



COMMON FACTORS AFFECTING GRADE-12 STUDENTS' SPEAKING FLUENCY: A SURVEY OF CAMBODIAN HIGH SCHOOL STUDENTS

Thon Huon¹, Sereyrath Em²

¹Faculty of Education, the University of Cambodia, Cambodia.

²Doctoral School of Education, University of Szeged, Hungary.

Email: sereyratheem.edu@gmail.com^{1,2}

Abstract: The current study aimed to investigate the common factors affecting speaking fluency of grade 12 English-language students studying in the upper secondary school. The participants were composed of 100 students studying in grade 12 and 10 government teachers of English, teaching in grade 12. In collecting the data, two different groups of participants were asked to fill in two different questionnaires with close-ended questions. The obtained data were quantitatively analysed with SPSS, and descriptive statistics were used to determine the number and percentage of the respondents. As a result, the study discovered that instructional methods and the fear of speaking caused by inhibition and anxiety strongly affected the students' English-speaking fluency the most, as well as many other subsequent factors. Thus, this study can be useful for teachers of English to reconsider their weaknesses and strengths, to identify their weakness and strength in teaching speaking and ascertain the students' deficiency and potency in learning to improve their English learning, specifically, speaking skills. The study could also be used to help the teachers better understand their students' speaking difficulties, and find appropriate ways to teach them efficiently.

Keywords: Speaking Fluency, Speaking Performance, Speaking Challenges

Abstrak: Penelitian ini bertujuan untuk menyelidiki faktor-faktor umum yang mempengaruhi kelancaran berbicara siswa kelas 12 sekolah menengah atas dalam bahasa Inggris. Para peserta terdiri dari 100 siswa yang belajar di kelas 12 dan 10 guru bahasa Inggris pemerintah yang mengajar di kelas 12. Dalam pengumpulan data, dua kelompok peserta yang berbeda diminta untuk mengisi dua kuesioner yang berbeda dengan pertanyaan tertutup. Data yang diperoleh dianalisis secara kuantitatif dengan SPSS, dan statistik deskriptif digunakan untuk menentukan jumlah dan persentase responden. Hasil dari penelitian ini menemukan bahwa metode pengajaran mempengaruhi terhadap ketakutan berbicara, kecemasan dan hambatan dalam kefasihan berbahasa Inggris siswa, serta banyak faktor berikutnya. Dengan demikian, penelitian ini dapat bermanfaat bagi guru bahasa Inggris untuk mempertimbangkan kembali kelemahan dan kekuatan, untuk mengidentifikasi kelemahan dan kekuatan dalam mengajar berbicara dan memastikan kekurangan dan potensi siswa dalam belajar untuk meningkatkan pembelajaran bahasa Inggris mereka, khususnya, keterampilan berbicara. Studi ini juga dapat digunakan untuk membantu guru lebih memahami kesulitan berbicara siswa, dan menemukan cara yang tepat untuk mengajar mereka secara efisien.

Kata Kunci: Kefasihan Berbicara, Performa Berbicara, Tantangan Berbicara

INTRODUCTION

In everyday life, a language is a fundamental system of communication, consisting of sounds, words, and grammar, used by the people of a particular country or profession (Walter, 2008). People who live in a language-based environment chat about whatever else they do when they get together, whether it is to play, fight, make love, or build vehicles. Language enables us to talk to the surrounding people face-to-face, over, and all manners of electronic media (Twain, 2013). Correspondingly, it connects people in social relationships and allows them to take part in a variety of everyday life (Agha, 2006).

People speak countless languages worldwide. Anderson (2010) states there is no such definite count of language. Although there are too many languages to communicate globally, knowing only a local one is inadequate; hence, people require various foreign

languages. Presently, English is the universal international language which is spoken and studied worldwide. Shyamlee (2012) states in his study that the 21st century is the age of globalization; thus, it is essential to grasp on numerous foreign languages, and the English language comes first.

With the global spread, the English language has become a lingua franca; the number of learners and speakers have been increasing rapidly (Lwin, 2016). Around 377 million people speak it as their first language, with another 375 million speaking it as a second (McKay, 2012). Jarvis (2005) reveals that in the year 2000, there were about a billion English learners, but a decade later, the numbers doubled. The forecast points to an increase in English learning peaked in 2010. Furthermore, it is spoken at a usable level by around 1.75 billion people globally, implying that one in every four individuals is an English speaker. By 2020, it is predicted that two billion people will be using or learning to use English. Those people will be the economists, the thought leaders, the business decision-makers, the young, the movers, and shakers, and English is the 'operating system' of that global conversation (McKay, 2012).

