

# Speaking Difficulties and Academic Performance in English among Junior High School Students

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## ABSTRACT

Understanding the relationship between speaking difficulties and academic performance is crucial for effective language education in global communication. Junior High School students often encounter vocabulary, grammar, and pronunciation challenges, which impact their ability to express themselves in English and achieve academic success. This research study investigated the relationship between speaking difficulties and academic performance in English among Junior High School students. The study was conducted in a private, nonsectarian institution in Ozamiz City, Misamis Occidental, Philippines, during the academic year 2022-2023. A total of 165 randomly selected Junior High School students participated in the study. The research employed a descriptive-correlational research design, utilizing a questionnaire to measure students' speaking difficulties in terms of vocabulary, grammar, pronunciation, and academic performance in English. The findings revealed that the students had moderate vocabulary, grammar, and pronunciation difficulties. Students' academic performance in English was found to be very satisfactory. This implies that despite speaking challenges, students have performed well academically in English. Findings revealed significant negative relationships between vocabulary and pronunciation difficulties and academic performance, but no significant relationship was found for grammar difficulties. Recommendations were made to enhance students' speaking abilities and academic performance in English, including targeted support, interventions, and regular assessments.

**Keywords:** academic performance, grammar, pronunciation, speaking difficulties, vocabulary

## INTRODUCTION

Education in the 21st century should meet people's needs to become citizens of the world. In this respect, language teaching is vital in promoting and maintaining the necessary knowledge, skills, and attitudes to prepare learners for interacting effectively with people of other languages and cultures (Özdemir et al., 2021). As Chung (2020) stated, acquiring a language is an ongoing journey that demands motivation, patience, and significant effort to consistently observe, reflect upon, and apply acquired knowledge and skills in practical situations. In today's global community, learning a foreign or second language, mainly speaking the target language fluently, is crucial. Language allows people to communicate seamlessly, facilitating new opportunities and broadening perspectives (Günes & Sarigöz, 2021).

The English language holds significance as the most widely spoken language, with its influence extending across various domains such as business, engineering, medicine, and education. To effectively learn

English, it is crucial to comprehend and develop proficiency in the four language skills: listening, speaking, reading, and writing. These skills play a pivotal role in quickly mastering the English language (Prasetyaningrum et al., 2021). Among these skills, speaking is often considered the most preferred indicator of language proficiency, determining one's success in language acquisition (Rao, 2019). Consequently, many students prioritize achieving strong speaking abilities as their ultimate goal in language learning. Language holds great significance in people's daily lives as the primary means of communication. Within the school curriculum, the English language assumes a significant role in fostering proficiency across all four language skills. However, learning English can be challenging for individuals who do not perceive a need for English communication and predominantly use their native language (Gusviyani et al., 2022).

Speaking is conveying information or expressing one's thoughts and feelings in spoken language. Speaking skills help students articulate and express their knowledge, feelings, and ideas. In many situations, language proficiency is socially judged through productive skills, especially speaking (Sha'ar & Boonsuk, 2021). Additionally, speaking can be defined as talking in the English language. Through speaking, we can interact with the world community (Putri et al., 2020). Therefore, speaking is one of the most relevant abilities to develop when studying a second language. However, it is considered to be among the hardest. In addition, speaking is a sign of linguistic competency. It is believed that an individual who can articulate a particular language fluently is recognized as a proficient learner of that language (Chand, 2021).

The purpose of speaking is to be able to simple oral communication in English. Speaking learning objectives should be distinct from the aim of learning English. The benefits of speaking are increased self-confidence. However, speaking is crucial in improving English language abilities, including writing, reading, and listening. (Putri et al., 2020) Moreover, the significance of English as a universal language makes speaking English a demanding skill that needs to be developed and performed accurately and efficiently for better academic achievement and future careers. (Abdullah et al., 2019). According to Albogami and Algethami (2022), speaking or oral communication is a crucial skill for English language learners to acquire. Consequently, it is a core component of most communicative-based English language curricula. However, many teachers face challenges effectively teaching speaking skills in English language classrooms.

