

វិទ្យាស្ថានជាតិអប់រំ

NATIONAL INSTITUTE OF EDUCATION



មជ្ឈមណ្ឌលស្រាវជ្រាវគំរូកោសល្យជំនាន់ថ្មី

NEW GENERATION PEDAGOGICAL RESEARCH CENTER

បញ្ហាប្រឈមក្នុងការនិយាយភាសាអង់គ្លេស ទស្សនៈរបស់គ្រូ
និងសិស្ស នៅវិទ្យាល័យ ជាស៊ីមព្រែកអណ្ណាញ
សាលារៀនជំនាន់ថ្មី

**A Case Study of English Speaking Difficulties among
Students at the New Generation School of Chea Sim Prek
Anchanh High School**

**A Mini-Thesis
In Partial Fulfilment of the Requirement for
Master's Degree of Education in Mentoring**

Vot Chanveasna

December 2022

វិទ្យាស្ថានជាតិអប់រំ

NATIONAL INSTITUTE OF EDUCATION



មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី

NEW GENERATION PEDAGOGICAL RESEARCH CENTER

បញ្ហាប្រឈមក្នុងការនិយាយភាសាអង់គ្លេស ទស្សនៈរបស់គ្រូ និង
សិស្ស នៅវិទ្យាល័យ ជាស៊ីមព្រែកអណ្ណាញ

សាលារៀនជំនាន់ថ្មី

**A Case Study of English Speaking Difficulties among
Students at the New Generation School of Chea Sim
Prek Anchanh High School**

Supervisee : Vot Chanveasna

Supervisor : Mr. Banh Hornmann

Thesis Committee : 1. Dr. Chheang Sangvath

2. Mr. Kong Maneth

3. Mr. Phe Saorith

December 2022

មូលនិយមសង្ខេប

ការសិក្សាស្រាវជ្រាវមួយនេះគឺជាប្រភេទការស្រាវជ្រាវបែបគុណវិស័យ ដែលផ្ដោតទៅលើការសិក្សាទៅលើបញ្ហាមួយប៉ុណ្ណោះ។ ការសិក្សានេះ គឺផ្ដោតទៅលើផលលំបាករបស់សិស្សក្នុងការនិយាយភាសាអង់គ្លេស និងទស្សនៈរបស់គ្រូក្នុងការបង្រៀនជំនាញនិយាយភាសាអង់គ្លេសទៅកាន់សិស្ស របស់សាលាមួយនៅក្នុងខេត្តកណ្តាល គឺវិទ្យាល័យអគ្គមហាធម្មពោលធិសាល ជា ស៊ីម ព្រែកអញ្ចាញ សាលារៀនជំនាន់ថ្មីដែលត្រូវបានយកមកសិក្សា។ លើសពីនេះ ការសិក្សាមួយនេះបានពិនិត្យមើលទៅលើបញ្ហាដែលគ្រូមានក្នុងការបណ្តុះបណ្តាលសិស្សឱ្យចេះនិយាយភាសាអង់គ្លេស និងបញ្ហាប្រឈមដែលពួកគេកំពុងជួបប្រទះ។ អ្នកស្រាវជ្រាវមានគោលបំណងពីរធំៗ ក្នុងនោះរួមមាន៖ ទី១ អ្នកស្រាវជ្រាវចង់ដឹងពីសកម្មភាពអនុវត្តរបស់គ្រូក្នុងការបង្រៀនភាសាអង់គ្លេសនៅសាលារៀនជំនាន់ថ្មីវិទ្យាល័យសម្តេចអគ្គមហាធម្មពោលធិសាល ជាស៊ីមព្រែកអញ្ចាញ។ ទី២ អ្នកស្រាវជ្រាវមានគោលបំណងចង់រុករកបញ្ហាប្រឈមផ្សេងៗដែលគ្រូបង្រៀននិងសិស្សជួបប្រទះក្នុងការរៀននិងបង្រៀនរបស់លោកគ្រូ អ្នកគ្រូ និងសិស្សានុសិស្សនៅសាលានោះផងដែរ។ ការស្វែងរកព័ត៌មាននៅក្នុងបរិបទសាលារៀនជំនាន់ថ្មីនេះ គឺចង់ឱ្យគ្រូបង្រៀននៅសាលារដ្ឋផ្សេងទៀតដឹងពីសកម្មភាពដែលគាត់កំពុងអនុវត្តសព្វថ្ងៃទុកជាប្រយោជន៍និងស្វែងយល់បន្ថែមលើបញ្ហាជាក់ស្តែងដែលគ្រូកំពុងជួបប្រទះ។ ការសិក្សានេះអ្នកស្រាវជ្រាវបានជ្រើសរើសសិស្សចំនួនប្រាំមួយនាក់និងលោកគ្រូចំនួន៣នាក់ ក្នុងដំណើរការកិច្ចសម្ភាសន៍របស់អ្នកស្រាវជ្រាវ។ ក្រោយពីសិក្សាលើករណីសិក្សានេះ អ្នកស្រាវជ្រាវបានរកឃើញថាមានបញ្ហាមួយចំនួននៅពេលដែលគ្រូបង្រៀន ព្យាយាមបង្រៀនសិស្សពីរបៀបនិយាយភាសាអង់គ្លេស បញ្ហាទាំងនេះរួមមាន៖ កង្វះទំនុកចិត្ត ការភ័យខ្លាចក្នុងការបង្កើតកំហុស ការចប់បារម្ភក្នុងការនិយាយ ការអៀនខ្មាស និងកង្វះខាតការលើកទឹកចិត្តក្នុងការនិយាយជាដើម។ សិស្សក៏ប្រឈមនឹងឧបសគ្គជាច្រើនក្នុងការសិក្សារបស់ពួកគេផងដែរ។ យោងតាមលទ្ធផលនៃការសម្ភាសន៍ ពួកគេហាក់ដូចជាមានបញ្ហាជាច្រើនដូចជា៖ ការចប់បារម្ភនៅពេលនិយាយ ខ្វះភាពក្លាហាន ខ្លាចបង្កើតកំហុស គ្មានចំណេះដឹងភាសាអង់គ្លេសតាំងពីតូច និងកង្វះខាតពេលរៀនភាសាអង់គ្លេស។ ទាំងនេះគឺជាបញ្ហាដែលសិស្សបានជួបប្រទះក្នុងអំឡុងពេលសិក្សារបស់ពួកគេ។ ដើម្បីដោះស្រាយបញ្ហាប្រឈមទាំងនេះ គ្រូ

បង្រៀនបានសាកល្បងវិធីជាច្រើនដើម្បីជួយសិស្សក្នុងការនិយាយ ឬរៀននិយាយភាសាអង់គ្លេសឱ្យបាន
ត្រឹមត្រូវ ដូចជាការរៀបចំថ្នាក់រៀនបន្ថែម ផ្តល់ការណែនាំ និងសុំឱ្យឪពុកម្តាយមើលការខុសត្រូវលើការ
សិក្សារបស់កូនៗនៅផ្ទះ។

ពាក្យគន្លឹះ៖ speaking ability, speaking skills, speaking difficulty

ABSTRACT

This is a sort of qualitative research that focuses on the investigation of a single problem. This study focuses on the challenges of students in speaking English and the perspectives of teachers in teaching English speaking abilities to students at Akka Moha Thamma Pothisal Chea Sim Prek Anchanh High School, a new generation school in Kandal province. Furthermore, this study examines the difficulties and obstacles that teachers have when teaching students English. First, researcher aims to learn about the practical actions of English teachers in the New Generation School in Samdech Akka Moha Thamma Prothisal Chea Sim Prek Anchanh High School. Second, the researcher intends to investigate the many obstacles that teachers and students experience in their learning and teaching at school. At the context of this New Generation School, it is critical for teachers in other public schools to be aware of the actions they are now undertaking for their benefit, as well as to learn more about the real challenges that teachers face. During the researcher interviewing procedure, the researcher chose six students and three teachers for this study. After researching this case study, the researcher discovered that there are various issues that arise when professors attempt to teach students how to speak English, such as a lack of confidence, fear of making mistakes, public speaking anxiety, shyness, and a lack of enthusiasm to speak. Students confront numerous challenges in their education as well. According to the interview results, they appear to have a variety of issues, including: anxiety when speaking, a lack of courage, a fear of making mistakes, a lack of knowledge of English from an early age, and a lack of time to learn English. These are the issues that students have encountered while studying. To address these issues, teachers have tried a variety of methods to assist kids in correctly speaking or studying English, such as setting up extra sessions, providing assistance, and asking parents to take responsibility for their children's learning at home.

Keywords: speaking ability, speaking skills, speaking difficulty

SUPERVISOR’S RESEARCH SUPERVISION STATEMENT

TO WHOM IT MAY CONCERN

Name of program: Master’s Degree of Education in Mentoring

Name of candidate: **VOT Chanveasna**

Title of thesis: **“A Case Study of English Speaking Difficulties among Students at the New Generation School of Chea Sim Prek Anchanh High School”**

This is to certify that the research carried out for the above titled master’s thesis was completed by the above-named candidate under my direct supervision. I played the following part in the preparation of this thesis: guidance in research problem development, literature review, methodology, data analysis, and discussion finding.

Supervisor (Name): **Mr. Banh Hornmann**

Supervisor (Sign):

Date:

CANDIDATE’S STATEMENT

TO WHOM IT MAY CONCERN

This is to certify that the thesis that I “**VOT Chanveasna**” hereby present entitled “**A Case Study of English Speaking Difficulties among Students at the New Generation School of Chea Sim Prek Anchanh High School**”

for the degree of Master of Education major in mentoring at New Generation Pedagogical Research Center is entirely my own work and, furthermore, that it has not been used to fulfill the requirements of any other qualification in whole or in part, at this or any other University or equivalent institution.

