to be able to cope with it as the medium of instruction in secondary school. Despite this, secondary school students are not proficient or successful in using the language. According to Mueen (1992), the standard of teaching English in Pakistan has deteriorated: "English language teaching in Pakistan is almost non-existent." The utilitarian part of language is completely overlooked, resulting in a worsening standard of English in today's generation and a warning of further decline." Ahmad et al (2011) also noted that the state of English learning at the secondary level has deteriorated, and that these issues must be addressed on a priority basis. Learning a language like English is a largely unconscious process. The student has little chances to absorb language from his or her surroundings. The capacity of the overall academic setting, not the learner, to acquire the language, needs to be built up (Government of Pakistan, 2006). The goal of this study is to identify the elements that influence student speaking ability at the secondary level. Many studies have been conducted to determine the factors that influence English language speaking. In Pakistan, several efforts have been undertaken to strengthen the English language. The significance of this research is that it will provide more information about specific areas of study that are difficult. This study is an attempt to investigate the elements that influence the learning of English as a second language in Pakistan's rural areas.

Statement of the Research Problem

At the secondary level, the student's English speaking ability is weak. They have a limited command of the English language. The students lack the ability to speak in English. It is argued that mastery of the English language is one of the most important chances that secondary school pupils should have. Students should be able to communicate effectively in English in order to keep up with the pressures of globalisation, which has resulted in the increased usage of English in all fields. The investigation's major goal is to uncover the issues that are hurting students' English speaking skills at the secondary level. The investigation will also look into the measures made to address the problem of oral English.At the secondary level, the student's English speaking ability is weak. They have a limited command of the English language. The students lack the ability to speak in English. It is argued that mastery of the English language is one of the most important chances that secondary school pupils should have. Students should be able to communicate effectively in English in order to keep up with the pressures of globalisation, which has resulted in the increased usage of English in

all fields. The investigation's major goal is to uncover the issues that are hurting students' English speaking skills at the secondary level. The investigation will also look into the measures made to address the problem of oral English.

Objectives of the Study

Following are the objectives of the study:

i.   To examine the factors that is responsible for the poor performance of students at secondary level in English language.
ii.   To highlight the importance of English speaking skill
iii.   To identify the problems facing English teachers at secondary school level.
iv.   To provide a foundation for improving the secondary level teaching of English as a second language.

Research Questions

i.   What are the factors that affect English speaking skill of students at secondary level?
ii.   What are problems that the students at secondary level encounter when they learn to speak English?
iii.   How would be the English speaking problems can be improve at secondary level.

Significance of the Study

i.   The goal of the study is to help secondary school pupils enhance their English skills.
ii.   The findings of the study will aid teachers in identifying the pitfalls that lead to low performance and devising strategies for minimising the number of English language failures.
iii.   The study's findings would also help students perform favourably in English language competitions against students from other areas.
iv.   Students and teachers will be able to identify certain areas of concern in the learning and teaching of English, as well as measures to improve their performance.

Delimitation

The study was delimited to the students of class 9th and 10th studying in female public sector secondary school of district Swabi.

Terminologies

The following terms are used in the research.
Deteriorating: To become worse
Arbitrary: The word arbitrary means not based on reason system or plan
Symbol: A symbol is a letter or word or a sound that suggest an idea.
Affecting: Produce effect on or bring about
Owing: Connecting words which introduce cause or reason
Official: Approved by the government or by someone in authority
Secondary school: A school attended after elementary school or high school consisting of grade 9 and 10 through12.

Literature Review

Some past studies related to this subject will be discussed in this section of the study. These studies were conducted in order to determine the elements that influence pupils' speaking abilities and issues.

Language

I. E.Sapir (1921) said: "Language is u purely human and non-instinctive method of communicating ideas, emotions unit desires by means of voluntarily produced symbols".

II. B. Bloch and G.L. Trager (1942): "A language is a system of arbitrary vocal symbols by means of which a social group co-operates".

III. R.A. Hall (1968) tells us that language is "the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols".

IV. R.H. Robins (1979) does not give a formal definition of language but points out certain facts related to language, saying that "languages are symbol systems, almost wholly based on pure or arbitrary conventions".

V. According to N. Chomsky (1969) a language is "a set of sentences, each finite in length and constructed out of a finite set of elements".

