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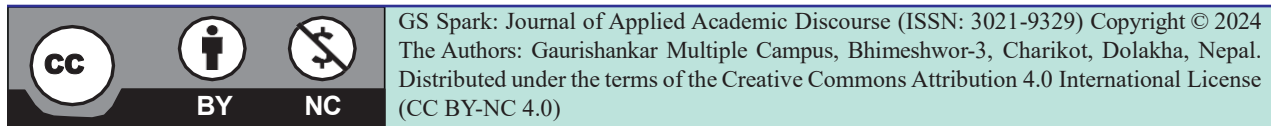
Research Article

English Language Learners' Experiences on the Factors Influencing Speaking

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ABSTRACT

Exploring the challenges and factors that impact the speaking skills of English language learners helps enhance their communication skills. This study examines English language learners' understanding and experiences of the factors influencing speaking. For this purpose, we interviewed four participants, undergraduate students at different colleges in the Kathmandu Valley, Nepal. We analyzed their narratives thematically. The research results indicated that educational and institutional factors, personal motivation and practice, language environment and exposure, and technological exposure are the factors that affect the speaking of these English language learners. Participants' experiences revealed that they improved communication skills by utilizing language learning strategies such as using media and technology and practicing consistently.

Keywords: English language learning, language skills, speaking, narrative inquiry

Introduction

Speaking is one of the four significant language skills that foster successful communication. Rao (2019) noted that proficiency in speaking English as a foreign language (EFL) plays a crucial role in enabling speakers to convey information and knowledge in academic contexts. In the same way, Riadil (2020) emphasized the practical significance of English, highlighting its use in day-to-day conversations and in social interactions, higher education, and workplaces worldwide. The importance of speaking, and its proper use, is evident across all fields, from daily life to professional and educational settings. According to Brown and Yule (1983), speaking is the skill that the students will be judged on most in real-life situations. Ahmad (2019) reaffirms that speaking is among the four language abilities. In an environment where English is a foreign language (EFL), it is needs in every aspect of human life. Thomas (2019) defines fluency as how well learners communicate meaning rather than how many grammar, pronunciation, and vocabulary mistakes they make. The above discourse highlights the significance of speaking skills in general and English language speaking skills.

Regarding the factors influencing speaking skills, Nakhalah (2016) states that factors, including fear of making mistakes, anxiety, shyness, and lack of self-confidence directly influence learning speaking skills in almost every linguistic context. Riadil (2020) said that Indonesian EFL learners cannot speak English fluently even though they have been learning it for several years in formal school. Further, some articles talk about the experiences of English language learners regarding the factors that influence speaking skills. Wilson (2023) highlights how past learning experiences and future aspirations impact the development of second-language communication. Similarly, Tanveer (2007) also stated that the factors causing anxiety are cognitive and linguistic factors–strict and formal classroom environment, presentation in the classroom, fear of making mistakes, and apprehension about others' evaluation, the role of language instructor, variations in individual's self-perception, linguistic difficulties, pronunciation, grammar, and vocabulary, and sociocultural factors–social environment and limited exposure to the target language, cultural differences, social status and self-identity, and gender.

Likewise, linguistic factors include pronunciation, vocabulary, and grammar; affective factors - anxiety, low self-confidence, and motivation; and performance conditions - teachers correct mistakes and plenty of time not given to speaking English have been experienced by 10th-grade students of Indonesia which bring difficulties in speaking performance (Afebri et al., 2019). Hadi et al. (2020) highlighted that Thai students' speaking anxiety varies in producing oral utterances is due to a lack of vocabulary (Hadi et al., 2020). Apart from the above literature, some studies highlight that learners motivation also plays a significant role while learning a language, which is supported by the notion of Kreshan's Affective filter Hypothesis.

Categorizing the affecting factors, Ekiz and Kulmetov (2016) broadly categorized the influencing factors by stating that learners categorize the speaking performance influencing factors into external and internal factors, including shyness, peer pressure, and anxiety. Similarly, sociocultural factors include fear of disappointing the teacher, lack of culture-associated knowledge of the target language, lack of exposure even in the classroom, and fear of error and criticism (Alrasheedi, 2020).