Since the English language has been developed as the world's lingua franca, there is a severe need for it by many non-native English speakers in many countries, which have no history with Britain or the US (Safotso, 2018). According to Ploywattanawong and Trakulkasemsuk (2014), people in some countries in Asia are using English as a lingua franca. In Malaya, Brunei, Singapore, and Indonesia, English is substantial as an interlanguage in any respect social levels, and in Malaya and Indonesia, the vocabulary of English formally functions as a foundation for government-created technical, and alternative terms to be utilized in Bahasa Malay and Bahasa Indonesian. Still, among these countries, the most remarkable development of English is in Singapore. English is a co-official language with Malay, Mandarin, and Tamil, but it is the only language known to all younger Singaporeans. In Japan, North or South Korea, and China, English is the foreign language of choice. The Japanese and the South Koreans have invested actively in it within their school systems for many years, and their focus is mainly on US usage. English has been integrated into social life in various visual and cultural ways, most notably in Japan. Moreover, English has become the foreign language of choice in China, both the mainland and Taiwan; while, in Thailand, Vietnam, Cambodia, and Laos, English, which has mostly taken the place of French, is used as the language of trade and tourism (Ploywattanawong & Trakulkasemsuk, 2014).

Consequently, this language is included in the academic curriculum of most local and foreign educational institutions ranging from kindergarten to university level. In Cambodia, the Ministry of Education Youth and Sport (MoEYS) started to introduce English in the curriculum from lower-secondary school to tertiary education after 1993, the year that United Nations Transitional Authority in Cambodia (UNTAC) sponsored elections. Additionally, so far, many private educational institutions have employed English in many of the subjects of their curriculum, and English has become trendy among Cambodian students ever since (MoEYS, 2013).

Distinctive researchers distinctively define the word speaking. Finocchiaro as cited in Sukrianto (2005); Burn and Joyce (1997); Clark and Clark as cited in Goga (2004)

define the term ‘speaking’ as an actual language tool used to communicate and share the idea among people. It is an instrument which acts as an interactive process of constructing meaning that involves producing and receiving and processing information. According to Areski (2018), speaking is commonly considered as one of the critical production skills, which enable us to produce utterances. It is wanted and purpose-driven when we are truly communicative; in other words, we openly wish to express something to attain a certain goal.

Similarly, speaking is an interactive process of building meaning that involves producing, receiving, and processing information (Brown, 2001). Furthermore, speaking is a form of oral communication in which someone communicates with other people in order to express themselves. It is critical for individuals to communicate and exchange information in everyday life (Maulidar et al., 2019). Speaking is important in everyday contact with both native and non-native English speakers.

According to Gillis (2019), speaking is mainly used in everyday communication with both native and non-native English speakers. Speaking is considered the most crucial skill in daily life since people primarily communicate with one another through speaking. Proficiency in each of the four language skills, namely speaking, reading, and writing is compulsory for a person to become a well-rounded communicator. However, among these skills, speaking is the most important. It enables a speaker to inform and persuade others. If speakers speak clearly and confidently, they will be able to gain and hold the audience’s attention to make the message known.

Further, speaking empowers a person to stand out from the rest. If a person is good at speaking, he or she will be able to stand in front of others and speak effectively. Likewise, with the capability of speaking, a speaker can be well-known. As a reputation for excellent speaking can increase over time, the speaker who is good at speaking will gain certain credibility. Besides, speaking is a career enhancement. Speaking is always a valuable skill, and it is worth in fully developing, as most employers have always valued the ability to speak well. In time, speaking enables speakers to have their satisfaction. Speakers experiencing a reference to appreciative audiences through a decent composing and delivering presentation typically reach a deep level of fulfilment that is rarely achieved in different styles of communication (Gillis, 2019).

Qureshi (2016) also agrees with this view. She highlighted that to be a well-rounded communicator, a speaker needs to be proficient in four language skills, such as listening, speaking, reading, and writing, but the ability to speak competently provides speakers with several distinct advantages. The U.S Ambassador to Cambodia, Joseph A. Mussumeli, also maintained that communicative competence in English means a better job and better pay (Igawa, 2008). Similarly, Nunan (1999) also together expresses that speaker need communicative competence which embraces not only linguistic competence but also a variety of other sociolinguistic and conversational skills which facilitate him or her to know how to say what to whom and when. Similarly, Johnson (1995) also claims that English-language students need communicative competence to participate in and learn from the classroom experience.