Four Skills of English Language

1. In the oral modality, listening comprehension is the receptive skill. When we say we're listening, we truly mean we're listening and comprehending what we're hearing.

2. In the oral form, speaking is the most productive talent. It's more complicated than it appears at first, because it entails more than merely pronouncing words, as with the other skills.

3. In the written mode, reading is the receptive skill. It can develop independently of listening and speaking abilities, although it frequently does so in tandem, particularly in nations with a strong literary past.

4. Reading can aid in the development of vocabulary, which is important for later levels of listening comprehension. Writing is the most productive talent in the written form. It, too, is more complex than it appears at first, and it often appears to be the most difficult of the abilities, even for native speakers of a language, because it requires not just a pictorial depiction of speech, but also the creation and presentation of organised thought.

Definition of Speaking

Researchers in the field of language learning have proposed a variety of definitions for the term "speaking." Speaking is defined by Webster New World Dictionary as "saying words orally," "communicating as by talking," "making a request," and "making a speech" (Nunan, 1995). Speaking, according to Chaney (1998), is the process of producing and sharing meaning in a variety of situations through the use of verbal and nonverbal symbols. Speaking is an interactive process of building meaning that involves producing, receiving, and processing information, according to Brown (1994) and Burns and Joyce (1997). Speaking, according to Bygate (1987), is defined as the production of auditory cues that cause listeners to reply with a variety of verbal responses. It's defined as the systematic arrangement of sounds to form coherent phrases. Eckard and Kearny (1981), Florez (1999), Howarth (2001), and Abd El Fattah Torky (2006) define speaking as a two–way procedure including the genuine exchange of opinions, facts, or emotions. Speaking texts, according to this top-down perspective, are the outcome of collaboration between two or more individuals in a shared time and location.

Stages of Language Learning:

From the initial days of exposure to the new language, people learning a second language use the same inherent processes that they used to learn their first language, regardless of their age. They go through stages that are similar to those seen in first language acquisition, making some of the same grammatical mistakes as young children, picking up chunks of language without knowing exactly what each word means, and relying on sources of input—humans who speak the language—to provide modified speech that they can at least partially understand (Collier, 1998). Second language learners are commonly observed creating a new language system that mixes elements of their native language with elements of English that they have recently learned.

Inter-language really helps second language learners challenge their preconceptions about how language works and create their own set of language usage norms.

Stage I: Pre-Production

This is the time to be silent. Beginners are more likely to listen than speak. Despite having some words in their receptive vocabulary, English language learners have yet to speak. Only what is spoken to them will be able to be repeated by some children. Rather than producing language, they are imitating it. Students might imitate gestures and motions to indicate comprehension. Teachers should focus on listening comprehension activities and developing a receptive vocabulary because English language learners at this level will require a lot of repetition of English.

Speaking Skills

The student will struggle to grasp anything unless the speaker is talking about what the learner is witnessing or the language being learned is closely related to another language the learner knows. Through comprehension activities, the student can acquire certain vocabulary and grammatical structures, which will help the learner understand more in stage two, when she or he understands enough to communicate in a simple manner. The student has learned enough of the language's core building blocks to begin to function in real-life communication situations in a halting fashion after finishing stage one. There is very no genuine speaking talent in stage one, except from a few words and sentences that can be built on the comprehension exercises. The student must rely on acquired survival phrases to solve the most pressing needs in real-life communication situations.

Stage II: Early Production

Certain words are increasingly being attempted by students. Students can employ brief language pieces that they have memorised, however they may not always be used correctly. Students pay more attention to their conversational classmates and broaden their language.

Ability to Communicate In stage two, inputs are understood if the learner is familiar with the nonlinguistic content or if the communication environment is very predictable. Although it requires a patient native speaker to keep trying to interact with a student at this point, there are more genuine two-way conversations with language speakers. A high level of "fluency" in processing language that employs a variety of structures in connected discourse, as well as an ever-expanding vocabulary, is the result of successfully completing stage two. At stage two, the learner can speak smoothly in tasks that are reasonably structured and predictable.

Stage III: Speech Emergence

At this stage, students have a good vocabulary and communicate with others using simple phrases and sentences. They have the ability to ask simple questions that may or may not be grammatically

correct. Students make an effort to strike up brief conversations with their peers. They are able to read and understand simple stories.

