

Supporting Students' Speaking Skill in ELT Classroom: An Exploratory Action Research

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Abstract

The purpose of this Exploratory Action Research (EAR) was to explore the reasons behind the reluctance of students to speak in ELT class and to come up with possible solutions. It is based on an exploratory research design following a questionnaire, focused group discussions, and reflective notes as the tools for data collection. To investigate and overcome the issue, a set of questionnaires (open and close-ended were made in MS Word and Google Forms) and asked the students studying in grade 8 aged 13-15 years old. I additionally used my reflective journals and had informal discussions with the focused group of 7 students to gather the data. After analyzing the data statistically and thematically, I found that my students liked to communicate in English but avoided it because of the fear of making mistakes and being laughed at by their peers. After devising the plans like asking the students to make self-suggestive and reflective notes, clapping instead of laughing while someone speaks in English, creating learner autonomy in the classroom, focusing on group and pair activities and providing complete and clear instructions in English helped to enhance the speaking skill of my students.

Keywords: Exploratory action research, self-suggestion, reflection, speaking skill

Introduction

The English language has attained the standard of an international language to connect people worldwide which has no particular national owner. In many countries, it is included in the curriculum to teach either as a subject or a Foreign (EFL) or a Second Language (ESL). In Nepal, English is taught as a major subject from intermediate to post-graduate levels and as a compulsory subject from first grade to university level (Sharma, 1990). Generally, learning a language means learning four skills; namely listening, speaking, reading, and writing. Speaking appears to be the most crucial and challenging of the four language skills for ESL and EFL learners (Ur, 1996). Speaking is conveying a message or expressing ideas, feelings, expressions and opinions through oral communication. Speaking is an important skill of language learning. In this regard, Shabani (2013) argued that speaking has always been the most demanding skill compared to other skills in the EFL classroom. In the language education domains of TESOL, EFL, and ESL, English speaking (ES) has been regarded as an indivisible language skill for learners (Juan & et al., 2021).

In the report by Dearden (2016), it is presented that English as a Medium of Instruction (EMI) has been allowed in both private and public sectors from primary to tertiary level in Nepal. It is believed that complete instruction in English helps to acquire English language proficiency. Poudel and Choi (2021) explored that gaining access to the global

labor market requires proficiency in English. The quality of teaching and learning in public schools is measured by the proficiency of English. Therefore, it has been incorporated into the national education of Nepal from Grade One to Bachelor level as a compulsory subject. The *Basic Level Curriculum [BLC] (2020)*, states that one of the competencies of the students in the Basic Level Curriculum of English is to communicate in spoken English in various personal, social, and academic contexts. The subjects related to language should develop vocabulary power, communicative and expressive skills besides listening, speaking, reading and writing skills (BLC, 2020).

I teach in a private school where all the subjects except Nepali are taught in English medium. To enhance the communication skills of the students as mentioned in the curriculum, our school launched English-speaking campaigns besides implementing EMI. It conducted various activities and competitions like elocution, debate, conversation and quizzes in English as co-curricular activities on Fridays. However, a very limited number of students repeatedly participated in English-speaking competitions and programs. My students did not show much interest in speaking activities in the classroom, too. They seemed anxious in English speaking. Speaking anxiety is recognized as one of the biggest challenges in speaking classes of second and foreign languages (Horwitz et al., 1986). Being a teacher of the English language, it was a big

challenge for me to encourage them for English communication and I had to initiate from my classroom. I felt the classroom was the best place to explore and innovate something new in pedagogy. I had to create a communicative, conducive and inclusive environment in my classroom in which my students could practice freely and expose themselves outside of the classroom as well.

Teaching is a dynamic process and teachers need to get updated with the innovative changes and pedagogical techniques. The theorists like Dewey (1902) and Vygotsky (1978) theorized on student-centered methods like communicative, collaborative, and activity-based methods. Doggett (1986) stated that there is not a single method and technique of ELT that suits all teaching contexts. She means the methods suitable in one context may not fit in another context. In this regard, Bhandari (2021) in his phenomenological study, concluded that English language teachers should go beyond methods and follow research-based teaching and learning for effective and successful learning outcomes in English.