A review of the literature revealed that many studies are conducted on teachers learning and growth (Neupane, 2023, 2024; Neupane & Bhatt, 2023; Neupane et al., 2022); however, a paucity of research on learners, particularly their speaking, is evident in Nepal. However, Thai and Vietnamese EFL learners

agree that motivation is the most significant factor affecting the choice of strategies, followed by experience in studying English and gender, respectively (Khamkhien, 2010). However, the same case may not apply to Nepal's students because we have different linguistic backgrounds.

Referring to the theory advocated by Haward Gadener clearly highlights that every individual is different and learns differently. The theory talks about the individual ways and preferences of learning in general and language learning in particular. Chomsky (2010) stated that learners prefer their language learning strategies to those of their choice and needs. Even in a case study conducted in Nepal, Ghimire (2022) talks about secondary students learning through social media in which the learners agree that Facebook and YouTube aided in improvement in their listening, speaking, reading, and writing skills by creating a collaborative learning environment and also their level of confidence in English speaking developed.

These studies clearly show the practical importance of speaking skills in any field, and factors like anxiety and fear of being laughed at for making mistakes influence the learners' speaking skills. Unless the learners, teachers, or facilitators are aware of the factors influencing speaking and the strategies used to enhance it, speaking skills cannot be improved. On exploration, we found several studies conducted in different countries, but the same was not true for Nepal. This highlighted the need for research on the perception and experience of difficulties in speaking skills in Nepal. Such research would ultimately support learners and educators in understanding the factors influencing speaking and in developing appropriate strategies to improve speaking skills. To achieve this purpose, the following research question is particularly relevant.

   a. What factors do English language learners find influencing speaking skills?

Narrative Inquiry as a Research Method

We have used narrative inquiry within the qualitative research approach, employing in-depth interviews in order to explore the experiences relating to factors affecting the speaking of our purposively selected (Dahal et al., 2024) participants, undergraduate students, as mentioned in Table 1. The story is at the core of the narrative inquiry (Murray, 2009; Neupane & Gnawali, 2022), since the narrative is both a phenomenon and a method. By serving as both a perspective on the phenomenon of people's experiences, narrative inquiry enables a close investigation of individuals' lived experiences over time and within context. Researchers begin with a narrative view of experience, paying attention to place, temporality, and sociality through a three-dimensional narrative inquiry space, which facilitates the exploration of both researchers' and participants' storied life experiences (Clandinin & Caine, 2008). Through the participants' shared descriptions, meaning is generated. This approach helped us gain deeper insight into the research question by engaging with participants' lived experiences and reflections on how they developed their speaking skills.

Table 1: Research Participants

S.N.	Participants	Gender	Academic Status
1	Sofi	Female	Bachelor of Business Administration (BBA) completed
2	Afiya	Female	Bachelor of Business Administration

			(BBA) ongoing
3	Mani	Male	Bachelor of Business Administration (BBA) completed
4	Riq	Male	Bachelor of Science in Computer Science and Information Technology (B. Sc. CSIT) ongoing

After obtaining permission from the participants, one-to-one in-person interviews were conducted at their convenience, and their identities were kept confidential, with pseudonyms assigned to them. The interview was taken in Nepali to ensure they could share the information without language barriers. However, among the four participants, two preferred to express themselves in Nepali, and the other two used a mix of two languages, English and Nepali. We recorded their interviews and later transcribed these data into English, maintaining the stories' originality. The transcribed data were then thematically analyzed. We employed Braun & Clarke's (2006) six-step methodology. The six-phase structure proposed by Braun & Clarke (2006) for doing a thematic analysis includes familiarizing oneself with the data, creating preliminary codes, searching for themes, reviewing themes, defining themes, and writing up the conclusion.

Factors Affecting Speaking

A rigorous analysis of participants' narratives showed that educational and institutional issues, motivation and practice, language learning environment and exposure, and technological exposure were some factors that influenced speaking. As a language learning strategy, using media and technology, consistency in practice, and cultural understanding are some strategies learners use to develop proficiency.