Signed by (the candidate):

Date:

Countersigned by the Supervisor:

Date:

Acknowledgements

First and foremost, I would like to express my sincere gratitude to **Dr. Sun Somara**, the course coordinator, and **Dr. Chan Roath**, manager of the New Generation Pedagogical Research Center, for providing me with the opportunity to complete this mini-thesis on the subject of “A Case Study of English Speaking Difficulties among Students at the New Generation School of Chea Sim Prek Anchanh High School”. In addition, I want to thank the thesis committee members, **Mr. Kong Maneth**, **Mr. Phe Saorith**, **Mr. Chi Kim Y**, and **Mr. Staninslas Kowalski** for giving me extremely helpful criticism and remarks that helped me enhance my work to be much better. More significantly, I'd like to express my gratitude and respect to my supervisor, **Mr. Banh Hornmann**. I am grateful for everything he sacrifices, assists, motivates, and gives his considerable time to guide and push me to do this work more efficiently. By working on this project with his help, I've learnt how to conduct research, something I'd never known or understood much before, and I'm grateful for the opportunity. Furthermore, I'd want to thank my classmates for their constant assistance, advise, and encouragement in completing this assignment.

Last but not least, I'd like to offer my heartfelt appreciation to my dear mother. She has always helped and encouraged me to overcome every significant problem in my life. "Son, if you don't want to be poor, you must learn how to be rich," she remarked to me. It's always on my thoughts, and it always lifts me up when I'm feeling down. Thank you, mother, for everything you've done for this son.

TABLE OF CONTENTS

មូលនិយមសង្ខេប	i
ABSTRACT	iii
SUPERVISOR'S RESEARCH SUPERVISION STATEMENT	v
CANDIDATE'S STATEMENT	vi
Acknowledgements	vii
List of Tables	xi
List of Abbreviations	xii
CHAPTER 1: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	2
1.3 Research Purposes	4
1.4 Research Objectives	4
1.5 Research Questions	4
1.6 Significance of the Study	5
1.7 Operational Definition of Key Terms	5
1.8 Chapter Summary	6
CHAPTER 2: LITERATURE REVIEW	7
2.1 Definition of Speaking	7
2.1.1 The Importance of Speaking Skills	7
2.1.2 Teaching Speaking Skills	8
2.1.3 The Challenges of Teaching Speaking Skills	9
2.2 Hindering of English-Speaking Skills	9
2.2.1 Speaking Difficulties	9
2.2.2. Fear of Mistake	10
2.2.3. Causes of Fear of Mistake	11
2.2.4. Possible Solutions to Overcome Fear of Mistake	11
2.2.5. Shyness	11
2.2.6. Causes of Shyness	12
2.2.7. Possible Solutions to Overcome Shyness	12
	viii

2.2.8. Anxiety	13
2.2.10. Possible Solutions to Overcome Anxiety	14
2.2.11. Lack of Confidence	14
2.2.12. Causes of Lack of Confidence	15
2.2.13. Possible Solutions to Overcome Lack of Confidence	15
2.2.14. Lack of Motivation	15
2.2.15. Causes of Lack of Motivation	16
2.2.16. Possible Solutions to Overcome Lack of Motivation	16
2.3 Summary of Literature Review	17
CHAPTER 3: RESEARCH METHODOLOGY	18
3.1 Research Design	18
3.2 Sample Size and Sampling Technique	19
3.3 Research Instrument	20
3.4 Data Collection Procedure	20
3.5 Data Analysis	21
3.6 Ethical Considerations	22
3.7 Chapter Summary	22
CHAPTER 4: RESULTS	24
4.1 Demographic Information	24
4.2 English Speaking Difficulties among Students perceived by Teachers and Students	25
4.2.1 Problems with Instruction	25
4.2.2 Using Language in the Classroom	25
4.2.3 Lack of Confidence	26
4.2.4 Afraid of Making Mistakes	27
4.2.5 Lack of Motivation	28
4.2.6 Shyness of Making Mistakes	29
4.2.7 Anxiety	29
4.2.9 Family Factors	30
4.2.10 Safety	31
4.3 The Teachers' Solutions in Dealing with Students' Difficulties in Speaking	31
4.3.1 Bilingual Language in Teaching	31
4.3.2 Allocation of Teaching Sessions	32
4.3.3 Motivation	33
4.3.4 Divide Groups to Help Students	33
4.3.5 Encouragement of Students' Parents	34

CHAPTER 5: DISCUSSION	35
5.1 Challenges in Teaching Speaking Skills	35
5.1.1. Problem with the Teaching Instruction	35
5.1.2. Using Language in the Classroom	35
5.1.3 Lack of Confidence	36
5.1.4 Afraid of Making Mistakes	37
5.1.5 Lack of Motivation	37
5.1.6 Shyness	38
5.1.7 Anxiety	39
5.1.8 Lack of studying time	39
5.1.9 Family Factors	39
5.1.10 Safety	40
5.2 The Teachers' Solutions in Dealing with Students' Difficulties in Speaking	40
5.2.1 Bilingual Language in Teaching	40
5.2.2 Allocation of Teaching Sessions	40
5.2.3 Motivation	41
5.2.4 Division Groups to Help Students	41
5.2.5 Encouragement of Students' Parents	42
CHAPTER 6: CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS	43
6.1 Conclusion	43
6.2 Limitations of the Study	43
6.3 Recommendations	44
REFERENCES	45
APPENDIX A: QUESTIONNAIRE	53
APPENDIX B: QUESTIONNAIRE	56
APPENDIX C: PERMISSION LETTER	60
APPENDIX D: CONSENT LETTER (ENGLISH VERSION)	61
APPENDIX E: CONSENT LETTER (KHMER VERSION)	63

List of Tables

Table 1	20
Number of teachers of English and students to be selected as a sample at Prek Anchanh High School, New Generation School (NGS)	
Table 2	24
Participants' Cod, Sex, Age, Teaching Levels & Grades, Total Tech Ex and Teaching Experience at Prek Anhchanh NGS	
Table 3	24
Participants' Code, Sex, Age, Grades at Prek Anhchanh NGS	

List of Abbreviations

EFL	English as a Foreign Language	ភាសាអង់គ្លេសជាកាសាបរទេស
ESL	English as a Second Language	ភាសាអង់គ្លេសជាកាសាទីពីរ
MoEYS	Ministry of Education, Youth and Sport	ក្រសួងអប់រំ យុវជន និងកីឡា
NGPRC	New Generation Pedagogical Research Center	មជ្ឈមណ្ឌលស្រាវជ្រាវគុកោសល្យជំនាន់ថ្មី
NGS	New Generation School	សាលាជំនាន់ថ្មី
BaccII	Baccalaureate Examination	ការប្រឡងបាក់ឌុប

CHAPTER 1: INTRODUCTION

This chapter introduces teachers' challenges in teaching English speaking skills and students' challenges in learning English speaking skills at the secondary level, including grades 10, 11, and 12. It also includes the study's background, a statement of problems, the significance of the study, the purpose and objectives, research questions, and operational definitions of key terms to provide an overall view of the study.

1.1 Background of the Study

English is a global language that is widely spoken all over the world (Moses & Mohamad, 2019). The majority of individuals speak English (Fitria, 2018). Because English has become a global language, there is a larger need for it to be taught as a foreign or second language (Fareh, 2010). Nowadays, the entire world has become a global village, and individuals communicate with one another through a common language, namely English. The English language is widely spoken around the world, and it has achieved the status of global language. English is widely used in scientific research, education, commerce, the internet, travel and tourism, media and newspapers, software, medicine, engineering, information and technology, entertainment, banking, and other fields (Rao, 2019). The demand for English has increased due to the necessity for good communication skills (Hashemi, 2011). English, meanwhile, is seen as a communicative language for world languages, and its teaching and learning are crucial (Solak, 2015). The purpose of teaching and studying English is to improve students' communication skills, to provide both spoken and written knowledge, and to assist students understand the significance of learning English (Megaiab, 2014). English is an important subject that should be taught to students (Rovikasari, Suparno, & Supriyadi, 2019). English is widely recognized as the language of business, international tourism, electronic information, and higher education (Teevno, 2011).

In 1993, the Ministry of Education, Youth, and Sport (MoEYS) began incorporating English into the educational curriculum, from lower secondary schools through university education institutions (MoEYS, 2013). Both Cambodian development and English learners have acknowledged English as a crucial language (Moore & Bounchan, 2010). It has increased in popularity in Cambodia, where it is used for a range of reasons such as academic learning, communication, research, professional development, and business. It has been used in Cambodian public schools from primary to secondary level to help students enhance their English abilities, notably for job prospects. Students can learn English in class using the Ministry of Education's curriculum, and there are typically four macro skills of English language, which include reading, writing, speaking, and listening skills. Despite the fact that all skills are equally important in language learning, communication abilities are critical in today's culture, and success in one's chosen field is dependent on having a solid command of these talents. Speaking is thus the most important of the four language skills for efficient communication in today's worldwide culture (Rao, 2019).

1.2 Statement of the Problem

Speaking is the active use of language to express meaning, and spoken language is the medium through which young learners encounter, understand, practice, and acquire a new language. Rather than being only one part of language learning, the spoken form in the young learner's classroom serves as the primary source of language learning. However, speaking difficulties can pose significant barriers to effective foreign language acquisition and communication (Al Hosni, 2014). According to Bueno, Madrid, and McLaren (2006), one of the most challenging skills for language learners to master is speaking. Speaking is regarded as the most crucial of English's four language skills. Even

after years of studying the language, learners find it difficult to talk in real-life situations when it is required. There are numerous reasons to do so.