Liu and Huang (2019) conducted an empirical study on the relationship between English-speaking difficulties and the academic performance of high school students. The results showed that students who faced difficulties speaking English tended to have lower academic performance, particularly in reading and writing. The factors influencing English speaking fluency and its effect on Grade 12 ABM students' academic performance at Bestlink College of the Philippines during the 2018–2019 school year were examined by Posadas et al. (2019). The study found that students who struggle with communicating effectively in English tend to have lower academic performance. The four academic variables identified as significant were grammar in oral recitation, written works, reporting, and vocabulary words. Students who are confident and fluent in English tend to perform better in grades, participate in oral recitations, express their ideas in written works, and use appropriate vocabulary words in reporting.

Wangsen (2019) investigated the English-speaking difficulties faced by Thai students in classroom presentations at the University of Muhammadiyah Malang. The study has identified several challenges these students face, including anxiety, grammar mistakes, improper pronunciation, limited vocabulary, and a lack of confidence. A study by Pangket (2019) investigated the factors affecting the oral English proficiency of the grade 5 pupils of Bontoc Central School, Mountain Province. The result showed that the main factors affecting the oral proficiency of the pupils are motivation, vocabulary, pronunciation, and grammar. Another research study was conducted by Egos and Bacsal (2019) in Misamis Occidental, Philippines, among 20 Grade 11 senior high school students. The findings revealed that students encountered various obstacles,

such as public speaking anxiety, limited vocabulary, grammatical errors, and a lack of confidence when communicating in English. These difficulties adversely affected their academic performance, particularly in tasks involving oral recitation and group presentations.

However, despite extensive research on English proficiency, there is a lack of comprehensive studies specifically examining the relationship between speaking difficulties and academic performance among Junior High School students. This gap in the literature highlights the need for further investigation into how challenges in vocabulary, grammar, and pronunciation impact academic success. Understanding these challenges is crucial for developing targeted interventions to improve students' speaking abilities and overall academic performance. The problem that this study seeks to address is the gap in understanding how speaking difficulties specifically impact the academic performance of Junior High School students. While existing studies have explored factors affecting English language learning, there is a lack of comprehensive research examining the direct correlation between speaking challenges and academic success in high school settings. This gap needs to be addressed to develop targeted interventions that can improve students' speaking abilities and, consequently, their academic performance.

This research aims to investigate the correlation between speaking difficulties and academic performance among Junior High School students. The study will focus on vocabulary, grammar, and pronunciation challenges and their influence on students' academic success. By identifying the specific speaking difficulties that hinder academic performance, this study seeks to provide insights that can help educators develop effective strategies to enhance English language proficiency and overall academic outcomes for high school students.

By addressing speaking issues, the study seeks to provide insights into effective strategies that educators can implement to enhance students' English language proficiency and academic achievement. Proficient communication skills are vital for academic success, especially in language-dependent subjects like English. This research underscores the importance of addressing the impact of speaking difficulties on academic performance among Junior High School students. By pinpointing specific challenges, the study can guide educators in developing tailored interventions to bolster educational outcomes. The insights gained can shape effective interventions, enhancing learning experiences and academic success.

### **Statement of the Problem**

This study aimed to determine the speaking difficulties in relation to academic performance in English among Junior High School students in one of the schools in Ozamiz City, Misamis Occidental, during the school year 2022-2023.

Specifically, the study sought to:

1. Determine the students' level of speaking difficulties in terms of vocabulary, grammar, and pronunciation;
2. Determine the academic performance in English of the students;
3. Explore the significant relationship between speaking difficulties and students' academic performance in English.

## **METHODS**

### **Research Design**

This study employed a descriptive-correlational research design. Correlational research is non-experimental research that facilitates predicting and explaining the relationship among variables (Seeram, 2019).