Additionally, in their early studies, other researchers, namely Arbain (2017), Maulidar et al., (2019), and Jahan (2018) together agree with the view that speaking is one of the essential skills. They conclude that mastering speaking skills in English is the most important skill for English learners, as mastering speaking skills in English is a priority for many second-language or foreign learners. Learners' success in language learning and the effectiveness of their English course is evaluated through the improvement in their spoken language. It is an excellent way to show competence through speaking; thus, having excellent communication skills is essential. However, regardless of the prominence of English-speaking competence, many non-native learners learning English around the world are facing speaking difficulties.

LITERATURE REVIEW

Teachers' Instructional Methods in The L2-Class

As expected, the outcome of the current study indicated that the instructional methods implemented in the L2 class may be the stem affecting the students' speaking fluency at Samdech Techo Hun Sen Prek Ambel high school since these techniques did not get students involved with speaking activities, nor did they help improve students' speaking fluency at all. These teaching techniques can be considered the techniques of grammar translation method (GTM), which focuses on studying written texts and translating them into the students' home language. It also centres on learning grammar more than giving attention to the pronunciation and spoken language (Richards, 2014).

Referencing to the literature review, the teachers excluded speaking activities, which enable their students to speak English or to have much exposure to L2 native or non-native English speakers, in their instructional methods. They reported that they did not give chances for the students to speak English. They skipped many speaking activities developed in the course content, and they did not allow their students to learn the lesson deductively. The teachers might have excluded these techniques in order to catch up on the course syllabus provided by the MoEYS, which requires them to finish all chapters in two semesters, or they tended to think that speaking skills do not usually appear in the national examination as the compulsory subject.

However, without speaking opportunities, students will not have chances to speak English or to practice their English with any English speakers at all. Those teachers did not seem to know that students need some speaking activities, such as discussion, role play, speeches to practice using language in context to be fluent in speaking English. Xhemaili (2016) agreed that English is the chief means of communication in the L2 classroom, and teachers should give students enough time to practice English openly as well as to allow them to drill the target language and drag out as much output in L2 as possible even outside classrooms. Besides, Mwamba (2005); Kioko and Muthwii (2001); Alharbi (2015); Bashir et al., (2011); and Soureshjani and Riahipour, (2012); discovered that lack of emphasis on speaking skills in the curriculum, the limitations of teachers' English proficiency, class conditions that do not promote oral activities and limited opportunities outside class for practicing using English language are the reasons for poor speaking skills.

The Particular Factors Causing Grade-12 Students to Face Challenges in Their English-Speaking Fluency

In line with the literature review, fear can be the cause of speaking challenges, and the primary sources of this fear are inhibition, anxiety, and risk-tasking (Bashir et al., 2011). There are some factors relevant to inhibition. 1) Grammar: Humaera (2015) claimed that grammatical judgment inhibits learners from speaking as they are afraid of producing some utterances ungrammatically. 2) Vocabulary: Putri et al., (2020) said that students' lack of vocabulary is the leading causes of students' academic failure. 3) Pronunciation: Kelly (2006) points out that pronunciation plays a vital role in spoken communication to produce precise information and meaningful communication. Students mispronouncing a range of phonemes can be challenging for listeners to understand the meaning. 4) Shyness: it is another cause of inhibition. It is an emotion which students usually face when they are required to speak; thus, it can be one of the causes of speaking problems in the classroom. Baldwin (2011) and Humaera (2015) point out that speaking in front of people is the common phobia causing them to be shy, make their minds go blank and forget what they want to say, so most of them fail to perform. 5) Self-confidence: it refers a student's lack of confidence, which usually occurs when they think that their interlocutors do not understand or vice-versa. According to Nunan (1999), any student who lacks of confidence about themselves and English will suffer from communication.