Educational and Institutional Factors

Every school has its setting and environment that are different from one another, and the school setting, atmosphere, teaching methods, teachers, class activities, teaching materials, and friends influence the individual's learning. This can be found in Gambhir Bahadur Chand's study, where he concludes that the causes of speaking problems were teacher and teaching factors, mother tongue factors, poor schooling course content factors, and classroom culture as shared by the Bachelor-level students (Chand, 2021). When asked about the participants' English class scenario concerning activities, teaching, and materials used by the teachers, the four gave the same answer: reading and writing skills, out of the four language skills, were more focused in the class. Sofi shared her experiences of learning during kindergarten level. She revealed:

> *Audio and visual resources were used in the classroom during kindergarten, where we learned a lot of poems or watched cartoons in English using a projector and television. We grew up and started learning by reading books, so we were made to read in English and ask questions in English. We had to answer in English. Afiya, from her school days, recollects our class teacher of class 8, who used to give 5-6 new vocabulary each day to make our*

English strong. Even in her school, before starting the actual class, there used to be a 20-minute reading session where we had to read novels individually, and at the end of the month, we had to write a book review on that novel.

It highlights the role of diverse teaching strategies and resources in fostering language development. The use of audio-visual aids during kindergarten, such as poems and cartoons in English, aligns with Mayer's (2005) multimedia learning theory, which posits that combining verbal and visual input enhances comprehension and retention. As students progressed, the emphasis shifted to book learning and active use of English in classroom interactions, reflecting Swain's (2000) output hypothesis, which underscores the importance of producing language to develop proficiency. Afiya's recollection of vocabulary-building exercises and individual reading sessions illustrates the application of extensive reading principles, as noted by Nation (2001), where exposure to varied texts and tasks like book reviews contribute to vocabulary acquisition and deeper engagement with the language. These varied approaches demonstrate the value of integrating multimedia resources, structured practice, and independent learning to develop language skills comprehensively.

Later, when the questions were narrowed down to activities that they recalled specific to speaking skills in their class, the participants had similar and different responses. Coming from a private English-medium school, one thing common was mandatory to speak English in the school. Another common thing is that they took part in different extracurricular activities. For example, Sofi participated in drama, debate, and speech competitions. Riq also shared a similar kind of experience:

We practised speaking from the reading itself. When we could not read the text properly, we were made to narrate a few short stories from our house or how our day went after we went home. Our business communication included things we needed during a business - reports, such as applications, processes, and how an individual talks, but an entity like a business talks with a customer.

These practices helped them to improve their speaking. As noted by Vygotsky (1978) in his concept of scaffolding mandatory English speaking, the structured support to develop the language helped them drastically improve speaking. Mani draws attention to the challenges he faced.

The practice of speaking within the class is neglected since students don't prefer to get bound into a language that is not theirs. They get eager to get skipped by those kinds of things even though that is not good. Sometimes, we even just had conversations in Nepali because we couldn't figure out different words suitable to the context.

The above sharing of Mani highlights the challenges of second language acquisition in a multilingual classroom, where the tension between the target language and the native language often impacts learning. In this regard, Vygotsky's (1978) sociocultural theory emphasizes that language acquisition is most effective when supported by meaningful social interaction, yet Mani's account suggests insufficient sociocultural opportunities and scaffolding in the classroom to help students navigate linguistic gaps. This aligns with Krashen's (1985) input hypothesis, which underscores the importance of comprehensible input in language learning; Mani's mention of struggles with unfamiliar words reflects a gap in accessible input that hinders progress.

The sharing of Mani from the perspective of Gardner (1985) aligns with motivation and reveals that the student's reluctance to engage fully in English-speaking

activities may stem from a lack of integrative or instrumental motivation. This situation calls for teaching strategies that use the native language as a bridge while gradually encouraging increased use of the target language through structured support, fostering both confidence and motivation in learners.

Likewise, Sofi talks about how the enforcement of speaking English in schools didn't help them later, mainly after school was over.