Asenahabi (2019) defines correlational research as a non-experimental quantitative design in which the degree of relationship between variables or sets of scores is measured and described using correlational statistics. They seek connections between the respondents' ideas, activities, and unique characteristics. Therefore, this research design is suitable for identifying the significant relationship between speaking difficulties and students' academic performance.

### Research Setting

The research was conducted at a private, nonsectarian institution for higher education in Ozamiz City, situated in Misamis Occidental, Philippines. Established in 1929, this institution has grown and now includes a Basic Education Department. This department covers three primary educational levels: elementary, Junior, and Senior High. The institution is renowned for academic excellence, offering various programs and courses across multiple disciplines. Provides accessible education for all and has a high-quality academic program duly recognized by the Department of Education (DepEd), Commission on Higher Education, and PACUCOA Accredited.

### Research Respondents

The study involved 165 randomly selected Junior High School students currently enrolled in English language classes during the academic year 2022-2023. The sample size of 165 was calculated using the Rao soft sample size calculator, considering the overall population of 286 Junior High School students. A simple random sampling technique randomly chose 165 students from the Junior High School. This approach ensured that the sample size was statistically appropriate for the research objectives and population under investigation.

### Research Instruments

The data was acquired utilizing the following instruments:

**A. Speaking Difficulty Questionnaire.** This is a modified questionnaire from Bravo (2022) and Calixtro (2022). The questionnaire has five items for each construct: vocabulary, grammar, and pronunciation. In this section of the questionnaire, respondents were asked to select from a list of 15 potential sources of speaking difficulties and rate their frequency of occurrence using a five-point Likert-type scale. These items are placed on a five-point Likert-type scale (5 Always, 4 Often, 3 Sometimes, 2, Rarely, and 1 Never). The Likert scale's 1 to 5 scale was used to calculate the scores on the students' speaking difficulties. To ensure the validity of the modified SQ, the questionnaire was reviewed by a panel of experts in the field of language education and assessment. Their feedback was used to refine the questionnaire items, ensuring they accurately measure the intended constructs. After incorporating the experts' suggestions, a pilot test was administered to individuals not included as respondents in the study. This was done to assess the consistency and accuracy of the test and confirm that it effectively measures the intended constructs.

In analyzing the data, the following scales were used:

Responses	Continuum	Interpretation
5 – Always (A)	4.20 – 4.99	Very High (VH)
4 – Often (O)	3.40 – 4.19	High (H)
3 – Sometimes (S)	2.60 – 3.39	Moderately High (MH)

2 – Rarely (R)      1.80 – 2.59    Low (L)

1 – Never (N)      1.0 – 1.79    Very Low (VL)

**B. Academic Performance Questionnaire.** Students' academic performance in English was assessed using their second quarter grade in English class S.Y. 2022-2023 under DepEd Order No. 8 s. 2015 grading scale.

Descriptors	Grading Scale	Remarks
Outstanding	90-100	Passed
Very Satisfactory	85-89	Passed
Satisfactory	80-84	Passed
Fairly Satisfactory	75-79	Passed
Did Not Meet	Below 75	Failed

Expectation

### Data Gathering Procedure

The data collection process began after asking permission from the Dean of the College of Education and approval and certification from the Basic Education Principal. The researchers also obtained consent from the respondents, teachers, and parents before conducting the study. Upon approval, the researchers meet with the target respondents to discuss the purpose of the study and methodology. The respondents were given the survey questionnaires during regular school hours. This involved visiting classrooms to distribute and collect the surveys. Respondents were given 15–20 minutes to answer the survey and were instructed to answer honestly. The respondent's 2nd Quarter grades in English class were collected from their English teachers with confidentiality, and the collected grades were stored securely using digital encryption. The English teachers were informed about how the data would be used and asked for their consent to contribute to the research. Their participation was voluntary and based on understanding the purpose of the study. Analyzing data involved applying statistical methods such as regression and correlation analysis to determine the relationship between speaking challenges and academic achievement in English.