Ur (1996) considered speakers of a language are known as such, speaking is seen as the most crucial of the four skills (listening, speaking, reading, and writing). This suggests that learning a language is not as crucial as actually using it. The goal of teaching speaking is, of course, to improve pupils' spoken production. As a result, language education activities in the classroom should strive to increase individual language use (Haozhang, 1997). Because it was believed that oral communication abilities developed spontaneously over time and that writing-related cognitive skills readily translated into related spoken communication skills, oral communication teaching was disregarded in the past (Chaney, 1998). Zhang (2009) it has been stated that the majority of English language learners still struggle with speaking and are incapable of communicating verbally in English. According to Ur (1996), asserts that there are a variety of factors that contribute to speaking difficulties, including the following: 1. Shyness, 2. Silence, 3. Uneven or Low Participation, and 4. Use of Mother Tongue. Additionally, Rababa'h (2005) noted that there are numerous factors that contribute to EFL students having trouble speaking English. Some of these elements are influenced by the students themselves, the curriculum, the environment, and the teaching methods. For instance, many students are unable to continue an interaction because they lack the vocabulary needed to communicate their meaning. Another cause for not being able to maintain the relationship is a lack of strategy and communication competence. Ambu and Saidi (1997) investigated some issues in teaching English speaking in a foreign language classroom and discovered that the large number of students in the classroom, insufficient English teaching periods, and a syllabus that does not meet the learners' communicative needs are the main reasons for students' speaking difficulties.

Al-Lawati (2002) claimed that furthermore, because speaking is not tested, both teachers and students place less importance on it. This is consistent with the findings of her study, in which students reported paying special attention to writing, reading, and listening tasks that are similar to exam items, and both teachers and students reported paying the least attention to speaking tasks in textbooks because speaking is completely excluded from exams. Al-Abri (2008) argued that a lack of oral activities in textbooks is a major cause of students' speaking difficulties, and thus he suggested including some oral activities in the form of songs, rhymes, simple stories, and more conversational language to allow students to have more fun and enjoy learning to improve their speaking skills.

1.3 Research Purposes

The current study aims to identify teacher challenges in teaching English speaking skills and student hindrances in learning English speaking skills at the upper secondary level, including grades 10, 11, and 12. (NGSPA).

1.4 Research Objectives

The research objectives of this study are:

1. To explore factors that hinder upper secondary school students from fluently speaking English as a foreign language.
2. To explore the strategies used by Prek Anhchanh High School teachers to improve students' English-speaking abilities.

1.5 Research Questions

In order to achieve the objectives, two main specific research questions are determined by the following:

1. What are the causes of English Speaking Difficulties among the students in upper secondary levels at NGSPA perceived by teachers and students?

2. What strategies do teachers at Prek Anhchanh high school use to improve students' English-speaking abilities?

1.6 Significance of the Study

This study attempts to understand teachers' teaching difficulties in Speaking and students' learning difficulties in speaking in-depth so that some solutions and suggestions based on real problems can be provided. As a result, the current study's findings will benefit education, particularly teachers who struggle to teach English speaking skills and students who struggle to learn to speak English. It is hoped that this study will assist teachers in understanding the underlying causes of students' difficulties in learning English speaking to develop some practical activities or new teaching methods that will assist in engaging students who have difficulty learning English speaking. Furthermore, students will understand their reasons for learning difficulties in English speaking ability and will discover new learning techniques that will help them effectively deal with the problems they are facing. Stakeholders can also prepare for what will be required for teaching and learning and find some convenient practices to overcome challenges for both teachers and learners. Finally, this study will be a valuable resource for other researchers when they conduct a new study related to this one.

1.7 Operational Definition of Key Terms

- Speaking ability

The ability to speak refers to the ability to communicate verbally with others. This skill provides an overview of the capacity to compile previously learned terminology into a series of structured speeches (Hasibuan, 2019)

- Speaking skills

Speaking skills are a process of thinking and reasoning so that someone's speech can be accepted and understood properly by others or listeners, according to (Yuliana, 2013, and Budiarta & Krismayani, 2014).

- Speaking difficulty

Students find it challenging to communicate in English because they lack the vocabulary or sentence structure necessary to express themselves to others, even when they have ideas to share.

1.8 Chapter Summary

It has been demonstrated that English is essential for most people, particularly Cambodian learners. Cambodian students must learn English now that it is part of the school curriculum. However, speaking appears to be a complicated activity that learners encounter because it is challenging to learn to speak, and teachers also encounter many difficulties in teaching. As a result, the study had to be conducted at NGSPA from grade 10 to grade 12. This study has three purposes and two research questions to achieve its objectives, and it will benefit teachers, students, and others in the field.

CHAPTER 2: LITERATURE REVIEW

This chapter discusses effective speaking, teachers' challenges in teaching English, students' and teachers' challenges in learning English speaking skills, and solutions to English speaking challenges; it also includes a literature review summary.

2.1 Definition of Speaking

According to Al Hosni (2014), speaking is the delivery of language through the mouth. To speak, we use various body parts, including the lungs, vocal tract, vocal cords, tongue, teeth, and lips. He also stated that speaking is the second of four tasks, which are as follows: 1-Listening 2-Speaking 3-Reading We learn four skills. This vocalized form of language usually necessitates the presence of at least one listener. A "dialogue" is a conversation in which two or more people speak or talk to each other. Dialogue allows speech to flow naturally from one person to another.

Similarly, Gumperz (1999) defines speaking as a cooperative construction based on contributions, assumptions, expectations, and interpretations of the participants' words. Moreover, since it is cooperative, it becomes a negotiated, self-regulated process that is segmentally formed through short, frequent turns consisting of phrases and sentences. (Nunan, 1999 & Sayer, 2005)

2.1.1 The Importance of Speaking Skills

According to Crystal (1997), the demand for English speaking competence has risen drastically as English's status as a language of international communication has grown. It is used as the working language in 85 percent of international organizations, and its role as the primary gateway to a better job, particularly in multinational corporations, has inspired a large number of people all over the world to learn English as a second language (ESL) and as a foreign language (EFL). Furthermore, speaking appears to be the

most significant of the four macro English skills for communication (Zaremba, 2006). Effective speaking communication usually results in some advantages for both speakers and businesses. Practical speaking abilities, for example, lead to success in ceremonial speaking, job training, job interviews, and various other business situations (Osborn, Osborn, & Osborn, 2008). Zaremba (2006) also cited a study that found that speaking and communication abilities were often prioritized over work experience, motivation, and academic qualifications in new job recruitment.

2.1.2 Teaching Speaking Skills

The use of English as a second language (ESL) or foreign language (EFL) in oral communication is without a doubt one of the most common but highly complex activities that must be considered when teaching the English language, mainly because we live in a time when being able to speak English fluently has become a requirement, particularly for those who want to advance in specific fields of human endeavor (Al-Sibai, 2004). In addition, teaching speaking aims to improve students' speech production. As a result, classroom language instruction activities should strive to maximize individual language use (Haozhang, 1997). Oral communication instruction was previously overlooked due to the misconception that oral communication competence develops naturally over time and that the cognitive skills required for writing automatically transfer to analogous oral communication skills (Chaney, 1998). However, Ur (1996) considered speaking the most important of the four skills (listening, speaking, reading, and writing) because people who know a language are known as speakers of that language. This implies that using a language is more important than simply knowing about it because knowing a lot about language is useless if you cannot use it.

2.1.3 The Challenges of Teaching Speaking Skills

Ur (1995) other issues commonly observed in the language classroom are related to individual learners' personalities and attitudes toward learning problems and challenges in the teaching and learning speaking process, particularly learning to speak. They can be summarized as follows: 1- inhibition – the fear of making mistakes, losing face, or receiving criticism; shyness 2- Nothing to say – students struggle to find reasons to speak, form opinions or make relevant comments. 3- low or uneven participation – this is frequently caused by the tendency of some students to dominate the group, and 4- Use of mother tongue – This is especially common in less disciplined or less motivated classes, where students find it easier or more natural to express themselves in their native language.

2.2 Hindering of English-Speaking Skills

2.2.1 Speaking Difficulties

Several studies have looked into the speaking difficulties that EFL students face. One study, for example, looked into Turkish EFL learners' communication barriers in English language classrooms and found that anxiety and unwillingness to speak English are two of the most significant barriers for EFL learners. Anxiety and unwillingness are caused by a fear of being judged negatively when they make mistakes, especially in front of their friends (Amoah & Yeboah, 2021 as cited in Dil ,2009). Al-Lawati (1995) also investigated the difficulties faced by Omani students in their oral production of English and discovered that the linguistic domain (vocabulary, grammar, pronunciation, and discourse) is the most challenging area to master, as explained by teachers. This is because the learners have not yet developed adequate knowledge of the language's fundamental abilities. They believe this is due to a curriculum that does not provide enough opportunities for acquiring and practicing new and varied vocabulary, as well

as a lack of variation in grammar-teaching exercises. As a result, pupils have few opportunities to improve their speaking skills, particularly given the enormous number of students in the class. V.P et al. (2018) investigated some issues in teaching English speaking in a foreign language classroom and discovered that a large number of students in the classroom, the inadequacy of English teaching periods, and a syllabus that does not meet the learners' communicative needs are the main reasons for learners' speaking difficulties. Furthermore, because speech is not assessed, teachers and students place less emphasis on it. This is consistent with the findings of Al Hosni (2014), in which students reported paying particular attention to writing, reading, and listening tasks that are similar to exam items and both teachers and students reported paying the slightest attention to speaking tasks in textbooks because speaking is wholly excluded from exams. Al-Abri (2008) argued that a lack of oral activities in textbooks is a significant cause of students' speaking difficulties. He suggested including some oral activities in the form of songs, rhymes, and simple stories, as well as more conversational language, to help students have more fun and enjoy learning to improve their speaking skills.

2.2.2. Fear of Mistake

Many theories claim that fear of making a mistake is one of the key reasons students are reluctant to speak in English in the classroom (Nunan, 1999; Yi-Htwe, 2007). Concerning the dread of making a mistake, Aftat (2008) points out that this anxiety is linked to the issue of correction and negative evaluation. Furthermore, the pupils' fear of being laughed at by their peers or scolded by the teacher has a significant impact. As a result, pupils frequently withdraw from the speaking activity. As a result, teachers must persuade their pupils that making mistakes is neither wrong nor harmful because students can learn from their experiences.