To address the issue of speaking in my classroom, I needed to do something immediately and intensively. I believed that Exploratory Action Research (EAR) could be an effective means for teachers to explore and understand classroom issues and devise context-sensitive strategies to address them (Smith, 2015a). I wanted to explore certain reasons behind the speaking

reluctance of my students and plan accordingly to solve the issue. I felt it could be possible with the help of my students, colleagues and administration to come up with the best solutions and techniques relevant to my context. Therefore, to get the appropriate technique for my students and classroom settings, I planned to carry out investigative research which is interchangeably termed 'Action Research or Teacher Research'. The objective of the study was to create a carefree and autonomous environment in the class so that my students could feel free to communicate in English in my classroom. Therefore, my study focused to investigate on how to enhance the speaking skills of my students so that the objective of the national curriculum of English can be achieved. To meet the objective, my EAR was based on the following research questions.

1. How do my students feel about speaking English?
2. Why are my students reluctant to communicate in English?
3. How are my students encouraged to speak in English?

Literature Review

Speaking is an important skill in language learning especially in foreign and second language learning. It requires active listening, intelligible pronunciation, meaningful vocabulary, fluency and appropriate Grammar. Yet, speaking in English is a daunting task for many people and students in the global

context. The teachers or the language instructors have to think beyond the conventional method of teaching and bring innovation in class to attract the learners to practice in the target language. In the same vein, Sosas (2021) stated that speaking needs to be taught using new techniques and approaches rather than by rote learning and memorizing (p.958).

Favero (2022) carried out a study to improve the oral skills of her students in Brazil. She intervened with a teaching project, Tinga Talks – Conversation Club in her class and succeeded in improving the oral skills of the English language learners providing them with the maximum exposure to interact in the target language, English.

In the Nepali context, Yadav (2019) practiced the modality of the KU speakers' club to improve his 8th and 9th-grade students' public speaking skills. He stated that the students learned public speaking skills in collaboration and communication with each other in a group and developed their English-speaking skills.

Similarly, in a systematic review of 14 studies on the use of language games to enhance students' speaking skills from the year 2010 to 2019, Kaur and Aziz (2020) discovered that language games assisted many teachers and educators in developing communication skills in the English language. They explored that the use of language games in the ELT classrooms created real-life interaction among learners in a fun way.

In the context of Nepal in the

studies by Khadka et al. (2021), the issue of speaking problems was discovered and sorted out with some practicable interventions in primary, secondary and higher secondary classes. Khadka (2021) in his exploratory action research at the primary level proved that plans like encouraging, teaching vocabulary, giving them sufficient time to discuss, and using the mother tongue judiciously helped his students to overcome their speaking problems.

Similarly, Pokhrel (2021) intervened with the plans like conducting group and individual presentations on pre-allocated topics, avoiding correcting her students when they made mistakes and ensuring equal participation by creating mixed-ability groups. After the successful interventions of these plans, she was able to enhance the speaking of her higher secondary level students.

Shrestha (2021) in his EAR devised plans such as pair/group discussing, role-playing, brainstorming, storytelling, interviewing, and completing a story to promote the English speaking of his students. After the implementation of some of his plans, he observed his students were happy to speak in the target language, English.

Likewise, Poudel (2021) could create interest in speaking English after successfully devising plans like group quizzes based on reading comprehension using audio /video resources, such as songs to make them feel more confident.

Puri (2021) shared his experience of developing the speaking skills of his

9th grader students through role plays and presentations in the classroom. The role plays, dramas, and classroom presentations provided the exposure to communicate in English and enhanced the confidence of his students to speak in English.

Additionally, Group activities worked wonders in speaking in the study by Moge (2019). He affirmed that in small group conversations, the students can communicate their thoughts and think uninhibitedly. Mahdi (2022) conducted a mixed-method study to discover the impact of interactive multimedia on the presentation and speaking skills of undergraduate students in Arabia. He explored that the multimedia students' group outperformed the non-multimedia group in verbal presentation performance by a considerable margin. The students' achievement showed how multimedia aided in their improved learning. The findings concluded that the multimedia environment had a favorable effect on students' growth in speaking and presentation abilities.