Speaking Skills

At this point, the student can grasp new information, but it is still beneficial if it is suited to the needs of a new speaker. As a result, meanings must constantly be negotiated. The key to sustaining comprehension fluency at this point is to absorb the background material that everyone in the culture is familiar with and to learn it in connection to the language that is associated with it. The learner can enhance their capacity to comprehend "new" non-linguistic stuff from the top down because they have a decent understanding of most linguistic knowledge. If suitable input is provided, the learner should be developing a grasp of the various discourse genres and speech registers. The student can understand and assimilate a wide range of topics, events, and circumstances, as well as many social nuances, after finishing stage three. In stage three, the learner's capacity to create connected narrative discourse improves.

Stage IV: Intermediate fluency

Intermediate fluency permits English language learners to express themselves and communicate their ideas in more complex phrases in both speaking and writing. They can use questions to explain what they are learning in class. With some teacher support, students can work. All disciplines' substance is becoming more well-understood. At this level, students can learn English themes in a variety of ways. Teachers should focus on teaching methods. At this level, students are capable of comprehending more complicated topics.

Speaking Skills

In Stage Four, the student gains the most from ordinary native-to-native communication, which occurs in a variety of everyday situations. If the learner pays attention, he will understand the majority of the input. In order to tease and provoke a response, native speakers may make comments about the learner in his presence. He will surely hear them chat, but unless he is paying attention, he will not "hear" anything they say. In Stage Four, the learner's capacity to participate in abstract and hypothetical dialogues develops.

Stage V: Advanced Fluency

At this point, students will be near-native in their ability to function in content area learning. Students have required continual reading, writing, and speaking support in the classroom.

Speaking Skills

In Stage five, the learner has increasing facility in discussions using his vocabulary without any proper preparation.

Why Speaking Skills

Speaking is productive skill in the oral mode. It is like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

Listening Situations

There are three kinds of speaking situations in which we find ourselves:
- Interactive

- Partially Interactive
- Non-Interactive

Interactive speaking situations include face-to-face conversations and phone calls in which we alternate listening and speaking and have the chance to ask for clarification, repetition, or slower speech from our conversation partner. Some speaking situations, such as giving a speech in front of a live audience, are partially interactive, with the listener supposed to refrain from interrupting the speaker. Regardless, the speaker can see the audience and judge whether or not they are understanding him or her based on their facial expressions and body language. Some speaking situations, such as when recording a speech for transmission on the radio, may be completely non-interactive.

Factors Affecting Students' English Speaking Skills

Teachers-related variables, students-related factors, and learning-environment related factors that affect students' learning English speaking skills were the three key study dimensions. The following are some of the reasons that have arisen in regard to teachers and students that have hampered students' learning of English speaking skills:

i. Teachers' Problem Factors
ii. Students' Problem Factors

Teachers' Problem Factors

a. Teachers did not allow pupils to practise English speaking through strategies such as pair or group discussions, dialogues, role plays, visual descriptions, debate, storytelling, or peer interviews.
b. Furthermore, they did not allow students to learn speaking by listening to records on the radio or television and then presenting their findings to the class in order to improve their English listening comprehension and fluency.
c. Students were also not allowed to learn public speaking through individual or group presentations by their teachers. They always allowed students to seek for feedback or correction of faults, however they did not provide any pronunciation tips to help pupils improve their English fluency. Teachers designed inadequate speaking activities, allotted less time to various speaking exercises, and chastised students who did not talk appropriately or had a weak English accent. Teachers did not employ a learner-centered strategy.
d. Teachers did not also let students to practice English speaking through project-based, monologues and other activities that could help the development of the students' learning English speaking skills.
e. Speaking is not part of syllabus and thus not part of the exam.
f. These were the factors affecting students' learning English speaking skills related to the teachers' use of the techniques, strategies and activities.

Students' Problem Factors

On the other hand, the investigation provided indications that students were also not playing their role to help themselves by regulating their own learning.