2.2.3. Causes of Fear of Mistake

The fundamental cause of mistake fear is students' worry about appearing foolish in front of others and their anxiety about how others would perceive them (Kurtus, 2001). Furthermore, according to Al-Roud (2016), students are terrified of making mistakes because they fear their peers will laugh at them and give them bad feedback if they make a mistake when speaking English. Fear of making mistakes when speaking English is a typical concern among students. According to Middleton (2009), most EFL students are hesitant to try speaking in the foreign language they are learning. Students, he adds, do not want to appear ignorant in front of the class in this situation. In other circumstances, individuals are concerned about how they will sound and fear sounding silly, among other things.

2.2.4. Possible Solutions to Overcome Fear of Mistake

Zua (2008) suggests overcoming students' fear of making mistakes. First, she suggests that emotional bonds be formed between students and teachers. Students are expected to feel at ease with their teacher and to believe that the teacher will assist them if they make a mistake in this manner. Second, he says that the teacher should help students improve their concentration while learning English. As she suggests, this can be accomplished by creating a supportive learning environment. Finally, the teacher should create a harmonious environment that can reduce students' nervousness. In this context, it is worth discussing how to deal with students' conversational English errors, emphasizing that communication mistakes are essential for carrying out communication.

2.2.5. Shyness

Shyness is an emotional condition that many students experience when they are required to speak in English class. This suggests that shyness may be a source of difficulty in students' classroom learning activities, particularly in the speaking class. As a

result, paying attention to this aspect is also very important to help students do their best in their classroom speaking performances (Gebhard, 2000). Moreover, speaking in front of others is one of the most prevalent phobias that students face, and feeling shy causes their minds to go blank or cause them to forget what they want to say (Januaryiz, 2016; Hendriani, 2016; Baldwin, 2011). This notion is backed up by the findings of this study, which show that most students do not deliver their most extraordinary speaking performance. Their failure to demonstrate their speaking ability is, as they say, heavily influenced by their shyness. To put it another way, shyness significantly affects students' public speaking performances.

2.2.6. Causes of Shyness

In terms of the cause of shyness, Bowen (2005) and Robby (2010) believe that some shy students are naturally quiet. In this circumstance, the pupils are not very confident and tend to be shy because speaking English in front of their peers and teacher is quite frightening to individuals. Furthermore, according to Saurik (2011), most English students are shy when speaking the language because they are afraid of making mistakes. They also fear being made fun of by their peers. Students' shyness is their view of their abilities, according to the findings of this study. They are terrified of being laughed at by their friends because of their poor command of the English language.

2.2.7. Possible Solutions to Overcome Shyness

According to Nijat et al. (2019), as cited in Pesce (2011), it is critical that teachers create a welcoming and open classroom climate. It is believed that by doing so, shy children will feel comfortable making mistakes in their learning. Students will no longer be concerned about their poor speech and grammar. As a result, they are willing to speak up in class. In order to help students, become more confident in their speaking, Chinmoy (2007) proposes convincing students to view shyness as a challenge to

overcome rather than a fear of failure or achievement. The preceding suggestions for overcoming shyness are worthwhile. According to the pupils participating in this study, their shyness needs to be addressed. They require assistance in this case.

2.2.8. Anxiety

According to Cheng et al. (1999), anxiety is a feeling of tension, apprehension, and nervousness associated with learning a foreign language. They say that, among other affective variables, anxiety is a significant impediment to effective language learning. In other words, anxiety affects students' language learning. As a result, paying attention to this learning aspect should also be considered. Furthermore, according to Cheng et al. (1999), anxiety plays a significant role in students' performance, and they also believe that anxiety about speaking a specific language can affect students' performance. For example, it can affect the quality of oral language production and make people appear less fluent. This explanation implies that teachers should try to create a learning environment that provides students with more comfortable situations in their learning activities.

2.2.9. Causes of Anxiety

According to Zhao (2007), the findings of their study revealed three significant causes of anxiety in students: communication apprehension, test anxiety, and fear of negative evaluation. First, the student's ability to communicate in the target language is communication apprehension. Many students experience anxiety due to their lack of ability in this area. The second reason, test anxiety, addresses students' fear of being tested. The final reason is the evaluation of other students. As previously stated, in this case, other students' evaluations frequently cause anxiety among students themselves. Additionally, students' anxiety is influenced by their fear of being evaluated by their teachers (Liu, 2007; Zhou et al., 2004). This demonstrates that teachers should be

concerned with better understanding students and managing classrooms. According to Harmer (2007), to reduce this anxiety feeling, teachers must pay attention to each student's strengths and weaknesses to design a learning method that accommodates all students in the classroom.

2.2.10. Possible Solutions to Overcome Anxiety

Sato (2003) suggests that to overcome anxiety in his research on improving students' speaking skills, teachers should be more aware of anxiety in students and find techniques that allow students to participate more in oral activities. Similarly, positive reinforcement drives students, and creating an accessible environment in class is vital for being noticed by the teacher since it can reduce students' nervousness, boost their confidence, and enhance their readiness to communicate (Tsiplakides & Keramida, 2009). Nunan (1990), dealing with anxiety in students' learning, explains that to deal with reluctant students, teachers should accept various answers. As a result, students will feel more confident responding to teacher questions and participating in-class activities.

2.2.11. Lack of Confidence

Students' lack of confidence is commonly understood to occur when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would instead remain silent while others speak, demonstrating the students' lack of confidence in communicating. Nunan (1999), claims that students who lack confidence in themselves and their English are prone to communication anxiety. This demonstrates that a teacher's primary focus should be developing students' confidence. The teacher should learn how to boost students' confidence from theoretical and practical experience.

2.2.12. Causes of Lack of Confidence

According to He and Chen (2010), the primary source of students' lack of confidence is their inability to communicate in English. As they point out, many students believe their English is poor and that they are unable to communicate effectively in the language. Furthermore, the absence of encouragement from the teacher is another reason for students' lack of confidence (Brown, 2001). Many teachers believe that convincing students that they can speak English are unnecessary in this context. As a result, students, according to Brown (2001), find the learning demotivating rather than motivating. This implies that encouragement is critical to boosting the students' confidence. Encouraging students and demonstrating that they can communicate effectively in English thus plays a role in their learning success.

2.2.13. Possible Solutions to Overcome Lack of Confidence

Yi Htwe (2007) presents an approach for building pupils' confidence as a feasible solution to overcome their lack of confidence. He believes increasing kids' exposure to English is an effective strategy to boost their confidence. In line with this, Kubo (2009) adds that teachers can provide regular opportunities for students to practice proper pronunciation and intonation and converse freely to build students' confidence in speaking English. Students will gain a greater sense of ability to speak English as a result of this. As a result, teachers should create a welcoming environment in which students are encouraged to speak English and praised for doing so.

2.2.14. Lack of Motivation

Motivation is mentioned in the literature as a critical factor in students' learning success (Songsiri, 2007). Nunan (1999) emphasizes the importance of motivation in learning, stating that motivation can influence students' reluctance to speak in English. In this sense, motivation is vital in determining learners' readiness to communicate.

According to Zua (2008), motivation is inner energy. She claims that regardless of the learners' motivation, it will increase their study interest. Many studies have shown that students with a solid motivation to succeed can persist in learning and achieve higher grades than those with a weaker motivation, demonstrating that increasing students' motivation to learn is an urgent priority for all teachers.

2.2.15. Causes of Lack of Motivation

According to Zua (2008), motivation is inner energy. She claims that regardless of the learners' motivation, it will increase their study interest. Many studies have shown that students with a solid motivation to succeed can persist in learning and achieve higher grades than those with a weaker motivation, demonstrating that increasing students' motivation to learn is an urgent priority for all teachers.

For example, uninspired teaching impacts students' enthusiasm to learn. In this setting, boring teaching often lowers students' motivation owing to boredom. This demonstrates the importance of paying attention to those four factors. In answer to the issue of motivation, Babu (2010) claims that a lack of motivation in the classroom causes pupils to be reluctant to speak English. According to him, this problem is that teachers do not inspire students to communicate in English.

According to Aftat (2008), motivation results from effective instruction. He goes on to say that teachers must have passion, originality, and interest in their students to push them to learn appropriately and actively communicate in English. In other words, teachers' teaching ability significantly impacts students' motivation. As a result, teachers must demonstrate excitement in their teaching.

2.2.16. Possible Solutions to Overcome Lack of Motivation

According to Aftat (2008), teachers should provide constant encouragement and support to students as well as ask probing questions that reveal the source of their

problems. This is important because encouragement provides children with a sense of security and welcome in their studies. Liu and Huang (2011) also offer suggestions for improving student motivation. To combat students' lack of motivation, teachers can strengthen students' awareness of English values, increase their excitement for English, and boost their self-confidence, they propose.

2.3 Summary of Literature Review

In conclusion, the researchers have discovered both specific and consistent difficulties in teaching English speaking skills depending on their research subjects and locations. This is based on the findings of the literature described above. In other words, the majority of literary issues appear to be signals of difficulties with English language proficiency. Therefore, the purpose of this study was to explore some of the challenges that teachers and students encounter while trying to teach English speaking skills. The researcher also looks into methods used by teachers to address those issues. More curiously, this study would like to compare the difficulties in teaching and developing English speaking skills that teachers-participants and students have faced with the difficulties presented in the literature. In order to determine whether these tactics differ from or are similar to the findings of this investigation, the study would also like to examine some of the most common strategies reported by numerous researchers in the literature. The research methodology was presented in the next chapter, focusing mostly on the data collection process.

CHAPTER 3: RESEARCH METHODOLOGY

This chapter describes the procedures and practices that the researcher employs in his research in order to complete the study successfully. It also discusses the study's methods, including the research design sample and sampling technique, instrument, data collection procedure, data analysis, and ethical considerations.