Similarly, in the context of the Philippines, the research by Sosas (2021) showed that using technologies like video conferencing, email correspondence, social media interaction, real-time actual emceeing, and onstage speaking performances where students are immersed in authentic academic and professional situations helped to establish rapport, improve accuracy and fluency, reduce nervousness and anxiety, and gain confidence. Her study further discovered

that speaking technology can be used with a communicative teaching approach to help students communicate proficiently and skillfully.

The above literature shows that the students have problems with speaking skills around the globe however they can be communicative and contribute to knowledge-making if they are provided with appropriate exposure and resources to participate and share in the class. I found many studies done in the areas of speaking skills and got to know the insightful techniques for enhancement of speaking skills for primary, secondary, and tertiary levels however, I wanted to find out the real problems existing in my classroom at the basic level grade 8, which were stopping my students from speaking in English. Then, based on the diagnosis, I could devise the plans and solve the issue. Therefore, carrying out an EAR was urgent in my class.

Methods

This study employed Exploratory Action Research (EAR), practice-based research that aims at solving classroom issues through exploration, planning, action, and reflection. Smith and Rebolledo (2018) argue that "EAR is an effective way to address and cope with genuine issues in the classroom since it enables teachers to gain a better understanding of their classroom contexts and develop appropriate ways of teaching" (p. 4). The action research is broadly divided into exploration and action phases. In the exploration, the issues are explored, the reasons behind

the issues are also discovered and in the action phase, some interventions are planned and implemented to sort out the issues. Therefore, Smith and Rebolledo (2018) affirmed that exploring the issues before putting an action plan into action is crucial for teachers to comprehend their circumstances and make well-informed decisions. Since the teacher researchers can use any three tools and triangulate the data, I used questionnaires, focus group discussions, and reflective journals for my data collection and triangulation.

A set of questionnaires (closed and open-ended) was handed over to the students of the class 8 Deutibazai section (See questionnaire in appendices) to explore the reasons behind the reluctance to speak in my class. The total number of students in the class was 40 consisting of 24 males and 16 females. The respondents in the questionnaires in the exploration phase were 33. I discussed with the focus group of 7 students who rarely used English in their communication and were below achievers (slow learners) in my subject. They were asked to share their feelings in their mother tongue (Nepali) to make them feel free to speak out of their heart. Their responses were recorded, transcribed, and translated into English later. I used my reflective journals from everyday class and received information talking with my colleagues as well. I analyzed the responses to close-ended questions statistically and open-ended responses thematically. I used the pseudonyms to maintain the anonymity of my students.

After successfully intervening in the plans for two months, I handed over the questionnaires in Google Forms to 26 students aiming to discover their speaking experiences and progress. Similarly, the reflective notes of mine and my students served as the data collection tools in the second phase (See the reflective notes in the Appendices below).

Findings and Discussions

My Students' Feelings about the Speaking in Class

I thought that my students were not interested in English so they didn't like to communicate in it. Therefore, I wanted to know about their interest in speaking in English and surprisingly, 51 percent of students responded positively to it. However, only 24 percent of the students responded that they felt comfortable speaking English despite the exposure to learning English. It is because 61 percent of students agreed that they had enough exposure to learning English at school. 58 percent of students responded that their friends did not like to speak in English. In response to the question, 'What other activities do you do for learning English', 27 percent responded that they watched English movies, and videos. 28 percent of students read English books and magazines. 33 percent of students did both watching videos and reading English books and 9 percent of students did nothing.

The statistical analysis of the data shows that the students were interested in

English speaking and they had favorable circumstances for practicing their English. However, they did not like to speak in English because they felt uncomfortable using it since they thought their friends did not like them communicating in English.