The following data was found that were affecting the learning process of speaking skills: They did not know the learning strategies they could use for learning English speaking skills. Students of grade 10 speak little English only inside their classrooms.

a. They were observed not actively participating in the classroom discussion,
b. They did not evaluate their own learning weakness and strengths.
c. Students were rarely listening to the foreign English radio station programs such as BBC, VOA, CNN, Ajezira…etc. as a model for learning English speaking skills.
d. They had very low confidence in English speaking.
e. Most students are not motivated due to the teachers' speaking activities design.
f. Students always had high resentment or were psychologically disturbed towards the teacher who mistreated them during speaking practices.
g. They had positive attitude towards the culture of the native speakers but, they always preferred to speak in mother tongue.
h. It was also observed that students had difficulties to listen and comprehend what other person was saying in English.
i. They had less knowledge of English grammar and vocabulary; hence, they hesitated a lot when speaking in English.
j. Learning environment was not conducive.
k. Classes were very large or overcrowded. The seating was not arranged in the way that could facilitate students' learning English speaking skills.

There is no language laboratory and other language resources centers at the school. In some schools only library was used as a language lab.

Related Studies

Park and Lee (2005) look at the relationship between second language learners' anxiety, self-confidence, and speaking performance. A total of 132 Korean college students participating in English conversation sessions were the subjects of their research. The researchers discovered that pupils' anxiety levels were negatively related to their speaking abilities.

Tanveer (2007) explores the elements that generate language anxiety among twenty language learners learning speaking skills, as well as the impact of anxiety on communication in the target language, and his findings are comparable to those of Park and Lee (2005). Students' feelings of tension, worry, or uneasiness, according to the research, may hamper their language acquisition and performance abilities. "The bigger the anxiety, the lesser the performance," he says.

The effects of self-confidence on oral performance were explored by MacIntyre, Clément, Dörnyei, and Noels (1998). Their findings revealed that learners' propensity to speak was influenced in part by their self-confidence.

Park and Lee (2005) looked at the links between anxiety, self-confidence, and oral performance in L2 learners. They came to the conclusion that self-confidence had a considerable impact on the oral performance of L2 learners. They claimed that if the students were more confident, they would do better.

Tanveer (2007) investigates the factors that cause language anxiety among twenty language learners learning speaking skills, as well as the impact of anxiety on target language communication, and his findings are similar to Park and Lee's (2005). According to the research, students' sentiments

of anxiety, concern, or uneasiness can impede their language learning and performance. He claims that "the greater the anxiety, the worse the performance."

Lukitasari (2008) performed research on students' ways for dealing with speaking difficulties in speaking class. The participants in her research were first-year students at Muhammadiyah University in Malang, Indonesia. According to the findings of her research, students in speaking classes had issues such as inhibition, having nothing to say, poor or uneven involvement, and using their mother tongue. The study's findings also show that the students' speaking ability was poor because they lacked mastery of the three components of speaking: vocabulary, grammar, and pronunciation. Some studies on the elements that influence speaking ability are addressed in this section.

Boonkit (2010) investigated the aspects that contribute to the development of learners' speaking abilities. The findings showed that using suitable speaking skill activities can be a helpful method for reducing speakers' nervousness. The results also demonstrated that the participants' freedom of topic selection encouraged them to feel at ease, persuaded them to speak English, and boosted their speaking confidence among EFL students.

Based on motivational orientations, Ali Dincer and Savas Yesilyurt (2013) conducted a study on instructors' perceptions about speaking skills. The findings of their study revealed that teachers had negative attitudes toward speaking education, despite the fact that they believed it was critical to speaking ability. The findings also demonstrated that, despite having diverse motivational orientations toward speaking English, the teachers felt inept in oral communication. According to the researchers, learners have differing perspectives on the importance of speaking ability in the English language, and this difference is linked to the learners' motivational orientations and their sentiments of competence or incompetence in speaking ability. The findings revealed that learners' self-perceptions of their speaking ability were unfavourable, and they described themselves as inept English speakers. Only a few of them stated that they were in a good position to participate in speaking responsibilities.

Eissa, Misbah, and Najat (1988) conducted research on the problems of using English as a teaching and communication tool. The findings of this study revealed that learners had a lot of difficulty using English as a medium of instruction. Many interviewees claimed that their students have a limited command of the English language. In addition, the outcomes On Tuesday, October 17th, 2017, at 9:55 +0330, a copy of this article was downloaded from ijreeonline.com [DOI: 10.18869/acadpub.ijree.2.1] .34] 39 www.ijreeonline.com is the website for the International Journal of Research and Education. Many learners had major issues understanding the content of the lectures without translating or using L1 to deliver the content of the lectures, according to email: info@ijreeonline.com.