3.1 Research Design

This study used a qualitative research design to acquire a thorough knowledge of what happened, why it happened, and how individuals in the setting interpret it (Mills & Gray, 2016). As a result, the researcher opted to employ this method to explore the variables that inhibit upper secondary school students from speaking English fluently, as well as the obstacles that upper secondary school teachers experience while teaching English as a foreign language. Based on the characteristics of (Creswell, 2014), the nature of this study best matched with qualitative research in that the researcher preferred to collect data at the site where participants encountered the problem under study, and the researcher also compiled data by himself through interviewing participants. The researcher, in particular, collated respondents' information in order to collect various forms of data from teachers and students, such as interviews and student speaking tasks. Furthermore, in order to thoroughly evaluate the data, the researcher categorized it into categories that comprised the themes and sub-themes. Furthermore, the researcher concentrated on learning about the individuals' difficulties. Finally, the ability to design relates to the researcher's ability to adapt to new ideas, thoughts, or discoveries that emerge while conducting qualitative research.

The study was conducted at NGSPA. The criteria for selecting study schools would be employed since this school has potential participants in aiding teachers in teaching speaking skills. It is also one of the New Generation Schools whose teaching performance

will be evaluated. As a result, instructors and students who teach and study English were invited to participate. A purposive sample strategy was used to select the key informants. The total number of carefully selected participants was nine. They are three English teachers who are also teachers. In addition, six other students had participated in this study on the recommendation of their teacher.

3.2 Sample Size and Sampling Technique

The researcher used purposive sampling to obtain participants for the wealthy qualitative data participants have (Etikan, Musa, & Alkassin, 2016). Purposive sampling considers obtaining participants who provided the researcher with the best information that meets the study's objectives (Kumar, 2011). Participants had been chosen based on the following criteria: (1) This study must be English teachers at NGSPA with at least two years of teaching experience. They are upper secondary level teachers at NGSPA, teaching grades 10, 11, and 12. (2) Participants in this study must be NGSPA students in grades 10, 11, and 12 who struggle with English speaking skills. They have been chosen based on the recommendation of their teacher. Furthermore, they had been interviewed individually to obtain more detailed information. The six students must be students who have difficulty speaking English and have been recommended by their teachers.

The study focuses on the challenges of teaching, the needs of teachers, the expectations of teachers, and the teacher's perception of teaching speaking skills in NGSPA in Kandal province. Due to time and budget constraints, the study selected three teachers from this school and six students to compare their perceptions of challenges, needs, and expectations, among other things. Therefore, the findings from the sample of three teachers are thought to represent the entire population of school teachers.

Table 1

Number of teachers of English and students to be selected as a sample at Prek Anchanh high school, New Generation School (NGS)

Position	Grade 10	Grade 11	Grade 12	Total
Teachers of English	1	1	1	3
Students	2	2	2	6

Note. Teacher participants must have at least two years' experiences and student participants must be those who cannot speak English fluently

3.3 Research Instrument

To answer the research questions, the researcher employed open-ended questions as an interview strategy. In order to investigate the factors that prevent upper secondary school students from speaking English as a foreign language fluently and the challenges that upper secondary school teachers face when teaching English as a foreign language, the researcher created two different tools: question guides for teachers and question guides for students.

The questions assisted students in identifying their barriers to learning English speaking abilities. The researcher conducted pilot testing with diverse groups of students before to the actual interview to discover the flaws and limitations of the questions. Before adopting the question guides, the researcher discussed them with his supervisor. The question guidelines are described in full in the appendix.

3.4 Data Collection Procedure

Semi-structured individual interviews were conducted with three English teachers with at least two years of teaching experience and six students who were struggling to master English speaking skills. An interview is defined in this study as a combination of organized and unstructured interviews (Mill & Gay, 2016). Prior to the interview, the researcher contacted the participants and requested that they complete a background

questionnaire. The first round of interviews involved English teachers in grades 10, 11, and 12. The interview would run between 50 to 1 hour. Before the interview, the researcher requests permission from the participants to record the dialogue. Following the interview, the researcher asked each teacher to suggest two male and female students who are struggling to master English speaking abilities. Individual interviews were done with students who had been nominated by their professors, with each participant spending roughly 30mn to 45mn on the interview.

Similarly, the researcher obtains consent to gather data from all participants. To gather more information, the researcher used interview question guides and participant responses to transcribe all of the data for classification into multiple themes and sub-themes based on the theoretical framework of the study. Finally, the findings would be reported and discussed in order to address the research questions posed by the study.

3.5 Data Analysis

To assess the data that would be acquired, the researcher performed within-case data analysis. To identify the precise statements expressed by the participants, the researcher initially utilized Microsoft Word to transcribe teachers' collected data in Khmer. The researcher then translated the transcriptions into English and discussed any problems with the transcriptions with his partner. Furthermore, the data transcription was double-checked against the recorded data to ensure that all information was typed correctly. The transcription was then submitted to teachers and students before being used for coding to confirm that all of the information was correct. The researcher then coded the information in Microsoft Word to verify it was properly classified. The researcher continued transcribing and coding the students' data after coding the teachers' data. The researcher asked his partner to double-check with him to confirm that all transcription and coding were right. The data was organized and classified into themes and sub-themes.

Finally, the researcher went over the arranged data to check its accuracy and dependability.

3.6 Ethical Considerations

Before conducting this study, the researcher paid close attention to confidentiality and anonymity. On this occasion, all selected respondents had been informed about the study's topic and objectives and had been formally asked to consent to participate in it. To obtain valid consent, an introductory statement had been used at the start of each interview to ask for consent. Respondents' names were kept anonymous. Furthermore, respondents were able to skip questions or withdraw their responses from the study at any time. With this in mind, the researcher requested transcript reviews from respondents by sending documents via telegram chat to check or revise the information they have provided to the researcher. This study was not harm the respondents in any way, whether physically, mentally, or socially. The researcher found a reputable website recommended by mini-thesis examiners regarding plagiarism and copying rights. Furthermore, papers from various studies published on reputable websites were used by the researcher to acknowledge the author who wrote that study and the year of publication. Overall, this section is the most critical part of the study because it describes how the researcher conducts his research to arrive at its findings. It was imperative for the researcher to collect all of the information that he wishes to study, then translated that information into knowledge or practical applications for other researchers or practitioners concerned with students' English proficiency.

3.7 Chapter Summary

Based on the research methodology, this study employed a qualitative research design to understand the issues thoroughly. Furthermore, to obtain rich data qualities, the researcher had recruited participants using a purposive sampling technique. The three

teachers who were participated must be English teachers with at least two years of experience. The six students chosen as participants must have difficulty communicating in English. The open-ended questions had been used as an interview tool to elicit information from the participants. The researcher used within-case data analysis to analyze the collected data, transcribed in both English and Khmer, before coding. The coding process employed the Microsoft Word tool to ensure that all information is appropriately classified. Before gathering data, the researcher obtained permission from the NGPRC (new generation pedagogical research center) and the school principal to conduct the interview.

CHAPTER 4: RESULTS

4.1 Demographic Information

The data in the table below are from Chea Sim Prek Anchanh NGS High School's teachers and pupils. Researchers polled three teachers and six students on their thoughts about the researcher's topic. As can be seen in Table 2 below.

Table 2 Participants' Code, Sex, Age, Teaching Levels & Grades, Total Experiences, and Teaching Experience at Prek Anchanh NGS.

Code	Sex	Age	Level and grade	Tech Ex	Tech Ex at NGS
P1	M	32	12	8	3
P2	M	31	11	6	3
P3	M	32	10	3	3

Note: There are two kinds of teaching experiences listed above. The first is Tech Ex, which refers to complete teaching experience in both NGS and non-NGS systems.

In fact, the researchers enlisted the aid of three educators who taught in grades 10, 11, and 12. It is necessary for researchers to collect evidence that each teacher has at least two years of teaching experience. According to table 2, the grade 12 teacher is 32 years old, has been a teacher for a total of 8 years, and has 3 years of experience teaching the new generation of NGSPA. The 11th teacher is 31 years old, has a total of 6 years of teaching experience, and has 3 years of teaching experience at NGSPA. The third teacher participant is in the 10th grade, is 32 years old, and has worked as an English teacher at NGSPA for three years.

Table 3 Participants' Code, Sex, Age, Grades, at Prek Anchanh NGS.

Code	Sex	Age	Grade
S1	M	16	10
S2	S	15	10
S3	M	15	11
S4	S	15	11
S5	M	17	12
S6	S	17	12

Note: Students' information related to their learning background

As can be seen in Table 3, these are details on the participants who were students in grades 10, 11, and 12. And one student from each gender participated in the data gathering for each level. Actually, two of the participants are 10th-grade students. They are 15 and 16, respectively. They are both 15 years old as of grade 11. Last but not least, in grade 12th, they are both 17 years old.

4.2 English Speaking Difficulties among Students perceived by Teachers and Students

4.2.1 Problems with Instruction

The first factor was a problem with teachers' teaching instruction. Two of the three participants, P1 and P2, stated that their explanations to students continue to have some issues. P1 stated that he had difficulty explaining his lessons to his students because they were not clear enough for them to understand. He also stated that students were unable to comprehend his explanations. P2 also stated that students did not always understand his explanations because he explains them in English. Students would understand him better if he explained in Khmer. In P1 words:

Yes, I believe that all of my students in the class do not possess the required level of English competence. As a result, they don't always comprehend my explanation in English. Poor students are unlikely to understand what I am teaching or explaining if I continually use English. That is why I attempt to use Khmer to explain essential points to my students, because I don't want them to miss such sections. (P1)

4.2.2 Using Language in the Classroom

According to the three language teachers in the class, requiring all students to speak English during class would make student participation difficult. P1 and P2 suggest that if the teacher wants the students to be actively involved in the class, the teacher should allow them to speak a combination of Khmer and English. Similarly, P3

mentioned that while language teaching requires students to communicate in English, most students do not speak much English in this context, allowing students to use two languages in the classroom. It is a good solution. Students are also excited to learn. According to P3, he does not encourage students only to speak Khmer but also to try to speak English. Similar to P1 and P2, he stated that a lot of student participation is dependent on the use of this language; if students do not speak, students will not be able to express their ideas even if they have something to talk about, so he always assists students who are struggling. To be able to speak English while also knowing Khmer. In participant's own words:

Teaching students with mixed abilities is challenging. As a result, I must be adaptable in order to apply successful teaching techniques to meet the needs of my students. When I observe my students struggling to speak English during a presentation or group project, I compromise by having them speak Khmer instead. By doing so, I can see that my kids are engaged and work well with others. However, if I do not enable them to utilize Khmer to discuss or present their topic, they appear to be passive and the class appears to be silent.