Purposes for Studying the English Language

The learners of language have varied aspirations to learn a language. English is an international language that connects people for global communication. Nepalese students have to study English as a subject from class one to the Bachelor level. However, the students have their purposes and motives behind learning it. When I asked the reasons behind learning it, they responded differently. The students answered that they like to learn the English language for various reasons. Some of the students liked it because it was an international language and an important subject. Some wanted to learn the English language to read English books and movies. Some preferred English so that they could go abroad to study and work. A student Nimesh shared, *'I like to study English to get a good job, earn more money, and make my family happy.'*

This shows that the students have various goals and objectives and they want to achieve them through the use of the English language. From their responses, I could conclude that the multiple objectives of the students cannot be achieved with the same strategies for teaching English in a class. The way to

address their needs and interests is to be employed in the classroom.

Discouragement for Communicating in English

Learning a language needs a great deal of time, exposure, patience, practice, and consistency. The chances are to get discouraged for the learners in shortage of the motivation they desire. The learners of the English language have to suffer many obstacles in and out of the classroom. Therefore, I asked my students what discouraged them from speaking in English. The students responded that their friends' laughing and mocking discouraged them the most. Some responded that their English language was bad because of poor Grammar, vocabulary, and pronunciation, Therefore, they avoided speaking in English. Another participant, Bijay shared, *'I can't pronounce the words correctly so I don't speak, friends make fun of me, but I wish to speak.'*

It shows that due to a lack of support from their friends, the learners do not feel like communicating in English. The teachers' and friends' Nepali speaking also discouraged them from communicating in English. Some students even expressed their shyness and fear of speaking in English. They preferred the Nepali language to communicate in class because of the fear of being mocked by their friends and punished by the teachers if they made any mistakes. Most of the respondents agreed that they were afraid of making mistakes while speaking in English

therefore, they avoided the English language. A student, Sunita said,

When I try to speak English in front of our class I feel uncomfortable, the words don't come to my mind. Next said, When I try to speak English in front of our class and I see all my friends looking at me and laughing I can't focus on speaking.

Their responses show that they had inhibition and a lack of support from their friends to create an English-speaking environment in class. The common problems that they shared were their weak vocabulary, grammatical errors, fear of making mistakes, shyness, hesitation, and fear of being mocked by colleagues and punished by the teacher. Similarly, in the study by Chand (2022), some of the common issues the students encountered when speaking in English were a lack of confidence, poor vocabulary, hesitation, anxiety when speaking, fear of making mistakes, lack of a suitable environment to practice English in, and lack of strong motivation from teachers. I had to create a carefree environment and instill confidence in them so that they could speak freely without being judgmental. For this, I had to appreciate their efforts and keep them motivated.

Encouragement in English-Speaking

Learners of the English language have their own intrinsic and extrinsic motivation to learn the English language. Therefore, I thought it was essential to learn what encouraged my students to learn the English language. I came to explore that the students get encouraged if everyone in class speaks in English and

none laughs while someone is trying to speak in English. A student, Subodh said, *'teacher, should encourage students to communicate in English language. Students also try to communicate in the English language with everybody who knows English.'*

Similarly, students shared that they can be encouraged if they are provided with some extra reading in the English language to create enough exposure to English language. A Student, Laxman suggested to *"encourage students to read English books, novels and literature, which is a great way to learn English. Encourage students to communicate in English with everyone to create English environment."*

Similarly, the use of multimedia like videos, films, and songs in English encourages them to speak in English. The avoidance of punishment and harassment for mistakes and comparison between the students also encourages the students to speak. In a similar vein, a student, Nirak said *'I am encouraged if the teachers don't compare in the class.* In this regard, Puspa suggested, *never compare my English skill to others. Don't take mistakes so seriously.'* Similarly, some students preferred group and pair activities to solo activities for speaking practice.