### Ethical Considerations

Before data collection, the researchers obtained informed permission and consent from parents, students, and the respective teachers. The students were informed that their participation was voluntary and that they had the right to ask questions and withdraw from the study at any time. Additionally, the researchers asked the parents for permission through a form, ensuring they were fully informed of their child's participation in the study. The confidentiality and anonymity of the study's respondents are guaranteed throughout the study, in compliance with the Data Privacy Act of 2012. Respondents were provided clear and understandable information about the study, including its purpose, potential benefits, and risks. Protecting respondents' data privacy was emphasized, and the primary data findings were presented fairly.

### Data Analysis

The data collected was analyzed using the following statistical tools:

*Mean and standard deviation* were employed to assess the level of speaking difficulties among the

respondents. By calculating the *mean* and *standard deviation* of respondents' assessments of speaking difficulties, the researchers gathered valuable insights into the distribution of these difficulties within the study.

*Frequency and Percentage* were used to determine the respondents' academic performance.

*Pearson Product – Moment Correlation Coefficient* was used to determine the relationship between speaking difficulties and academic performance in English.

## RESULTS AND DISCUSSION

### Speaking Difficulties

TABLE I Speaking Difficulties (n= 165)

Constructs	Mean	StDev	Remarks
Vocabulary	2.93	0.87	Moderate
Grammar	3.08	0.84	Moderate
Pronunciation	2.90	0.85	Moderate
Overall Speaking Difficulties	2.97	0.86	Moderate

Note: 4.20-4.99(Very High); 3.40-4.19(High); 2.60-3.39 (Moderate); 1.80-2.59(Low); 1.0-1.79 (Very Low)

Table 1 presents the level of speaking difficulties, including vocabulary, grammar, and pronunciation, of the total respondents (n=165). All the respondents have moderate remarks regarding their overall level of speaking difficulties (M 2.97, SD 0.86) in terms of Vocabulary (M 2.93, SD 0.87), Grammar (M 3.08, SD 0.84), and Pronunciation (M 2.90, SD 0.85).

These results indicate that the respondents experienced moderate speaking difficulty in vocabulary, grammar, and pronunciation. Each construct's mean and standard deviation were provided, showing the average score and the variability of scores within the sample. The scores were categorized using a scale that ranged from very low to very high difficulty levels, with specific ranges assigned to each category. Based on this classification, the respondents' Vocabulary, Grammar, Pronunciation, and Overall Speaking difficulties were categorized as Moderate, suggesting that they face moderate challenges in spoken communication.

The data's results confirm the findings of a study conducted by Wahyuningsih and Afandi (2020), which indicated that students within the English language education department face challenges in speaking English. These challenges encompass deficiencies in suitable vocabulary, a lack of mastery in grammar, incorrect pronunciation, and limited exposure to English beyond the classroom environment.

Furthermore, Afzal's (2019) study sheds light on the challenges English majors at PSAU encounter in vocabulary acquisition. These challenges encompass understanding the meanings of unfamiliar words, mastering pronunciation, utilizing new words accurately, and effectively memorizing and spelling new language elements. This research underscores the significance of English vocabulary learning, directing students' focus towards it, elucidating the issues faced by the learners, and fostering awareness about the importance of a robust vocabulary.

Additionally, a study by Harya (2022) revealed that most advanced-level students faced difficulties effectively speaking English during their seminar proposal presentations and final examinations. This was primarily due to their excessive concern about committing errors during their performances. Moreover, their

limited vocabulary and grammar proficiency influenced their pronunciation and confidence in speaking English. Octaberlina et al. (2022) revealed that some students faced challenges when talking in English. These challenges included feeling nervous, lacking confidence, and worrying about making mistakes or being laughed at. They also needed to figure out how to put words in the proper order, struggled with grammar, and needed help picking the right words. Not practicing speaking English enough was seen as one of the problems that these students had. Lastly, research by Dang et al. (2023) showed that first-year English students often faced similar challenges. These challenges included difficulties with words, how to say them correctly, using grammar correctly, the impact of their native language, and feeling nervous when speaking.