Learners' oral performance was influenced by their lack of vocabulary, diffidence, and fear of being disliked, according to Urrutia and Vega (2010). Cooperation, self-confidence, vocabulary knowledge, and the classroom environment were also mentioned as factors that encouraged students to enhance their speaking skills.

Prieto (2007) conducted research on cooperative learning activities. The results of her research revealed that interacting with others, learning from others, and selecting topics based on the learners' interests can all help to enhance speaking skills.

Lukitasari (2003) investigated learners' ways for overcoming their speech difficulties. The findings of this study demonstrate that learners experience a variety of speaking challenges in their speaking sessions, including inhibition, having nothing to say, limited participation, and using their

mother tongue. The study's other findings show that learners did not improve their speaking ability since they did not learn three. The teacher and the learner are both active participants in the teaching and learning process, and language learning is not only the responsibility of the teacher.

"When I hear, I forget," said Cummings (2002), as quoted in Wang et al. (1994). When I see something, it sticks with me, and when I do something, it sticks with me" (p. 111). Interactive learning, according to Cummings, results in significantly more effective participation in a class. Meaning, the efficiency of language learning and instruction in the classroom will be determined by the educational repertoire of instructors. This viewpoint is consistent with Quist (2000), who argues that successful teaching and the quality of child learning are intrinsically tied to the teacher's subject knowledge and comprehension. In addition, the English teacher plays an important role in the language class.

The teacher, according to studies, is the one who sets the tone for learning activities (Allen & Valette, 1997; Quist, 2000). An English teacher must be highly communicative because teaching is primarily a form of communication. A teacher must also be knowledgeable in the language in order to make educated decisions about what should be taught to whom and in what manner. According to studies, one of the factors that contribute to pupils' poor performance is instructor characteristics (Harmer, 2003; Mosha, 2004).

Furthermore, empirical studies have shown that if a child's early years at school fail to provide the proper foundation for learning, no amount of later special provision will be able to help the child reach his full potential in terms of how his learning will progress and how beneficial his attitudes toward his future life and learning will be (Quist, 2000). Teaching resources are essential in each subject's teaching and learning process. They contribute to the poverty of Pakistan. The rural population of Pakistan accounts for the majority of the country's population. Low literacy rates are primarily due to poverty.

Research Methodology

This chapter presents the research methodology with in depth analysis of the research type. The main aim of the study as mentioned earlier to identify the factors that affect student English speaking skill at secondary level and to provide ways of eliminating such problems. The research instrument, list of population as well as sample of population, the procedure of data collection, techniques for data analysis are all presented in this chapter.

Nature of Research

The study was designed to investigate the factors effecting students' English speaking skills of students at secondary level. The present study is descriptive in nature in which the researcher collects data concerning the current status of the subject of the study.

Population

The population for the study was consisted of the following are comprise of:
   a) All teachers teaching English to classes 9th and 10th in 48 government girl's high school of district Swabi.
   b) All 9th to 10th grade students studying in 48 government girl's high school of district Swabi.

Sample

Out of total population 10 teachers and 100 students were randomly selected as a sample of the study. One teacher and ten students were randomly selected from each school.

Research Instrument

Two questionnaires based on likert scale for students and teachers were developed respectively after thorough study of related literature. Each questionnaire was consisting of twenty statements for teachers and other questionnaire containing twenty statements for students. The questionnaires were tryout and piloted before finalization. After tryout and piloting questionnaires were reviewed by supervisor.

Data Collection

The researcher personally visited the sample school to collect data and delivered questionnaires to the students. Teachers and students were given questionnaires to fill out completely in front of the data collectors. As a result, data from all schools was collected in the same way. The information was tabulated, and the proportion of each frequency was computed.

Data Analysis

The collected data was analyzed using percentage as a statistical tool. The teachers data and students data is analyzed carefully and results are tabulated as under. Frequencies and percentages are calculated for analyzes.

Analysis of Data

This chapter deals with the tabulation, analysis and interpretation of data collected through the questionnaire from the sample schools.

Analysis of Teacher Responses

Table 1.

Do you use English as a medium of instruction of in your class?	Yes	Sometime	No
Frequency	4	6	0
Percentage	40%	60%	0%

Table 1 shows 60% respondents sometime use English as medium of instruction in their class.

Table 2.