> *When we were in school, we were forced to speak in English as if it were mandatory to speak in English. However, once we finished school, we went into high school. There were no such rules, so we started speaking in Nepali, and then we stopped speaking in English as if we didn't speak English at all except for the English period with the English teacher. So, the practice of speaking in English went away. As kids, we did not speak in English voluntarily; it was made mandatory, and that is why we spoke. So, once the mandatory was lifted from us, we stopped speaking in English at all.*

This vignette indicates that they had reading and writing-focused classes and enforced English speaking in school. Speaking practice through reading and competitions they took part in is what they can recall from their school days. This shows how fewer speaking activities were done in the class. Most of them recall a recent bachelor's level class where they got involved in class presentations and business communication practices.

Personal Motivation and Practice

Language learning is often shaped by individual factors that can act as barriers, uniquely affecting each learner's progress. Vygotsky's (1978) sociocultural theory emphasizes the role of social interaction in internalizing knowledge, yet many learners are deprived of opportunities for meaningful engagement, which hinders their ability to develop language skills effectively. Krashen's (1985) input hypothesis highlights the importance of comprehensible input in a low-anxiety environment, but fear of public speaking and social judgment often inhibits learners from engaging in such experiences. Additionally, Gardner (1985) underscores how affective factors like motivation and self-confidence directly influence language acquisition. In this support, Kapar and Bhandari (2020) stated that reflecting on these perspectives, I have observed how such barriers, including the lack of practical engagement, contribute to a cycle of insecurity and hesitation in communication. These experiences have motivated me to delve deeper into understanding and addressing the challenges faced by language learners.

In this support, the first participant, Riq accepts:

> I am not that confident in speaking English due to a *lack of practice in daily life. I don't use English that much with friends. It is Nepali, and if it is in class, I speak English for some formal matters there, and it is not frequent enough.*

The sharing of Riq highlights a common challenge in second language acquisition: the lack of consistent practice in meaningful contexts, which directly affects confidence and fluency. Krashen (1985) emphasizes that regular exposure to comprehensible input is crucial for language development, but Riq's limited use of English in daily interactions restricts this process. Vygotsky's (1978) sociocultural theory underscores the importance of social interaction in internalizing language, yet Riq's predominant use of Nepali with friends and occasional use of English only in formal settings suggests a social environment that does not sufficiently support his linguistic growth. Gardner (1985) also points out that motivation and integrative orientation are key in language

learning, and the restricted use of English to formal contexts indicates a lack of opportunities for meaningful integration of the language into Riq's daily life. Littlewood (1984) further stresses that regular practice is essential for building communicative competence, and Riq's infrequent use of English reinforces his lack of confidence. This situation calls for more opportunities for practical, low-pressure interactions to support language use and development.

Similarly, Sofi also shared her experience:

> *Even though I have been speaking since I was 9 years old, the mass still scares me a little bit". the fear of mispronouncing words*, *"fear of judgment somewhere unconsciously, even if we think that no I don't care if people judge but we still do care*, and *people pulling each other's legs on a social level when someone speaking in English and not being fluent enough would be one of the reasons*.

Sofi highlights her personal motivation for learning the language as rooted in overcoming social fears and judgments. Clandin and Caine (2008) stated that despite speaking English since the age of nine, she still feels anxious about public speaking due to fears of mispronunciation, judgment, and social ridicule. She acknowledges the subtle pressure of societal expectations, where fluency in English is often scrutinized, motivating her to improve her skills.

For Afiya, *"lack of communication"* led to having no confidence in speaking for reasons such as *"insecure about speaking the English language", "what if I will speak and others will judge me?",* and *"used to skip the interactions taking place in the class and competitions in school as they were not compulsory"*. Supporting discourse, Urrutia and Vega (2010) highlighted that some students have speaking anxiety who always afraid of getting humiliated and criticized,

these students weren't involved in speaking activities. It means the lack of personal motivation and effeort for learning, improvement cannot be made.