Moreover, the findings from some researchers, who conducted studies on factors concerned with speaking fluency provoked by fear, are also comparable to the current findings. Park & Lee (2005) examined the relationships between second language learners' anxiety, self-confidence, and speaking performance, Tanveer (2007) scrutinized the factors that cause language anxiety, and Lukitasari (2008) conducted a study converging at the students' strategies in overcoming speaking problems in speaking class. The results of these studies are very comparable. They indicated that anxiety and inhibition were the main factors affecting students' oral performance. Park & Lee (2005) and Tanveer (2007) revealed that students' anxiety levels had a detrimental impact on their speaking performance. According to the research, students' feelings of tension, worry, or uneasiness may impede their language acquisition and performance abilities. They say that the more anxious you are, the worse your performance will be.

RESEARCH METHODOLOGY

Research Participants

The target participants in this study were the EFL students and teachers at Samdech Techo Hun Sen Prek Ambel high school. The researcher selected 100 students studying in grade 12, and 10 EFL teachers teaching in grade 12 to investigate. These students were selected since they were involved in speaking difficulties. While the teachers were related to instructional methods, they applied to improve students' proficiency (see table 1 and 2).

Setting

The setting for the study was at Samdech Techo Hun Sen Prek Ambel high school, and this location was chosen owing to two apparent reasons. First, it was accessible to the researcher. This high school is in Saang district, Kandal province, Cambodia, where one of the researchers works and lives. As one of the researchers works there, the participants and relevant information were easily accessed. Second, it was where speaking and teaching challenges happened among the students and teachers. The study was to investigate the particular factors affecting student speaking fluency; thus, Prek Ambel high school was the right setting as the respective stakeholders were facing these challenges – teaching methods and speaking fluency.

Sampling Techniques and Justification

From the list of 300 grade-12 students and 20 EFL teachers provided by the principal, only 100 students and ten teachers were chosen. This number of participants was randomly selected by using a computer program, Microsoft Excel 2016. They were selected irrespective of race, gender, and social background.

Tools For Data Collection

Two kinds of questionnaires: teacher questionnaires and student questionnaire were employed so that the data could be selected. The teacher's questionnaire contains 14 questions, and it took around 5 minutes to complete, while the questionnaire for the students consists of 26 questions, and it took 10 minutes to fill up. All the questions designed in the two questionnaires are the closed-ended ones.

Data Collection Procedure

The researcher sought clearance to carry out the research from the University of Cambodia, which is based in Phnom Penh, Cambodia. Before starting to collect data, a letter had been sent to the principal of Samdech Techo Hun Sen Prek Ambel high school requesting for the approval and inviting the selected participants to participate in this study. The respondents were given relevant instructions and assured of confidentiality before giving the questionnaires to get valid and reliable data. Ethically, the contributors were informed that the questionnaires were not the quiz or test; however, it was just the survey. The researcher mastered and chose the two questionnaires: instructor and student questionnaires, and collected them after approximately thirty minutes of completion.

Data Analysis

The reported data was analysed by using descriptive statistics focusing on the number and percentage of each item filled out by the teachers and students.

FINDINGS AND DISCUSSION

Demographics

As shown in table 1, 60 (60%) of the participants were males, and 40 (40%) were females. Their age ranged from 16-18. All of them were Grade 12 students. The total number of the students who joined the survey was 100 (100% response rate).

Table1. Demographics of student participants (n=100)

Demographics	Values	N	Percentage (%)
Gender	Male	60	60
	Female	40	40
Age	16-18	100	100
Grade	12	100	100

As revealed in table 2, 6 (60%) of the participant teachers were males, and 4 (40%) were females. Their age ranged from 27-39. All of them were teachers of English at Samdech Techo Hun Sen Prek Ambel high school. The total number of the teachers who joined the survey was 10 (100% response rate).

Table 2. Demographics of teacher participants (n=10)

Demographics	Values	N	Percentage (%)
Gender	Male	6	60
	Female	4	40
Age	27-39	100	100
Grade	12	100	100

As shown in table 3, there were a variety of activities proving that the teachers mainly used L1 as a means of communication and instructions in the L2 class. A majority of them viewed that teaching in L2 consuming much more time than L1 and communicating with students helped them build teacher-student rapport. In line with these viewpoints, they agreed that they usually asked their students to explain grammar points or express themselves in L1, and the teachers themselves accepted that they usually explained the lessons and meaning of new vocabulary in L1. This result indicates that L1 is still dominantly used as a means of classroom communication and instructions.