(P2)

4.2.3 Lack of Confidence

- Teachers

Various issues cause difficulties in learning English in speech, one of which is the student's lack of confidence in speaking, as stated in P1, P2, and P3. They noted that a lack of confidence makes it difficult for students to learn to speak English fluently because when students speak English incorrectly, they face ridicule from classmates and, in some cases, a lack of encouragement from teachers who do not encourage them. In addition, it gives students a lack of confidence in their ability to communicate in English. According to P1 and P2, students' lack of confidence in speaking English may make them

hesitant to express themselves in English. On the other hand, poor language skills contribute to students' disinterest in language learning. In P3's own words:

Although I constantly encourage my students to speak out because I am aware that the more they practice, the more they learn, they don't always seem to be as comfortable doing so. When I ask them why they lack the confidence to talk, they respond that they find it uncomfortable to do so and that anytime they make mistakes, they are interrupted in the middle of what they are saying and are unable to continue. Additionally, they dislike it when people laugh at them when they make mistakes. Being bullied in front of a crowd of people seems to be the situation. (P3)

- Students

Students' lack of confidence is another reason that inhibits them from speaking English. According to S1 and S2, their passion for speaking English was low since they did not know much English and were fearful of making mistakes, and their pronunciation was limited. Part of this is their lack of confidence in speaking the language with those around them. It is comparable to S4, S5, and S6's comments that they have low self-esteem while speaking English with others because their speech is sometimes grammatically incorrect—pronouncing or building phrases in such a way that they are unable to communicate with others around them. In S1's own words:

In fact, I want to speak because I want to develop my speaking abilities. But every time I attempt, someone laughs at me. This is the primary reason I no longer want to speak, and it makes me less confident in presenting my ideas to the class. Another requirement is to speak Khmer in order to react to a teacher's inquiry or to present something on the whiteboard. And no one will laugh at me if I submit my views to the class in Khmer. (S1)

4.2.4 Afraid of Making Mistakes

Making mistakes when speaking English is also an important aspect that must not be overlooked. On this issue, there are arguments in favor of both teachers and students.

P1, P3, S1, S2, S3, and S5 all mentioned that learning English has its challenges, one of which is making mistakes that discourage students from learning. In fact, when students present on the board, they frequently make mistakes, and their classmates laugh at them, making them feel embarrassed. They will also find it difficult to participate in the next activity assigned by the teacher because they are afraid of repeating their previous mistakes. In P1's own words:

... Yes, I've seen that when some of my students make a mistake, they get hesitant or unable to move on to the next point, even when I try to inspire them. They are unable to communicate when they are aware that they are making several errors, such as using incorrect words, sentence sequence, or meaning, and so on. As a result, they become more apprehensive and uncomfortable when speaking. (P1)

In S1's words:

Okay, teacher. I am quite anxious when delivering my speech to the class, especially when I talk. If I make a mistake, I am tempted to abandon my presentation because I am embarrassed and shy. My buddies make fun of me, and I've even seen my teacher laugh at me sometimes. I don't anger them since it makes the lesson appear lively and engaging, but I am really disappointed to talk any further because I am a poor student. It is quite difficult for me to speak English in this way. (S1)

4.2.5 Lack of Motivation

Students frequently lack the motivation to learn spoken English. The S5 mentioned, like the S6, that they had no one to encourage them to speak English, neither at home nor at the school where they have been taught, but the teacher did not help to promote the weaker students. Make an effort to communicate in the language in class. For example, because the teaching is always in Khmer, students' practice of speaking English is limited; those who know still know, those who do not know still do not know. He

wants his English teachers to encourage students to speak English more often. In S5's own words:

... Yes, I do occasionally practice my English at home and in the classroom. Because no one encourages me to speak it or works with me to make improvements when I stumble or experience difficulty speaking. For instance, because my parents constantly use Khmer in the family, I always use it at home. In addition, I constantly chat to the other children in the village in Khmer as well. Additionally, I don't speak English at school because the majority of my classmates speak Khmer constantly, even though they take English classes. I can see that everything around me is Khmer. (S5)

4.2.6 Shyness of Making Mistakes

Student shyness is another factor that prevents pupils from learning to speak English. S1 expresses his shyness in class when he notices his peers teasing him when he does not speak English or speaks English improperly. They support this theory in the same way that S2, S3, and S4 do. When it comes to board presentations, their language abilities remain restricted, and they are mocked by their classmates when they say anything incorrectly. The S5 and S6 also share commonalities, with the S5 saying it's a shame because they're huge, but their English level is still low, making them awkward. When attempting to express themselves in English, he is shy. In S4's own words:

I can only speak a few sentences. Sometimes I really want to practice with my friends, but when I make a mistake, I feel ashamed of myself and the others around me. When I give a presentation at school, I try to speak, but other classmates mock me. I am shy and get stuck in the middle of my presentation. That is why I ask my teacher to speak Khmer instead of English. I know, but I'm too shy to do it. . . . (S4)

4.2.7 Anxiety

The tension that students still experience while speaking English to others, as S1 and S2 indicate they do, is another issue with their English. With others because they are

worried about people making fun of them when they don't know, especially during the class presentation. In as the S3, S4, S5, and S6 also experience the same situation, the mention is comparable to those models. In S4's own words:

Yes, when my teacher wants me to speak English in class, I feel anxious and shy. I'm afraid to talk since I don't have a lot of vocabulary or know how to employ proper sentence construction. Another reason is that I don't want anyone to mock me while I talk, which is why I become anxious and typically ask my teacher to speak Khmer instead of English.

4.2.8 Lack of Studying Time

Students must also learn English in school throughout this period. It lasts four hours, and when they go home, they don't have time to study English because they have other classes to attend in preparation for the grade 12 exam. This is comparable to S3, where he argues that school hours are shorter and teachers speak less English, in contrast to some private schools where pupils are taught English if we study. When I compare our school to this, I believe it is still limited. In S3's own words:

...I sometimes feel like I don't have enough time to learn English because I only have four hours per week. I also don't have enough time to practice with my teachers or friends. Furthermore, as a grade 12 student, I must concentrate on the exam subjects when I return home. As a result, I don't devote much time to English. . . (S3)

4.2.9 Family Factors

Family issues are a significant barrier to English learning for students. According to S1, S2, and S3 students, they did not start learning English at a young age like other kids do. This is because their family life is not stable, so they did not start attending school until later in life. They added that even though the level was appropriate, the actual learning was harder than they anticipated, such as using language in class, when they first

began learning English in the seventh grade at the Beginner level. Study grammar and learn words to communicate. In S2's own words:

... Yes, I did not study English since I was a child till I entered lower secondary school. It was quite difficult for me at the time because I knew nothing about English. My family could not afford for me to acquire English from an early age, so I did not study it... . (S2)

4.2.10 Safety

Road issues also hinder students' ability to learn English. Some students cannot go to school early because they can reach school alone; they needed their parents to take care of them when they were young. Not enough S4 and S5 also agreed with this point, and they said that the distance to learn English is too far, making it difficult to travel. On the other hand, every time they travel to school, they must have a guardian come to school to study. In S5's own words:

... When I was young, there was no one to drive me to school because my parents were too busy running their businesses to support me. My parents were also concerned about my safety while attending school alone. When I was young, the area around my house was unsafe, there were few people, and it was distant from the community. That's why my parents left me to live with my grandmother at home while they went working. Because of this, I did not learn English much like other students. But I can understand my parents' concern for my safety... (S5)

4.3 The Teachers' Solutions in Dealing with Students' Difficulties in Speaking

The second question was aimed at English teachers looking for strategies to assist pupils who were having difficulty speaking. The following themes emerged from the responses given during the interviews:

4.3.1 Bilingual Language in Teaching

Of course, the teacher's assistance in helping students speak or learn English to speak well is intended to assist students who are deficient. According to an interview with

three teachers at Prek Anchanh School, the majority of the students did not speak much English, so teaching English to the students was difficult. P1, P2, and P3 to assist students in speaking some Khmer language when they do not know any point. They claim that this encourages students to speak English with their friends and others because they are not afraid to make mistakes. On the other hand, using both Khmer and English allows students and teachers to explain the lesson in greater depth. They claimed that if he explained the lesson in clear English, a minority of students understood it, but the majority did not, so in order for all students to understand the content of the lesson, they had to enter Khmer. Make sure you understand the lesson's content. In P2's own words:

Yes, I utilize different approaches to teach my students because their English is not the same. For example, when teaching grammar, I must explain everything in Khmer to ensure that everyone understands what I am saying. More interestingly, when giving instruction or explaining a lesson, I frequently include Khmer language to assist the poor students. If I don't, my students won't comprehend how to accomplish the exercise or the lesson's objective. (P2)

4.3.2 Allocation of Teaching Sessions

Teachers utilize segmentation as a lesson to help pupils overcome difficulties speaking English. His teaching style differs from that of other teachers because he teaches 12th grade, which correlates to the Baccalaureate exam. He mostly teaches English for communication purposes. He uses it frequently in class and promotes speaking English in terms of speaking English. Teachers are also permitted to participate in group projects. He stated that the instruction is separated into two sessions because 12th language instruction is also required. However, we do not ignore the exam, so teachers emphasize on language development in the first semester—more communication than English for exams. However, in the second semester, his teacher teaches a variety of courses in order

to prepare for the exam, so extensive explanation is essential, and the Khmer language is required to explain to the students clearly and thoroughly. In P1's own words:

This is a good strategy for helping students pass BaccII while also learning general English. Since we know that BaccII is very essential to students in Cambodia, all teachers must prepare for their pupils ahead of time. To me, it's no different; I prepare my pupils for BaccII from the start of the academic year. I'll teach students general English in the first semester, with a focus on how to speak, listen, and write. In semester 2, I'll teach them about exam preparation documents. (P1)

4.3.3 Motivation

One of the topics highlighted by the three teachers is encouraging students to speak English in class. For P2, he stated that when studying, he told the pupils the importance of learning English, such as looking for a job in the future or attending college. P3 stated that he not only encouraged motivational remarks but also offered a class for pupils; he stated that throughout the day, he organized a course for students who were struggling. Language, according to his observations, indicates that kids' English skills are developing. In P2's own words:

Yes, I agree that motivation can assist students enhance their speaking abilities. This is something I do. I always motivate my students by using both internal and external resources. For internal motivation, I always give students good reasons why they should learn English and the importance of English, such as how they would find it easier to find a decent career in the future if they know English well. I make an extra class for poor students to try out for external incentive. As a result, they will be able to complete the lesson after class. (P2)

4.3.4 Divide Groups to Help Students

Teachers can also help students practice their speech by dividing them into groups. P1 and P2 agree that the best way to help low-achieving students in English is to

divide the learners into strong, medium, and low-achieving students. This encourages students to work together, and strong students can assist weak students. P3 also mentioned that helping students like this can also give students the courage to express themselves to the class, because when he is on the board, students may have someone to help him from the team and students can do less. There is no fear and dread. In P2's own words:

... I assist my poor pupils by dividing groups because I believe that when excellent and moderate students work together, they will be able to assist poor students. For example, if they don't know some words, poor students can ask their teammates, who are strong and moderate students, for clarification. If impoverished students are unable to obtain instructions on how to perform certain exercises, their teammates will assist them.... (P2)

4.3.5 Encouragement of Students' Parents

Although students have difficulty speaking English at school, it is also critical that parents encourage their children to speak English at home in order for them to be proficient at their level. According to P1, P2, he also stated that the assistance of students' parents at home is an important part of motivating students to study hard and encouraging them to speak more English. P3 made a similar point: he agrees with this approach, stating that the more people we live with, the more English we speak, and the more English we learn, the better our English will become. In P1's own words:

... If we create the living environment to be English, this is another helpful technique to encourage underprivileged students to speak English. Because of this, I constantly advise parents of students to assist their children at home by engaging in some practice with them. However, if their parents are not able to communicate in English, I just ask that they watch over their children's education at home by monitoring how they spend their spare time, whether they complete their schoolwork or read books, etc... (P1)

CHAPTER 5: DISCUSSION

This chapter presents the analysis and interpretation of the research findings shown in chapter 4. The challenges and strategies in teaching speaking skills found in this study are analyzed to compare with the literature review that has been gathered in chapter 2. The challenges that teacher-participants have encountered as well as the strategies they used in teaching speaking skills are discussed following. Finally, there is a conclusion drawn from the interpretation made.

5.1 Challenges in Teaching Speaking Skills

5.1.1. Problem with the Teaching Instruction

The first challenge was the problem of teaching instruction that teachers gave to students. Based on the results, the problems happened because the instructions that teachers gave to students were not clear enough and the instructions were given in English which cannot make students understand speaking lesson clearly. As the students were poor in English language, they really faced difficulty in getting instructions from teachers who provided the instructions in English since they were not be able to listen and get the meaning from the teachers. This finding was similar to Leong and Ahmadi (2017), without understanding what their teachers are asking them to do, the students will not be able to comprehend what they will do. Thus, the teachers need to explain them in their own language to ensure all the students are able to understand and do the task.

5.1.2. Using Language in the Classroom

This is the second factor the students encounter while they learn how to speak English. The majority of students find it difficult to fully comprehend their lecturers when they speak in English, so they request that they also speak in Khmer in order to better understand what they will be doing in class. Another factor is that they struggle to use all

of the English language when giving presentations on stage. In the case that they want instructor assistance, they request that the teacher also utilize some Khmer to aid in their presentation. Fluency is described as the capacity to convey communication intent without hesitation and too many pauses can generate communication obstacles or breakdowns (Crystal, 1977; Bryne, 1982; Nation, 1991). As a result, while teachers assist students in producing accurate English forms, it is extremely vital that they assist people in communicating their communicative aim as efficiently as possible in the listener-speaker context.

5.1.3 Lack of Confidence

The third element restricting students' ability to master English speaking abilities is a lack of confidence. They are not at ease speaking English in front of a large group of people or in front of a class. When they speak, they are concerned with other people laughing at them or gossiping about their stage presentation mistakes. That is why they lack confidence when they begin speaking English. According to Nunan (1999), students who lack confidence in themselves and their English are more likely to have communication anxiety. This demonstrates that the primary focus of a teacher should be on building students' confidence. From theoretical and practical experience, the teacher should learn how to improve students' confidence. Yi Htwe (2007) proposes a method for increasing students' confidence as a viable solution to their lack of confidence. He feels that increasing children's exposure to English is an excellent method for boosting their self-esteem. In line with this, Kubo (2009) adds that teachers can provide regular opportunities for students to practice accurate pronunciation and intonation, as well as freely talk in English, in order to boost students' confidence in speaking English. As a result, students will feel more confident in their ability to communicate in English. As a

result, teachers should foster a welcome environment in which students are encouraged and rewarded for speaking English.

5.1.4 Afraid of Making Mistakes

This is the fourth obstacle that students must contend with while gaining English speaking skills. Making blunders causes students to feel uneasy whenever they consider speaking English in front of the class. They are concerned about their mistakes when they talk because they intend to say certain sentences but when they do so, the meaning they intended is lost, and as a result, others who are listening will laugh at their error, or they may become stuck when they realize they are speaking incorrectly. Many opinions contend that one of the primary reasons students are hesitant to speak in English in the classroom is fear of making a mistake (Nunan, 1999; Yi-Htwe, 2007). Concerning the fear of making a mistake, Aftat (2008) claims that it is linked to the issue of correction and negative evaluation. Furthermore, the students' fear of being laughed at or punished by their peers has a substantial impact. As a result, students usually abandon the speaking exercise. As a result, teachers must persuade their students that making mistakes is neither evil nor detrimental because mistakes may be used to learn.

5.1.5 Lack of Motivation

Lack of motivation is the fifth obstacle students face when improving English speaking skills. Students are not encouraged to speak English by anyone, and their surroundings are dominated by their native tongue. Students hardly ever speak English because of this. As a result, their speaking ability is poor. Sometimes they desire to speak English but are unable to do so since they seldom ever practice it with those around them. Other times, when they do speak English, their friends make fun of them because their living situation only emphasizes their first language. The research highlights motivation as a necessary element of students' success in their educational pursuits (Songsiri, 2007).

The relevance of motivation in learning is emphasized by Nunan (1999), who claims that motivation can affect students' reluctance to communicate in English. In this regard, motivation plays a critical role in defining a learner's capacity for communication.

Motivation, in the words of Zua (2008), is inner energy. She asserts that it will improve students' interest in their studies regardless of their motive. Increased student motivation to study is a critical goal for all teachers, as evidenced by several studies that indicate motivated students may persevere in learning and receive higher grades than those with weaker motivation.

5.1.6 Shyness

The sixth issue that causes pupils to fail in gaining English speaking abilities is shyness. They are unable to talk because they are embarrassed to begin speaking English. As a result, their English proficiency remains low or unacceptable. When compelled to speak in English class, many students suffer shyness as an emotional state. This implies that shyness may be a barrier to learning in the classroom, particularly in the speaking class. As a result, paying attention to this component is also critical in assisting kids in performing their best in classroom speaking engagements (Gebhard, 2000). Furthermore, one of the most common fears among students is public speaking, and feeling shy causes their minds to go blank or causes them to forget what they want to say (Januaryiz, 2016; Hendriani, 2016; Baldwin, 2011). This concept is supported by the study's findings, which reveal that most students do not give their best speaking performance. As they put it, their inability to demonstrate their speaking ability is strongly influenced by their shyness. To put it another way, shyness has a substantial impact on pupils' public speaking abilities.

5.1.7 Anxiety

Anxiety is one of the issues that can distract students from improving English speaking abilities. When they want to speak, they are extremely uncomfortable, which causes them to stop speaking. According to Cheng et al. (1999), anxiety is a sensation of tension, uncertainty, and unease linked with learning a foreign language. They claim that, among other affective variables, anxiety is a key obstacle to successful language learning. In other words, anxiety influences students' language learning. As a result, paying attention to this learning component should also be considered. Additionally, Cheng et al. (1999) claim that anxiety has a major impact on students' performance and that anxiety related to speaking a particular language can have a negative impact. For instance, it may degrade the standard of spoken language and make speakers appear less fluent. According to this theory, educators should work to create a learning atmosphere that gives students more comfortable circumstances for their educational activities.

5.1.8 Lack of studying time

Another obstacle to pupils learning English speaking skills is a lack of study time. They have little time to study English, and their limited prior knowledge makes it difficult for them to communicate in English with their peers. They need to learn more because the class time they get for studying is insufficient for them. However, they are unable to do so since some of them must assist their parents with household chores or employment when they return home in order to maintain the household's financial stability.

5.1.9 Family Factors

The money that the parents must spend for their children to learn English is referred to as a family factor. If the parents cannot afford to pay for their children's education, they will be unable to learn English. This can impair students' capacity to acquire English at a young age. How come people study English in lower or upper

secondary school if they don't know English from a young age? In this instance, it should be seen as a subject of concern.

5.1.10 Safety

Safety is the primary factor that has prevented pupils from learning English since they were young. Due to a lack of guidance for their transportation to school, those children were unable to attend classes in order to acquire English, and as a result, their English language is weak; even when they attend lower or upper secondary school, they are unable to understand English. These issues cause students to be fearful of learning English or to become bored with it.