Language Environment and Exposure

Another thing that influences the speaking skills of any person is how and by what ways the learners have been open to the target language-speaking environment and exposure to the target language. EFL learners in the United Kingdom share that a few factors affecting their speaking are social environment and limited exposure to the target language (Tanveer, 2007). Talking about how exposure and environment have impacted his learning of the English language, Mani shared:

> *During my schooling, I had better English than I do now. Because we were used to those languages, we were bound to speak in those, and I, the circle we had in +2, didn't tend to speak in English. We used to mock those who spoke in English, and I used to mock them, so that may be a reason within.*

A slightly different experience is shared by Riq, who says, *My language learning is hindered due to mimicking people. Right now, I have a mixed accent. It is local and foreign,"* which hindered his original accent". While there, he also stated that we introduce other words and mix languages in them while speaking English. With friends, we like to understand what we are trying to say, but we say stupid things, which hinders our English.

Sharing the experience of his relatives, Riq notices that lack of exposure to English affects the learners. He says, *"My many relatives who weren't introduced to English at an early age and did not have enough practice with them are having difficulties speaking English and getting good with their grammar".* Sofi also mentions a case of her cousins who had to face difficulties due to lack of exposure and environment in the target language:

In the socio-linguistic context where my cousins grew up, English was not widely used, and neither was Nepali, so they were taught on their own in their school. Even though the schooling was English medium school, the teachers also taught in their language, which is their mother tongue, their hometown language, and sometimes they use Nepali. So, for them, speaking in English was a big deal cause when they completed their grade 8 or 10, they came here to Kathmandu and realized we knew nothing.

We can also see that a lack of language exposure and interaction in English-speaking environments has impacted the learners' language learning. Vygotsky (1978) states that social interaction in the form of exposure and environment is essential to developing an individual's language. The response illustrates the difficulties individuals raised in a socio-linguistic context faced with limited exposure to English, where the mother tongue and Nepali were predominantly used. This situation mirrors what Cummins (2000) describes as the challenge of acquiring a second language without sufficient exposure to it in meaningful contexts. While the schooling was in English, using their local language in the classroom likely resulted in limited opportunities for students to develop English proficiency. According to Swain (2000), language acquisition is fostered through interaction and output, and the lack of English use in daily life and school reduces opportunities for meaningful practice. Moreover, Norton (2000) emphasizes how social identity influences language learning, noting that when individuals feel disconnected from the language or its community, their motivation to learn may diminish. Upon moving to Kathmandu, the realization of their limited English skills highlights the gap between their localized linguistic environment and the demands of a more globalized, English-driven context,

suggesting the need for more immersive and consistent language exposure.

Technological Exposure

In modern times, technology cannot be separated from the learning process like any other sector, and the same is the case with learning a language. Teachers and students use different technology according to their needs and interests. The same cultural tools (pointed out by Vygotsky in 1978) in the form of technology like projectors, television, media, internet, Google, Wikipedia, and eBooks can help develop language if exposed in the target language. They can hinder it if not exposed to the target language. One of the factors for the low motivation of university students in Turkey was when teachers couldn't use technological materials during teaching (Ekiz & Kulmetov, 2016).

For Sofi, at the beginning of her schooling, as she shared, she had a lot of audio and visual classes during kindergarten where they used to learn a lot of poems or watch cartoons that were in English with the use of a projector and television. This helped them, but gradually, it was not used by the upper classes.

Comparing her teaching and learning experience with her cousin, Afiya talks about the availability of technology today and the lack of it in her times. She reflects:

With the change in studying techniques and teaching techniques, my cousin's brother's English improved. He has a good vocabulary since they are learning correct pronunciation from the base itself. Even in my case, there was no correct pronunciation, which is also one reason for this issue. Due to a lack of technology and the internet, knowing correction pronunciation was not easily accessible as today we can use advanced technology, Google, and Wikipedia to search for the meaning and learn vocabulary. Even eBooks are

available today, but back then, we had to read novels and books (on paper) from the library or somewhere else.

The response underscores the significant role of teaching techniques, access to resources, and technology in language learning. The cousin's English vocabulary and pronunciation improvement reflects the impact of foundational learning practices, as Snow, Burns, and Griffin (1998) emphasized, highlighting the importance of early exposure to accurate language models for long-term language proficiency. In contrast, the challenges participants face with pronunciation due to limited resources align with Warschauer's (2000) findings on the digital divide, illustrating how access to technology can influence language learning opportunities. The comparison between past and present learning tools, such as physical books versus eBooks and the use of Google and Wikipedia, highlights the transformative role of technology in providing immediate access to information and facilitating independent learning (Godwin-Jones, 2011). This shift demonstrates how technological advancements have made language learning more accessible and efficient, bridging gaps previously hindering learners' progress.