Table 3. The language used as a means of classroom communication and instructions in L2 class

Classroom communication and instructions in L2 class's items	Agree		Disagree	
	N	Percentage	N	Percentage (%)
Communicating with students in L1 builds teacher-student rapport	7	70	2	20
Teaching in L2 consumes much time.	8	80	1	10
I usually explain to my students the new grammar and meaning of the new vocabulary in L1.	5	50	5	50
I usually ask my students to explain the grammar points in L1 or express themselves in L1.	6	60	2	20

As revealed in table 4, the result from the student questionnaires was quite similar to those of the teachers since more than half of the students reported that their English teachers explained lessons in Khmer and used little English to converse with them. Additionally, almost half of the students agreed that they usually explained or discussed the lessons in Khmer, and they viewed their teachers also asked them to explain lessons or expressed themselves in Khmer. This result indicated that with the dominance and value of L1, teaching and learning process in L2 class is excessively occupied by L1.

Table 4. The use of L1 as a means of teaching and learning in L2 class

Teaching and learning in L2 class's items	Agree		Disagree	
	N	Percentage (%)	N	Percentage (%)
My English teacher uses little English to communicate with the students in the class.	52	52	21	21
My English teacher explains lessons in Khmer.	53	53	24	24
My teacher asks the students to explain grammar lessons or to express ourselves in Khmer.	40	40	20	20
I usually explain or discuss the lessons in Khmer.	45	45	15	15

As shown in table 5, a variety of activities which the students got from the teachers did not get students involved with speaking activities. The result specified that a majority of the teachers seldom allowed the students to speak English despite having enough time for them, rarely let them get involved in English speaking activities. Also, they skipped many speaking activities in the books, never encouraging the students to learn to induce lessons. Besides, they frequently corrected their students' mistakes, and stood on board or sat at the desks to give lectures most of the time they taught, and the students' lack of exposure to L2 native-speakers. Thus, these above activities were the barriers to students' speaking fluency and communication development.

Table 5. Teachers' teaching activities in L2 class

Teachers' teaching activities in L2 class Items	Agree		Disagree	
	N	Percentage (%)	N	Percentage (%)
I skip many speaking activities in the book.	6	60	3	30
I rarely let my students get involved in English speaking activities.	8	80	1	10
I rarely allow my students to speak even though I have some time for them.	8	80	2	20
I usually stand on board or at the desk to give a lecture.	7	70	2	20
I usually ask my students to induce or discuss grammar rules.	2	20	6	60

I rarely correct my students' mistakes when they speak in English.	2	20	6	60
My students never have an opportunity to explore their L2 with native speakers, never express themselves in English.	4	40	2	20

As shown in table 6, the result from the student questionnaires was quite similar to those of the teachers. The teachers did not frequently allow the students to speak in English in L2 class; they skipped a lot of speaking activities; they rarely ask the students to induce the grammar rules; they usually corrected the mistakes their students made, and more than half of them reported that their teachers just stood on boards or sat at the desks to give lectures rather than to walk around the class.

Table 6. Students' learning activities in L2 class

Students' learning activities in L2 class's items	Agree		Disagree	
	N	Percentage (%)	N	Percentage (%)
My teacher usually sits at the desk or stand on board to teach.	67	67	13	13
My teacher rarely allows us to speak in English.	33	33	29	29
My teacher skips a lot of speaking activities.	38	38	32	32
My teacher usually asks me to induce or discover grammar rules.	19	19	37	37
My teacher rarely corrects my mistakes when I speak English.	19	19	41	41

As revealed in table 7, the students were fearful of speaking English because of two apparent factors: cognitive and anxiety factors. Regarding cognitive factors, they were fearful of speaking English due to being unsure of what they were speaking and being still poor at English. The other two noticeable findings were the worry of not being able to speak accurately and lacking confidence; while the others were fearful of speaking owing to lacking vocabulary, being afraid of producing ungrammatical utterances, mispronouncing words, and shyness. With the influence of anxiety, the students were afraid of making mistakes with vocabulary, and being laughed at by other students when they made mistakes.