Do you think competency in English language is necessary for communication?	Yes	Sometime	No
Frequency	10	0	0
Percentage	100%	0%	0%

Table 2 shows 100% respondents think competency in English language is necessary for communication.

Table 3.

Do you use interactive method in class room?	Yes	Sometime	No
Frequency	10	0	0
Percentage	100%	0%	0%

Table 3 shows 100% respondents used interactive method in class room.

Table 4.

Do your students respond in English?	Yes	Sometime	No
Frequency	2	6	2
Percentage	20%	60%	20%

Table 4 shows 60% respondents sometime respond in English.

Table 5.

Do you promote participatory technique of teaching English?	Yes	Sometime	No
Frequency	7	3	0
Percentage	70%	30%	0%

Table 5 shows 70% respondents promote participatory technique of teaching English.

Table 6.

Do you use mother tongue while teaching English?	Yes	Sometime	No
Frequency	6	1	3
Percentage	60%	10%	30%

Table 6 shows 60% respondents use mother tongue while teaching English

Table 7.

Do you use A.v aids for the enhancement of speaking skill of the students?	Yes	Sometime	No
Frequency	2	6	2
Percentage	20%	60%	20%

Table 7 shows 60% respondents sometime use A.v aids for the enhancement of speaking skill of the students.

Table 8.

Do the English teachers interact with one another in English?	Yes	Sometime	No
Frequency	3	4	3
Percentage	30%	40%	30%

Table 8 shows 40% respondents sometime interact with one another in English.

Table 9.

Do you have desire qualification to teach English subject?	Yes	Sometime	No
Frequency	9	0	1
Percentage	90%	0%	10%

Table 9 shows 90% respondents have desire qualification to teach English subject.

Table 10.

Do you have enough time to practice English in class?	Yes	Sometime	No
Frequency	7	2	1
Percentage	70%	20%	10%

Table 10 shows 70% respondents have enough time to practice English in class.

Table 11.

Do you feel difficulty while teaching to overcrowded class?	Yes	Sometime	No
Frequency	5	3	2
Percentage	50%	30%	20%

Table 11 shows 50% respondents feel difficulty while teaching to overcrowded class.

Table 12.

Do your schools arrange trainings to train English teachers	Yes	Sometime	No
Frequency	1	3	6
Percentage	10%	30%	60%

Table 12 shows 60% respondents do not agree that school arrange trainings to train English teachers.

Table 13.

Do you motivate students to speak English?	Yes	Sometime	No
Frequency	9	1	0
Percentage	90%	10%	0%

Table 13 shows 90% respondents motivate students to speak English.

Table 14.

Do you feel burden to teach English syllabus?	Yes	Sometime	No
Frequency	0	3	7
Percentage	0%	30%	70%

Table 14 shows 70% respondents do not feel burden to teach English syllabus.

Table 15.

Do you apply latest techniques of English language teaching in a class?	Yes	Sometime	No
Frequency	7	1	2

	70%	10%	20%
Percentage	70%	10%	20%

Table 15 shows 70% respondents apply latest techniques of English language teaching in a class.

Table 16.

Do the teaching of grammar is a hard task for you?	Yes	Sometime	No
Frequency	2	1	7
Percentage	20%	10%	70%

Table 16 shows 70% respondents do not agree that teaching of grammar is a hard task for them.

Table 17.

Do your schools organize programs to promote English language?	Yes	Sometime	No
Frequency	1	3	6
Percentage	10%	30%	60%

Table 17 shows 60% respondents do not agree that school organize programs to promote English language.

Table 18.

Do you think English language is essential in our society?	Yes	Sometime	No
Frequency	10	0	0
Percentage	100%	0%	0%

Table 18 shows 100% respondents agree that English language is essential in our society.

Table 19.

Do You receive support from the head of institute to speak English in class?	Yes	Sometime	No
Frequency	6	4	0
Percentage	100%	0%	0%

Table 19 shows 60% respondents receive support from the head of institution to speak English in class.

Table 20.

Do you think that present syllabus of English is useful?	Yes	Sometime	No
Frequency	9	0	1
Percentage	90%	0%	10%

Table 20 shows 90% respondents agree that present syllabus of English is useful.

Analysis of Student Responses

Table 1

Do you feel shyness while speaking English?	Yes	Sometime	No

	Yes	Sometime	No
Frequency	20	0	80
Percentage	20%	0%	80%

Table 1 shows 80% respondents do not feel shyness while speaking English?