The study implies that students are facing some challenges when speaking English. This study indicates that their vocabulary, grammar, and pronunciation struggles are considered moderate. This suggests that there is room for improvement in these areas and shows that while the participants face challenges in speaking, their difficulties are not highly severe but still need attention and improvement. By targeting specific aspects of language and providing tailored support, educational institutions can empower students to overcome these challenges and enhance their spoken English proficiency.

### Student’s Academic Performance in English

TABLE II Academic Performance in English (n= 165)

Levels of Satisfaction	Frequency	Percentage	M	SD	Min	Max
Outstanding	68	41.21	92.81	2.49	88.00	98.00
Very Satisfactory	42	25.45	87.00	1.53	85.00	89.00
Satisfactory	37	22.42	81.89	1.61	80.00	84.00
Fairly Satisfactory	18	10.91	77.00	1.78	75.00	83.00
Overall Academic Performance	165	100.00	84.67	Very Satisfactory		

Note: Performance Scale: 90-100 (Outstanding); 85-89 (Very Satisfactory);80-84 (Satisfactory); 75-79 (Fairly Satisfactory); Below 75 (Did Not Meet Expectation)

Table 2 presents the student’s academic performance in English, which had a total mean performance of 84.67 (Performance Scale=*Very Satisfactory*). Among these individuals, 41.21% achieved an *Outstanding* performance with an average score of 92.81. Another 25.45% attained a *Very Satisfactory* level with an average score of 87.00. About 22.42% were classified as *Satisfactory*, with an average score of 81.89. Lastly, 10.91% had a *Fairly Satisfactory* level of performance with an average score of 77.00.

These results show that students who participated in the study achieved different levels of success in their English studies. Many students did well, getting high scores that put them in the *Outstanding* and *Very Satisfactory* categories. This means they understood and performed in English at an outstanding level. Some students did adequately, falling into the *Satisfactory* and *Fairly Satisfactory* categories, which means they did reasonably but could have been more outstanding than the top students. Overall, most students performed well in their English studies, and the average score was in the *Very Satisfactory* range, indicating their academic achievement.

According to the study by Mula et al. (2020), having difficulty speaking English affects the student’s academic performance and daily life. The study discovered that speaking English poorly can impact the students’ academic performance. Luzung et al. (2019) discovered that the academic performance of Grade 12 ABM students is influenced by their ability to use the English language. The study found that using

English affected four essential parts of their school performance: speaking in class, the tests and quizzes they take, the activities they do, and the work they are assigned for homework.

Furthermore, research conducted by Posadas et al. (2019) showed that certain factors influence the fluency of English-speaking, affecting how well Grade 12 ABM students do in school. These factors affect their academic performance, including speaking in class, writing works, presenting information, and understanding vocabulary words. Therefore, Malik et al. (2022) suggests that, on average, the respondents perceive the importance of being proficient in English in maneuvering the academic environment in the university.

This implies that students' academic performance varies according to different factors, not just their English-speaking difficulties. It suggests that their success is not solely dependent on their speaking abilities. Other important factors are crucial in helping them do well in their studies. By addressing language challenges and implementing effective teaching strategies, educators can empower students to succeed academically, regardless of their learner profile, while fostering a supportive and inclusive learning environment. The result has developed a highly positive attitude towards the skills that will help them prepare themselves better for their academics.