Besides these, from my interview with the focused groups and the reflective notes, I came to know that my students needed both intrinsic and extrinsic motivation to learn English. I needed to have patience and wait for their readiness

to speak in front of all. I needed to give them time to discuss and prepare first then they could show better results in speaking. I had to motivate them each day with some inspiring stories, anecdotes and events. From my reflective journals, I discovered that the days I shared motivational stories before the class and used the English language throughout the class were more fruitful. Students seemed more excited after seeing my excitement and commitment. I realized that language teachers need to be proactive and more facilitative to encourage the speaking of their students. Even the happy gestures and kind words from the teachers help the students be expressive in the target language.

My Plans for Action

After exploring the reasons behind the reluctance to speak English in class, I was confident about solving this issue by intervening in some practicable plans for two months. I integrated various techniques and strategies in my teaching speaking to suit the multiple intelligences of the students. At first, I planned to ask my students to write their ways of learning speaking and pasting them on the display boards. I knew not all the students learn the same way they have their learning styles. Therefore, to keep my students self-guided and suggested, I employed the self-suggestive and reflective notes for my students.

Similarly, I planned to focus on group work, discussions and presentations to enact each member and create a sharing and caring environment. Letting them

speak in front of all when they are ready was designed to make the students feel comfortable and confident to express themselves. To develop the learner autonomy and self-confidence of my students, I had to provide the topics of their choice to share and teach them simple classroom language chunks first. In this regard, Jones (2007) also shared that if students are provided with the topics of their interest and made them communicate in pairs and groups, they are motivated more and their speaking gets enhanced. For fluent speaking in a minute, I employed a verbal boxing technique between two students. This allowed them to feel free to speak with fun and make sure that no one was judging them.

Taking their videos and showing them (with their consent) and letting them see the difference and compare their speaking themselves was another intervention that I planned to devise. Since my students suggested not to compare their speaking with others I thought about making them aware of their learning, and planned to regulate their speaking by themselves. The students were made to clap not laugh as a sign of recognition when someone spoke in English.

I was also committed to instructing and communicating in English only. Additionally, I wrote my reflective journals after the speaking class and compared my ways of teaching speaking. I also asked my students to write their reflections after each speech

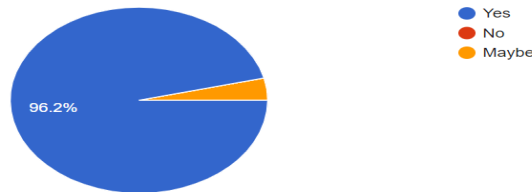
Results after the Successful Intervention of the Plans

Figure 1

Students' Interest in English Speaking

1. Do you like to speak in English?

26 responses



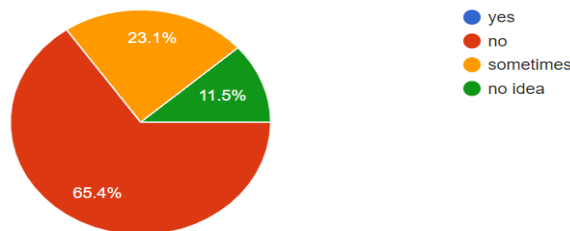
After devising the plans in the action phase, almost cent percent students liked to speak in English which is 45 percent more than the exploration phase.

Figure 2

Friends' Response Towards English Speaking

4. Do your friends still laugh when you speak in English?

26 responses



Unlike previous report, the students felt that most of their students support them to speak in English as 65 percent students reported that their

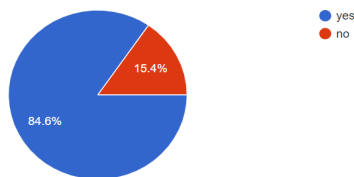
friends did not laugh while they were speaking in English. Nobody reported about their friends' laughing but 23 percent student noticed their friends

Figure 3

Students' Confidence in English Communication

5. Do you feel confident to communicate in English?

26 responses



Previously only one fourth (24 percent) students reported being comfortable with English speaking and in the second

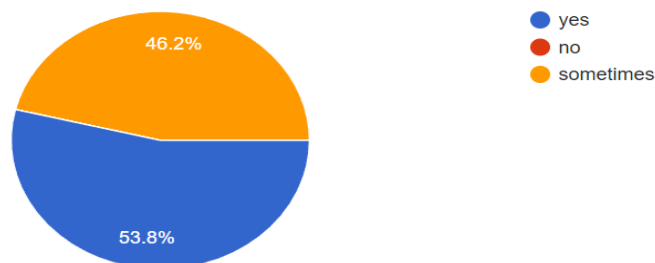
phase, most of the students (85 percent) responded that they were confident in communication in English.