Table 2.

Do you speak English very little or not at all?	Yes	Sometime	No
Frequency	90	0	10
Percentage	90%	0%	10%

Table 2 shows 90% respondents speak English very little or not at all.

Table 3.

Do you feel fear of criticism when you speak English?	Yes	Sometime	No
Frequency	10	10	80
Percentage	10%	10%	80%

Table 3 shows 80% respondents do not feel fear of criticism when they speak English.

Table 4.

Do you worry about mistakes when you try to speak	Yes	Sometime	No
Frequency	50	0	50
Percentage	50%	0%	50%

Table 4 shows 50% respondents do not worry about mistakes when they try to speak.

Table 5.

Do you feel anxiety during speaking English?	Yes	Sometime	No
Frequency	20	0	80
Percentage	20%	0%	80%

Table 5 shows 80% respondent do not feel anxiety during speaking English.

Table 6.

Do you lack confidence to express yourself in English?	Yes	Sometime	No
Frequency	40	20	40
Percentage	40%	20%	40%

Table 6 shows 40% respondents lack confidence to express themselves in English.

Table 7.

Do you have pressure to perform well in English?	Yes	Sometime	No
Frequency	30	0	70
Percentage	30%	0%	70%

Table 7 shows 70% respondents do not have pressure to perform well in English.

Table 8.

Do you have any opportunity in class to speak English?	Yes	Sometime	No
Frequency	100	0	0
Percentage	100%	0%	0%

Table 8 shows 100% respondents have opportunity in class to speak English.

Table 9.

Do you like to learn English?	Yes	Sometime	No
Frequency	100	0	0
Percentage	100%	0%	0%

Table 9 shows 100% respondents like to learn English.

Table 10.

Do you have limited time for preparation to improve your English speaking skill?	Yes	Sometime	No
Frequency	100	0	0
Percentage	100%	0%	0%

Table 10 shows 100% respondents have limited time for preparation to improve their English speaking skill.

Table 11.

Do you think English is a difficult language?	Yes	Sometime	No
Frequency	20	0	80
Percentage	20%	0%	80%

Table 11 shows 80% respondents do not think that English is a difficult language.

Table 12.

Do you read books of English other than text?	Yes	Sometime	No
Frequency	30	20	50
Percentage	30%	20%	50%

Table 12 shows 50% respondents do not read books of English other than text.

Table 13.

Do you speak English with your classmates?	Yes	Sometime	No
Frequency	50	20	30
Percentage	50%	20%	30%

Table 13 shows 50% respondents speak English with their classmates.

Table 14.

Do your teachers motivate you to speak English?	Yes	Sometime	No
Frequency	100	0	0
Percentage	100%	0%	0%

Table 14 shows 100% respondents agree that teacher motivate them to speak English.

Table 15.

Do you listen your teacher carefully in English class?	Yes	Sometime	No
Frequency	100	0	0
Percentage	100%	0%	0%

Table 15 shows 100% respondents listen their teacher carefully in English class.

Table 16.

Do you think English is a successful language?	Yes	Sometime	No
Frequency	80	10	10
Percentage	80%	10%	10%

Table 16 shows 80% respondents think English is a successful language.

Table 17.

Do you think competency in English should be compulsory subject for secondary school students?	Yes	Sometime	No
Frequency	90	0	10
Percentage	90%	0%	10%

Table 17 shows 90% respondents agree that English should be compulsory subject for secondary school students.

Table 18.

Do you familiar with English language and its use?	Yes	Sometime	No
Frequency	40	30	30
Percentage	40%	30%	30%

Table 18 shows 40% respondents familiar with English language and its use.

Table 19.

Do your school create environment for English language?	Yes	Sometime	No
Frequency	40	20	40
Percentage	40%	20%	0%

Table 19 shows 40% respondents do not agree that school create environment for English language.

Table 20.

Do you like to speak English outside the classroom and home?	Yes	Sometime	No

	50	20	30
Frequency	50	20	30
Percentage	50%	20%	30%

Table 20 shows 50% respondents like to speak English outside the classroom and home.