On the contrary, Mani's English language was influenced in a deteriorating way due to the maximum exposure of movies, news, and sports in a language different from the target language. We usually watch movies in Hindi, but recently, there has been a trend of watching Nepali movies. Even when watching sports, we used to watch them in Hindi. We also listen to Nepali news. So, whatever we watched was either in Nepali or Hindi. If we had watched these in English, our vocabulary, speaking, reading, and overall language skills might have improved.

Utilizing Media and Technology

We are not unaware of the use of media and technology in the different fields today, including education. Teachers and students take support from technology and different forms of media as strategies to improve their learning, and a similar is the case with improving speaking skills. Vygotsky's (1978) cultural tools like movies, series, interviews, Duolingo, and social media mentioned by the participants facilitate bridging the gap between the learner and cultural understanding, giving the appropriate platform for exposure to the language.

Supporting the discourse, Sofi again shared:

Using social media properly, especially when learning a language, is a huge platform because we have content creators who help us improve our English. They give us, you know, different accents, British or English or Dutch. Also, "language learning apps like Duolingo are useful for learning and improving speaking.

Supporting the sharing of Sofi, Pedja, Riq, and Azizi from Indonesia in her narrative inquiry, she shares her experience that strategies like reading on social media, focusing on vocabulary development, watching YouTube, singing, and using Discord App helped improve English-speaking skills.

Even Sofi's cousins improved their English speaking by watching English movies and English series, which helped shape their English a lot. Apart from these, listening to interviews and personal talks, including podcasts, funny talks, and news channel interviews. Watching K-Dramas has been helpful for Afiya. She watched them with subtitles, and I used to Google the words I couldn't understand. This increased my vocabulary. I switched from K-Dramas to Hollywood movies.

Watching videos supported Sofi and her friend Mini, as she said that watching videos regularly provides input for learning a target language. Mini used to compare her level of English with the speakers in those videos. She said that watching funny videos makes learning enjoyable, and language can be learnt faster even if we do not know the language. She learned a few Japanese words by watching funny videos.

Consistency and Practice

In the section on factors affecting speaking, we have discussed that practice is essential to learning and enhancing speaking skills because the lack of it becomes a barrier for the learner. Dewi et al. (2017) claim that one of the cognitive techniques is to practice more to become accustomed to the characteristics of the English language.

Considering this fact, Sofi shared her strategies for learning:

I read and wrote vocabulary more and participated in more competitions and extracurricular activities where I had to speak in English. I know how consistency and practice influence speaking. Let me share my experiences in my school days. I spoke in English *regularly for five hours. After that, I suddenly stopped speaking in English, and I just spoke English for about an hour in two days or three days, which greatly impacted my language proficiency.*