Figure 4

Students' Implementation of English Communication

8. Are you implementing your ways of enhancing your English?

26 responses



The students were asked to continue with their self-suggestive notes and ways for enhancing their English speaking. More than half number of students responded that they were implementing them and learning English speaking.

Confidence in Communication in English

After the intervention of the plans for two months, the students felt confident to speak in the English language when they got maximum time to interact with each other. 96 percent of the students replied that they liked to speak in English then. A student, Puspa shared:

I feel less embarrassed now but I hesitate a little bit, I feel less shy in comparison to my previous time. I can communicate with my friends with more confidence

because they are also trying to learn like me. My friends support me now they don't laugh when I speak and I also don't laugh at them.

When my students were asked to learn in groups cooperating with each other, they felt more comfortable to speak and learn from each other. When students are assisted from their colleagues in the classroom they learn better in speaking. Their fluency and accuracy of speaking gets fostered. The execution of English talking rehearses with friends had positive effects on the improvement of students' speaking fluency (Masyithan, 2019).

Confidence is aligned with Practice and perfection. When students know much, they feel confident. In this regard, the next participant, Rohan stated,

I am confident now because I am practicing difficult words and Grammar now. I don't hesitate to talk with my friends now.

As the saying goes knowledge is power and confidence is gained when the learners have knowledge of the relevant topic including, grammatical structures and vocabulary. The knowledge in the content leads to the self-confidence. And for speaking too, self-confidence plays a crucial role. Similarly, a positive correlation was discovered by Ni Yawan (2022) in her study of grade 8 students. There was a significant correlation between self-confidence and Speaking in English. The way to develop self-confidence in communication is not thinking about mistakes. When the learners are not anxious about committing mistakes, they can feel confident to speak in the speech community. In the same vein, a student, Bikas shared, *'I am not afraid of making mistakes now therefore, I feel confident to speak with my friends and teacher in class.'*

The anxiety of making mistakes inhibits the confidence level therefore, the students can enjoy their self-confidence after they give up the anxiety and fear of making mistakes. Self-confidence is the most sought-after skill for any learner to be a fluent speaker. Self-confidence is developed when the learners have practiced much on the topic and do not fear committing any mistake.

Encouragement to Communicate in English

After the completion of the intervention, I again asked the question in the Google form to know the progress and the ways of encouragement to speak in English in their ELT class. I explored that listening to people's speech in the English language encouraged the learners to speak in it. A student, Puspa stated, *'the things that encourage me to speak in English are; communicating with everyone in English. My motivation to speak English also encourages others to speak English also encourage me to speak English.'*

Sometimes I shared a motivational speech about speaking English in class and showed them the multimedia content like English movies, videos, and songs in the class which had a positive result for some visual students. Most importantly, students' strategies like watching English videos on YouTube and online, speeches assist them in learning English and speaking skills. Krishna shared, *'English movies, Songs, Motivational Speeches etc. encouraged me to speak in English.'* Masyithan (2019) in his study also discovered that using smartphone applications, watching movies, and listening to songs provided the students with authentic language inputs and understanding of English in many situations.

According to my plan, I took a short video of my students speaking and showed them later to self-assess their performance and came to know that it also helped some students. A student shared that *'I was encouraged to speak in*

English by taking our video when we were speaking English language and saying the word meaning in Nepali language.'