### Test of Relationship Between Speaking Difficulties in Relation to Students' Academic Performance in English

TABLE III Test of Relationship Between Speaking Difficulties in Relation to Students' Academic Performance in English

Variables	r-value	p-value	Remarks
Vocabulary and Students` Performance	-0.312**	0.000	Highly Significant
Grammar and Students` Performance	-0.109	0.163	Not Significant
Pronunciation and Students` Performance	-0.252**	0.001	Highly Significant

Note; \*\* $p < 0.01$  (Highly Significant); \* $p < 0.05$  (Significant);  $p > 0.05$  (Not Significant)

Table 3 presents a highly significant negative correlation between vocabulary and students' performance ( $r = -0.244$ ,  $p = 0.002$ ) and pronunciation and students' academic performance ( $r = -0.203$ ,  $p = 0.009$ ). This implies a highly significant negative correlation between vocabulary difficulties and students' academic performance ( $r = -0.312$ ,  $p < 0.01$ ), indicating that academic performance tends to decrease as vocabulary difficulties increase. On the other hand, difficulties with pronunciation were found to be significantly negatively correlated with academic performance ( $r = -0.252$ ,  $p < 0.01$ ), implying that academic performance tends to decrease as pronunciation difficulties increase. However, the correlation between grammar difficulties and performance was not statistically significant ( $r = -0.109$ ,  $p > 0.05$ ), suggesting that grammar challenges may not strongly influence academic performance. These results indicate that while vocabulary and pronunciation difficulties are closely linked to students' English performance, grammar difficulties do not significantly impact this context.

The significant negative correlations between vocabulary and pronunciation difficulties with academic performance in English highlight critical areas that educators need to address to improve students' language proficiency and overall academic success. Specifically, the strong negative correlation between vocabulary difficulties and academic performance indicates that students with greater vocabulary challenges are more likely to perform poorly academically. This suggests that interventions focusing on vocabulary development, such as extensive reading programs, vocabulary-building exercises, and contextual learning, could significantly enhance students' academic outcomes. Ensuring students have a robust vocabulary base



is essential for their comprehension, expression, and overall language use, which are critical for success in English and other subjects.

Moreover, the significant negative relationship between pronunciation difficulties and academic performance suggests that students who struggle with pronunciation are also likely to have lower academic performance. This highlights the need for targeted pronunciation practice, including phonetic exercises, listening activities, and speaking practice in authentic contexts. Improving pronunciation can enhance students' confidence and clarity in communication, which is vital for participation in classroom discussions, presentations, and oral assessments.

The lack of a significant correlation between grammar difficulties and academic performance indicates that grammar may not be as critical a factor as vocabulary and pronunciation in determining students' academic success. However, this does not mean that grammar is unimportant. It suggests that grammar instruction should be integrated with communicative activities and contextual learning to support overall language proficiency rather than being the sole focus.

Several investigations have shown a strong relationship between students' speaking difficulties and learning outcomes. A study by Jaya et al. (2022) found that students in Indonesia who had difficulty speaking English also had lower academic performance in English courses. According to a different study by Afebrri and Muhsin (2019), three elements influence students' speaking challenges. Linguistic issues such as grammar, vocabulary, and pronunciation account for most of these factors. It was determined that students struggled to perform speaking tasks.

Research by Waluyo and Panmei (2021) discovered essential connections between students' grades in English classes and their overall academic performance (GPAs) throughout a year of study. This means that how well students do in English courses can predict how well they will perform overall. This finding supports the idea that while many things influence how well students do in school, being good at English is a strong predictor. Additionally, a study by Demir and Tunca (2020) found that students who experienced anxiety and shyness when speaking in a foreign language (English) were more likely to avoid participating in class discussions and presentations, which can lead to decreased academic achievement. In addition, a study by Devi (2023) revealed a significant positive linear correlation between English language proficiency and academic achievement. This result suggests that as English proficiency increases, so does academic achievement.