The response highlights the importance of consistent practice and active engagement in developing language proficiency. As indicated, the participant's initial regular use of English for extended periods aligns with Swain's (2000) output hypothesis, which emphasizes the role of language production in enhancing fluency and accuracy. Participation in competitions and extracurricular activities requiring English speaking provided authentic contexts for communication, fostering both confidence and skill development. However, the subsequent reduction in English use underscores Cummins' (2000) concept of linguistic interdependence, where diminished exposure to the target language can lead to a decline in proficiency. Schumann's (1978) acculturation model suggests that reduced interaction with the language environment can hinder progress, as active use and immersion are crucial for maintaining and improving language skills. This experience reinforces the need for sustained practice and engagement to achieve long-term language competence.
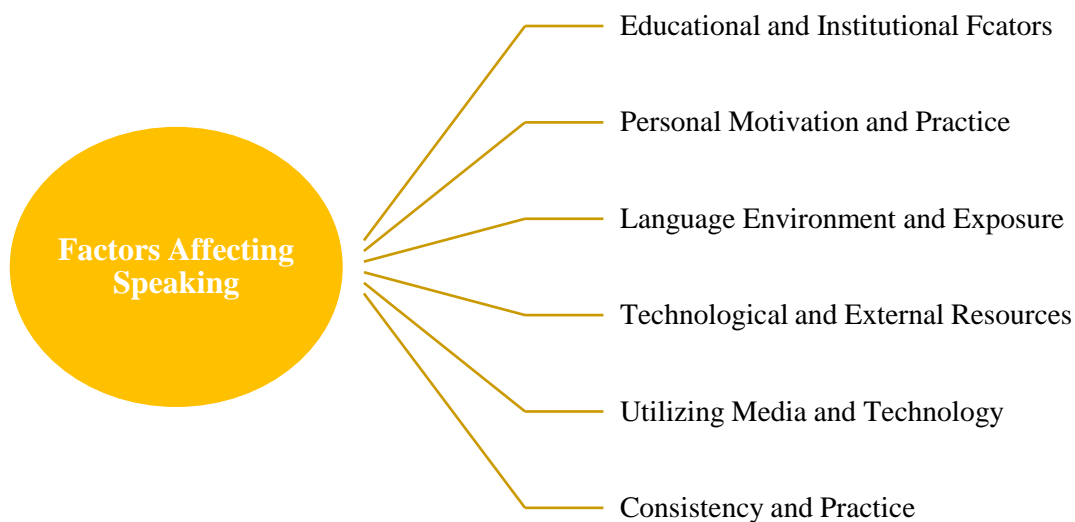
Applying the practising technique, Mani further shared:

A friend who speaks those languages and trying to speak with him through phone calls or have a coffee talk" is a valuable strategy. The most effective approach is to practice speaking with our friends; gradually, it will become a habit. The grammar would not be correct, maybe for the first 1-2 days, but from the 3rd day, it will improve. Only the teacher's teaching will not be effective unless we practice it,

After listening to the experiences shared by Mani, we understood that regular practice and consistent involvement with activities like reading, writing, participating in competitions, and conversing with friends supported improving vocabulary and pronunciation. Scaffolding within ZPD, in the sociocultural theory of Vygotsky (1978), is seen as learners utilizing different activities for practice work to improve their speaking systematically. Supporting the discourse, Krashen (1985) claimed that students who practice speaking continuously can bring considerable changes in their overall language development. It means Mani has experienced that practices make learners learn language in general and speaking skills in particular. As a researcher, we have also experienced students using trial and error for their learning.

Conclusion

After discussing the participants' shared experiences to explore their perspectives on learning speaking skills and the factors they believe contribute to this process, the study concludes the following: lack of practice, fear of public speaking, fear of mispronunciation, fear of judgment, fear of being mocked, and avoiding interactive activities are significant factors related to personal motivation and practice. Additionally, environmental and exposure-related factors include friends making fun, the absence of an English-speaking environment outside the classroom, mimicking others, mixing accents, limited exposure to the target language in school, and teachers predominantly using the native language for instruction. The diagram below summarizes the factors affecting the development of speaking skills in the learning process.

barriers are hesitation, lack of vocabulary, self-consciousness, anxiety, worrying about potential gossip, nervousness, a multilingual society leading to the mixing of languages, self-doubt, fear of miscommunication, and fear of judgment. This particularly happened during the encounter with native English speakers, as pointed out by the participants. Finally, language learning strategies utilized to improve and enhance their speaking skills upon realizing the need are using media and technology (social media, language learning apps like Duolingo, watching series with subtitles, watching English movies, and watching interviews), and consistency and practice (reading and writing vocabulary, taking part in speaking related competitions more, practising with friends, and being constant in practising pronunciation and grammar). Finally, we can understand that if challenges are hindering the speaking skills of the learners, then there are strategies that can improve that by utilizing them correctly.

Factors Affecting Speaking
- Educational and Institutional Fcators
- Personal Motivation and Practice
- Language Environment and Exposure
- Technological and External Resources
- Utilizing Media and Technology
- Consistency and Practice

Similarly, in technological exposure, the factors that influence speaking are limited use of ICT in class, lack of availability of technology and internet back then compared to today, and exposure to non-English movies, series, and sports. The factors impacting speaking concerning social and psychological

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