Students get motivated to learn if their mistakes are not pointed out and comparisons are not made between the friends in terms of speaking. They are afraid that the teacher will correct them in front of the class if they make a mistake. A student shared that '*when we try to speak English language and if our pronunciation is wrong then should encourage us.'*

The participants expressed that the Teachers' and friends' support had inspired them to communicate in English. Some students expressed that they were encouraged because of the positive responses and praise from the teacher. In this regard, Nikita said, '*I was encouraged with daily practice of speaking English. Communicate in English with all teachers and friends. When teachers encourage us by providing good responses while we speak English. etc.'* It is believed that in educational psychology, teacher praise is an essential basis of support for effective student presentation, praising students in the class fosters language students' learning motivation and behaviors. Positive teacher-learner relationships have also been cited as benefits of praise (Guilloteaux & Dörnyei, 2008).

I emphasized intrinsic motivation rather than extrinsic motivation so that the students could be responsible for their own learning. I asked my students to reflect on the self-suggestive notes that

they had made to assist their English speaking. As a result, I found that the self-suggestive notes and reflective notes by the students helped the students with self-motivation.

Conclusion and Implications

This study discovered some of the reasons behind the reluctance of students to speak in English and minimized this issue to some extent with some practicable techniques in the participation of the students. Since this research is concerned with the students' speaking skills, the students, teachers and researchers can benefit from the findings. The plans in the study are quite handy and practicable for both modes; online, face-to-face and all the levels; basic, secondary and tertiary.

The Exploratory Action research bridge the gap between classroom issues and their potential solutions. Therefore, this method can bring the positive results in many other classroom contexts combining the steps the exploration, plan, action and reflection. This study explored that the students can learn effectively if they enjoy autonomy in their learning. My students were autonomous to choose the topic to speak and the technique to apply for their learning. Therefore, it helped them to be self-responsible in their learning.

Speaking anxiety results from the fear of making mistakes and being mocked by friends. The carefree

environment helps develop the self-confidence of the students. The findings of this study suggest that not all students are encouraged in the same ways. Students have individual differences in learning and they are encouraged in different ways. They succeed in education by applying their learning styles and intelligences as Howard Gardner stated about multiple intelligences in 1983 (Lightbown & Spada, 2013). Therefore, it is wise to treat the students as per their learning styles and intelligences. The use of self-suggestive and reflective notes aligns with the individual learning styles and enhances the language skills.

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Appendices

A: Questionnaire for Exploration Phase

Questionnaire on Exploratory Action Research

Dear students, these are the questionnaires to explore how you feel regarding English speaking in your English class. You are kindly requested to answer the following questions honestly from your heart. Kindly provide your real information and experience so that we can work together to tackle the challenges on speaking and create an English speaking environment in our class. No need to write your name if you don't wish.

Name..... (optional) Class:
Section.....

Please tick the box that you wish

1. Do you like to communicate/ speak in English?
a. Yes b. No c. I can't say
2. Do your friends like to speak in English?
a. Yes b. No c. I don't know
3. Who do you like to communicate in English with?
a. With teacher b. With friends c. Both a& b
4. Do you have enough exposure for learning English in your school?
a. Yes b. No c. I don't know
5. Do you feel comfortable to communicate in English?
a. Yes b. No c. Sometimes only
6. What other activities do you do for learning English?

- a. I watch Eng. Movies, videos b. I read books in English
c. Both a& b d. Nothing

Answer the following questions in short

1. Why do you like to learn English?
.....
.....
2. What discourages/ stops you from communicating in English
|.....
.....
.....
3. What encourages to speak in English?
.....
.....
.....

Thank you for your response

B: Questionnaire in Google Forms After Action phase

Questions Responses 26 Settings

Questionnaire on speaking experience

Dear students|this is for expressing your opinions and experiences about your English communication that you have been doing from two months. You have implemented your ways of speaking English and practiced in your classroom. Now it's time to share your experience so feel free to answer the questions. You can write in any language you like to share your experience. Your name is not compulsory. if you write, it will not be revealed to anyone.

Thank you for your time and response in advance!

B I U ☒ ☐ ☑ ☒ ☑ ☒

Your name

Short answer text

1. Do you like to speak in English? *

Yes
 No
 Maybe

2. How often do you speak in English in the classroom? *

always
 never
 sometimes
 no idea