Success in English Medium Instruction (EMI) is strongly associated with good English language knowledge and academic skills. This suggests that providing targeted language support could be particularly beneficial for lower-proficiency students, increasing their chances of success. (Rose et al., 2020). Additionally, Briones et al. (2021) found that a student's environment might significantly impact their academic performance, either positively or negatively. Students' academic performance is influenced by many factors both within and outside of the classroom. These include parental style, student characteristics, internet effectiveness, teacher effectiveness, lack of motivation, and career choice. However, research by Nasirudeen et al. (2020) revealed that international students faced more challenges in various English language skills than their local counterparts. The study found a connection between struggles with the English language and their GPA scores. These results highlight that while language difficulties can influence GPA, international students can still achieve commendable academic performance despite these challenges.

The study implies a strong connection between how well students speak English and how well they perform in their studies. The table shows that when students have trouble with vocabulary or pronunciation, their grades tend to be lower. If they struggle with finding the right words or saying them clearly, it might affect how well they do in their classes. Interestingly, the study did not find the same strong connection with grammar difficulties. However, even if students face extra challenges with English, this study suggests they

can still do well in their grades. This means that while speaking difficulties might have an impact, students can overcome them and achieve good academic results with the proper support and effort. The study shows that speaking English well is essential for students' academic success, and addressing speaking difficulties can lead to better academic performance.

## **CONCLUSIONS**

Based on the findings, the following conclusion is drawn:

1. The level of speaking difficulties among Junior High School students in terms of vocabulary, grammar, and pronunciation was moderate. This suggests that students experience reasonable struggles or obstacles in expressing themselves verbally, including vocabulary, grammar, or pronunciation issues.
2. The academic performance of the students was found to be very satisfactory. This implies that despite these speaking difficulties, they have achieved an acceptable level of achievement in their English studies. This could indicate that their written communication skills, comprehension, and other aspects of English learning might compensate for their speaking difficulties, allowing them to perform adequately in their academic pursuits.
3. The relationship between students' speaking difficulties and academic performance suggests that while the students might encounter obstacles in verbal communication, they are effectively overcoming these challenges to succeed academically. It is important to note that strong academic performance doesn't necessarily correlate directly with speaking abilities. Some students may excel in written or non-verbal forms of communication, allowing them to thrive in an educational setting even if they struggle with spoken language.

## **RECOMMENDATIONS**

Based on the findings of this study, the following recommendations are proposed to address the identified challenges and enhance students' speaking abilities and academic performance in English. Therefore, the researchers suggested that:

1. Teachers should implement targeted language support programs to address the students' moderate speaking difficulties. These programs should focus on improving vocabulary, grammar, and pronunciation skills through interactive and engaging activities. Providing students with regular practice and feedback can help them overcome these obstacles and enhance their verbal expression.
2. Teachers may encourage activities that promote written communication, comprehension, speaking and listening skills. Developing a welcoming atmosphere where students feel at ease honing their speaking skills can support more comprehensive language development.
3. Teachers may develop supplementary learning materials tailored to address common speaking difficulties. These resources could include vocabulary-building exercises, pronunciation guides, and grammar practice activities designed to reinforce classroom learning.
4. Teachers will have to consider offering individualized instruction for students who struggle more with vocabulary, grammar, and pronunciation. Tailored interventions and extra support can help these students improve their language skills and academic performance.
5. Regular assessment of students' speaking skills and academic performance in English is recommended to monitor their progress and identify areas requiring further attention. This will enable educators to provide timely feedback and interventions to support students' continuous improvement.
6. Teachers can encourage collaborative learning experiences where students can practice speaking with peers. Pairing students with varying language abilities can create a positive peer learning environment, allowing them to learn from one another's strengths and weaknesses.

7. Teachers can foster a supportive and encouraging atmosphere where students feel empowered to express themselves verbally. By celebrating their achievements and improvements in speaking skills, teachers can help students build self-confidence and motivation to continue working on their verbal communication.
8. Teachers can incorporate technology and multimedia resources into language instruction to enhance engagement and provide diverse opportunities for practicing speaking skills. Utilizing language apps, online pronunciation tools, and interactive multimedia platforms can enrich students' learning experiences and support their speaking proficiency goals.

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