Findings (From Teacher Questionnaire)

1. Table 1 shows 60% respondents sometime use English as medium of instruction in class.
2. Table 2 shows 100% respondents agree that competency in English language is necessary for communication.
3. Table 3 shows 100% respondents used interactive method in class room.
4. Table 4 shows 60% respondents sometime respond in English.
5. Table 5 shows 70% respondents promote participatory technique of teaching English.
6. Table 6 shows 60% respondents use mother tongue while teaching English.
7. Table 7 shows 60% respondents sometime use A.v aids for the enhancement of speaking skill of the students.
8. Table 8 shows 40% respondents sometime interact with one another in English.
9. Table 9 shows 90% respondents have desire qualification to teach English subject.
10. Table 10 shows 70% respondents have enough time to practice English in class.
11. Table 11 shows 50% respondents feel difficulty while teaching to overcrowded class.
12. Table 12 shows 90% respondents do not agree that school arrange training to train English teachers.
13. Table 13 shows 90% respondents agree that they motivate students to speak English in class.
14. Table 14 shows 70% respondents do not feel burden to teach English syllabus.
15. Table 15 shows 70% respondents apply latest techniques of English language teaching in a class.
16. Table 16 shows 70% respondents do not agree that teaching of grammar is a hard task for them.
17. Table 17 shows 60% respondents do not agree that school organize programs to promote English language.
18. Table 18 shows 100% respondents agree that English language is essential in our society.
19. Table 19 shows 60% respondents receive support from the head of institution to speak English in class.
20. Table 20 shows 90% respondents agree that present syllabus of English is use full.

Findings (From Student Questionnaire)

1. Table 1 shows 80% respondents do not feel shyness while speaking English.
2. Table 2 shows 90% respondents speak English very little or not at all.
3. Table 3 shows 80% respondents do not feel f ear of criticism when they speak English.
4. Table 4 shows 50% respondents worry about mistakes when they try to speak.
5. Table 5 shows 80% respondent do not feel anxiety during speaking English.
6. Table 6 shows 40% respondents lack confidence to express their selves in English.
7. Table 7 shows 70% respondents do not have pressure to perform well in English.
8. Table 8 shows 100% respondents have an opportunity in class to speak English.

9. Table 9 shows 100% respondents like to learn English.
10. Table 10 shows 100% respondents have limited time for preparation to improve their English speaking skill.
11. Table 11 shows 80% respondents do not think English is a difficult language.
12. Table 12 shows 50% respondents do not read books of English other than text.
13. Table 13 shows 50% respondents speak English with their classmates.
14. Table 14 shows 100% respondents agree that teachers motivate them to speak English.
15. Table 15 shows 100% respondents listen their teacher carefully in English class.
16. Table 16 shows 100% respondents think English is a successful language.
17. Table 17 shows 90% respondents think English should be compulsory subject for secondary school students.
18. Table 18 shows 40% respondents familiar with English language and its use.
19. Table 19 shows 40% respondents that school create environment for English language.
20. Table 20 shows 50% respondents like to speak English outside the classroom and home.

Conclusion of Teacher Findings

From the findings we conclude that more than half of the teachers use English as a medium of instruction. The students also respond the same. Teachers very little use A.V aids for enhancement of speaking skill. Teachers do not exchange their ideas in English with one another. Majority of teachers use interactive method in class. Mostly teachers use mother tongue for instruction. Majority of teachers agree that English is a useful language and they do not feel burden to teach English syllabus. Half of teachers disagree that school arranges trainings and programs to promote English language.

Conclusion of Students Findings

Majority of students do not feel shyness and anxiety while speaking English. But they speak English very little. Most of them lack confidence to express themselves. Half of the students speak English with their class mates as well as read English books .Majority of students have the view that English is a successful language and they like to learn English. The teachers motivate them speak English and provide them opportunity in class room.

Recommendations

1. Teacher may more emphasize on English as a medium of instruction in class room.
2. Teachers may use interactive technique while teaching English and grammar.
3. For the enhancement of English speaking skill at secondary level the school and teachers may cultivate English culture within schools
4. Proper trainings for the creation of English speaking environment within school may arrange.
5. Students may listen carefully the teacher in English class
6. Students may study English magazine, newspaper to improve their speaking skill.
7. Students may speak English with their class mates and outside from school.
8. Students may gave time to practice English   by using some speaking activities
9. Students may not be fearful of making mistakes and participate in speaking activities.
10. Efforts may be made to encourage students to speak English in their homes with parents.

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