Table 7. The students' fear of speaking

The students' fear of speaking items	Agree		Disagree	
	N	Percentage (%)	N	Percentage (%)
I am afraid to speak out because I am not sure of what I am speaking.	58	58	20	20

I am afraid to speak because I think my English is still poor.	55	55	17	17
I am afraid I cannot speak accurately.	53	53	22	22
I am not confident about speaking English because I am afraid the other students do not understand my English.	51	51	15	15
I do not speak English because I do not know many vocabularies.	50	50	24	24
I am afraid of making mistakes with grammar.	49	49	19	19
I am afraid of everyone laughing at me when I make mistakes.	47	47	31	31
I am afraid of making mistakes with vocabulary.	47	47	26	26
I am afraid of making mistakes with pronunciation.	45	45	33	33
I am usually shy of speaking English in front of people.	41	41	29	29

Discussion

This study attempted to uncover the obstacles affecting students' speaking fluency as well as solutions to enhance students' speaking fluency at Samdech Techo Hun Sen High School. This study aimed to investigate and ascertain the main problems caused by the teachers' instructional methods and to determine the main factors contributing to the students' speaking fluency.

In comparison with some previous investigations, this result shows that the excessive presence of L1 in the L2 class has not been improved yet. Under the rationale that using L2 to teach students is a waste of time, teachers used L1 to teach new lessons, explain, and translate new words for their students. Nation (2003) discovered that using L2 only in the classroom can be an obstacle to L1 learners when their L2 is still insufficient. Nunan (1999) identified that when teachers in China forced their students to use the only L2 in learning, those students became quiet. They were not involved in speaking either L1 or L2. Other researchers such as Atkinson (1987); Brown (2000); Tudor (1987); and Cook (2001) also found out that teaching in L1 saves time. They supported their findings that teaching and explaining lessons in L1 help learners to learn faster, for they do not have to spend much time defining and elaborating on particular words to help learners. They added that L1 is still mainly used as a means of communication with the students in the L2 class to build friendly communication between teachers and students. In line with the literature, from the teachers' viewpoints interaction with students in L1 seems to build teacher-student rapport (Harbord, 1992). They explained that using L1 with students is more efficient, and it takes more time for more beneficial activities. Besides, Scheweers (1999) and Nation (2003) believed that

teachers should respect students' mother tongues and should never be underestimated. Based on these findings, it is indisputable that the use of L1 in the L2 class has not been remarkably reformed at all.

Contrasting to this finding, many researchers opposed the rationale of using L1 as a means of communication and instructions. Littlewood (1981) argues that using L1 to teach L2 learners can contribute to the poor improvement of L2. In this context, using L1 means losing valuable opportunities for well-motivated foreign use, and it tends to lessen the foreign language as a vehicle for communication. In line with this, Turnbull (2001) argues that when L2-teachers depend on L1 as a tool for learning and teaching, their students will not get any benefits from L2 since such teachers are the only channel of knowledge for these learners. Thus, the use of L1 will hinder any progress in achieving this goal. This claim, to some extent, can be valid, but if these learners' purpose of learning is to pass the course only, then L1 one is essential to facilitate learning not to hinder it. Undeniably, Cook (2001), who is amongst the pioneering proponents of L1, once pointed out that the use of L1 might posit, in some circumstances, an obstacle to L2 learners' exposure. In this regard, it was noticeable that teachers who tended to use L1 in their classrooms ignored teaching the language and tended to teach about the language. This aspect means that instead of involving their learners in classroom activities, they became language-cantered teachers because they wasted learners' time teaching about English rather than encouraging the learners to use the language in various activities. Additionally, it can be pointed here that some teachers tend to use L1 excessively in L2 classrooms in order to conceal their weakness and poor proficiency in L2; however, this needs to be proven empirically in further studies to become a solid argument.

CONCLUSIONS

Totally, from the research findings, and based on the objectives of the research study, the results could be concluded that the instructional methods and fear of speaking caused by inhibition and anxiety are the main factors affecting grade-12 students' speaking fluency at Samdech Techo Hun Sen Prek Ambel High school. Regarding instructional methods, a large number of instructors still used L1 (Khmer) to communicate and teach in the L2 class (English class). Also, a majority of teachers still used the Grammar Translation Method to teach L2 students. The techniques that they applied with the students seemed to exclude almost all speaking activities, which improve students' speaking fluency, from the class. They did not give chances for students to speak, they skipped speaking activities; they never encouraged students to learn to induce the lesson deductively. They overcorrected students' speaking mistakes, and only stood or sat at one place to give lectures. Regarding fear of speaking factor caused by inhibition and anxiety, it indicated that students were fearful of making mistakes and the sequential fear of negative evaluation, and students' perception of low ability concerning their peers. Almost sixty percent of the respondents reported that they were afraid to speak English owing to the fear factor caused by inhibition and anxiety.

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