5.2 The Teachers' Solutions in Dealing with Students' Difficulties in Speaking

5.2.1 Bilingual Language in Teaching

Teachers can also employ bilingual language in the classroom as a way to help students comprehend what they are being taught or explained more thoroughly. As a result, even though their English is still poor, students will be able to communicate and engage in more class discussion since they are more confident with the teachers. This conclusion was similar to Leong and Ahmadi (2017), who found that students cannot comprehend what they will do until they can understand what their teachers are asking them to do. Therefore, in order to make sure that every student can comprehend and complete the job, the teachers must explain things to them in their native language.

5.2.2 Allocation of Teaching Sessions

One method that can aid pupils in learning English is the scheduling of lessons. The grade 12 teacher who supervised this class employed these strategies. In this way, the first semester of study will be assigned to general English, and the second semester will be completely devoted to the grade 12 exam. First-semester students can benefit from

these by learning English in general, and second-semester students will learn about the documentary on the grade 12 exam.

However, this method might only be applied to grade 12 students in Cambodia who are studying for the Baccalaureate examination. It might not be regarded as the global norm. This method can help teachers and students be well-prepared for the next exam that will be taken by all 12th graders. Anyway, sometimes teachers shouldn't rely too heavily on such kinds of methods. They should be able to adopt and modify it to fit their particular teaching circumstances.

5.2.3 Motivation

Motivation is the primary factor that teachers and guidances use to assist students in learning English. Motivation can also motivate students to be brave enough to use their English in everyday situations with others around them. If they lack the motivation to talk, they will be unable to communicate in English with those around them. According to Aftat (2008), teachers should constantly encourage and assist students as well as offer probing concerns that help them identify the root of their issues. This is crucial because encouragement gives students a feeling of safety and acceptance in their academic pursuits. Additionally, Liu and Huang (2011) make recommendations for enhancing student motivation. They suggest that teachers can improve students' understanding of English values, increase their enthusiasm for English, and increase their self-confidence to overcome students' lack of motivation.

5.2.4 Division Groups to Help Students

Division group to aid students is another approach that teachers employ to help weak students by dividing them into appropriate groups, such as weak students joining moderate and strong students for group discussions. As a result, the weak pupils will be

able to communicate with the rest of the group, and when they run into challenges, others will be able to assist them.

However, given that English is the official language in Cambodia and that the English class is consisting of students from a variety of educational backgrounds, this technique might be useful in the setting of Cambodia. Thus, students must learn from others in order to aid in their learning. This makes the techniques applicable to the Cambodian environment. Nevertheless, it might not work in other nations with contexts that are dissimilar from Cambodia's.

5.2.5 Encouragement of Students' Parents

Another strategy for assisting students' at-home learning is to encourage their parents. Only parents can reach kids when they are at home, thus in order to assist students improve their English-speaking abilities, parents are also a key component to practice their English at home, and they are also a critical part in inspiring students and monitoring them at-home academic progress. By doing this, parents can assure that their children will spend time studying rather than spending it playing video games or using social media excessively.

However, this is a simple method used by Cambodian teachers to assist students in learning English. It may not be a perfect strategy for many situations, but it may be effective in the Cambodian environment. As previously stated, parents are also a factor in improving children' learning; hence, in order to retain students' learning potential, parents must guide them at home after school.

CHAPTER 6: CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS

The conclusions to the research questions of this study are compiled in this chapter. The limitation and consequences are then mentioned.

6.1 Conclusion

This study sought to investigate the difficulties encountered by both teachers and students when teaching and developing English speaking abilities. Based on a qualitative analysis of responses, it was possible to determine that teaching and developing English speaking abilities at PrekAnhchanh high school presented a number of obstacles for both teachers and students. Furthermore, students were challenged with several factors in their learning as a result of their low language proficiency. Speaking was the most difficult skill for most learners to acquire due to the difficulties that teachers and learners face, as it required the learners to master other related elements such as: fear of making mistakes, lack of confidence, lack of motivation, shyness, and anxiety for a better speaking.

6.2 Limitations of the Study

There were some limitations to this study. For starters, the research sample consisted of only one public school, PrekAnhchanh New Generation School in Kandal Province, Cambodia. As a result, the findings could not be applied to all Cambodian public schools. Second, the researcher intended to conduct an interview with English teachers in the upper secondary level, which included grades 10, 11, and 12, and it focused only on one skill, the challenge of teaching and learning English speaking skills, while leaving the other three skills, reading, writing, and grammar, behind. As a result, future research should investigate a larger sample size as well as the other three English language skills.

6.3 Recommendations

According to the findings of the respondents, there are some recommendations that can improve the effectiveness of teaching and acquiring English speaking skills. To begin, teachers must improve their own teaching abilities in order to successfully communicate content knowledge to students. They may need to figure out how to give intelligible instruction, investigate or acquire new techniques and approaches, provide frequent comments and feedback to students, try to understand students' abilities and requirements, support their learning, and, most importantly, always strive for self-improvement. These components will assist teachers in teaching more effectively. Second, students must comprehend the benefits of the English language as well as the reasons why they must study it. As a result, it will motivate them to focus more on learning and speaking this language. Furthermore, students must put in greater effort to master all aspects of speaking skills. They should practice speaking more whenever and wherever they can. Third, school administrators must observe teachers' teaching performance to determine their strengths and weaknesses so that they may supply better ideas or solutions to improve those instructors' teaching abilities. Finally, future research should concentrate on the other three English skills of reading, writing, and grammar in order to uncover difficulties and provide beneficial remedies. Furthermore, the study should be conducted in regular schools as opposed to New Generation Schools due to the differences in their situations. To ensure that all relevant information is captured, sample sizes should be increased in this study.

REFERENCES

- Aftat, M. (2008). The fear factor: How to overcome the anxiety of speaking foreign languages. *Training, Language and Culture*, 4(2), 43–55.
<https://doi.org/10.22363/2521-442x-2020-4-2-43-55>
- Al Hosni, S. (2014). Speaking difficulties encountered by young EFL learners. *International Journal on Studies in English Language and Literature*, 2(6), 22-30.
- Al-Abri, K. (2008). Speaking difficulties encountered by young EFL learners. *International Journal on Studies in English Language and Literature*, 2(6), 22-30.
- Al-Roud, A. (2016). Problems of English speaking skill that university students encounter from their perspectives. *British Journal of Education, Society & Behavioural Science*, 18(3), 1–9. <https://doi.org/10.9734/bjesbs/2016/28404>
- Alsibai, D. (2017). Using dictogloss tasks: Attention to form in a collaborative classroom activity with female translation students at King Saud University. *Arab World English Journal*, 8(2), 333–348. <https://doi.org/10.24093/awej/vol8no2.24>
- Amoah, S., & Yeboah, J. (2021). The speaking difficulties of Chinese EFL learners and their motivation towards speaking the English language. *Journal of Language and Linguistic Studies*, 17(1), 56–69. <https://doi.org/10.52462/jlls.4>
- Andriani Putri, S., Amri, S., & Ahmad, A. (2020). The students' difficulties factors in speaking. *J-Shelves of Indragiri*, 1(2), 115–129.
<https://doi.org/10.32520/jsi.v1i2.1059>

- Babu, R. (2010). Teaching spoken English for non-native students about problems, solutions and techniques. *A Journal of Performative Teaching, Learning, Research, XI(2), 15–31*. <https://doi.org/10.33178/scenario.11.2.2>
- Bowen, T. (2005). Problems and difficulties of speaking that encounter English language students at Al Quds open university. *International Journal of Humanities and Social Science Invention, 5(12), 96-101*.
- Brown, A. (2003). Collaborative action research for English language teachers. *Journal of English Language Teaching and Cultural Studies, 4(1), 10–21*.
<https://doi.org/10.48181/jelts.v4i1.10557>
- Brown, H.D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. Prentice Hall.
- Chaney, A. L., & Burk, T. L. (1998). *Teaching oral communication in grades K-8*. Allyn and Bacon.
- Cheng, Y. S., Horwitz, E. K., & Schallert, D. L. (1999a). Language anxiety: Differentiating writing and speaking components. *Language Learning, 49(3), 417–446*. <https://doi.org/10.1111/0023-8333.00095>
- Cheng, Y. S., Horwitz, E. K., & Schallert, D. L. (1999b). Language anxiety: Differentiating writing and speaking components. *Language Learning, 49(3), 417–446*. <https://doi.org/10.1111/0023-8333.00095>
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
- Creswell, J. W., & Creswell, D. J. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.

- Crystal, D. (1997). *English as a global language*: Cambridge University Press.
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1-4.
- Fareh, S. (2010). Challenges of teaching English in the Arab world: Why can't EFL programs deliver as expected? *Procedia Social and Behavioral Sciences*, 2, 3600-3604.
- Fitria, T. N. (2018). Error analysis found in students' writing composition of simple future tense. *ELS Journal on Interdisciplinary Studies on Humanities*, 1(3), 240-251.
- Flutcher, G. (2003). *Testing Second Language Speaking*. Pearson Education.
- Gebhard, G.J. (2000). *Teaching English as a foreign or second language*. The University of Michigan Press.
- Gumperz, J. (1999). *The discourse reader*. Routledge.
- Haozhang, X. (1996, November 30). *ERIC - EJ593326 - Tape Recorders, Role Plays, and Turn-Taking in Large EFL Listening and Speaking Classes., Forum, 1997.*
<https://eric.ed.gov/?id=EJ593326>. <https://eric.ed.gov/?id=EJ593326>
- Harmer, J. (2015). *The Practice of English Language Teaching* (5th ed.). Pearson Education ESL.
- Hashemi, M. (2011). Language stress and anxiety among the English language learners. *Procedia-Social and Behavioral Sciences*, 30, 1811 – 1816.
Doi:10.1016/j.sbspro.2011.10349

- Hieu, Trung, (2011), Students Lack Confidence to Use English. *International Journal of Humanities and Social Science Invention*, 5(12), 96-101.
- Januariza, Y., & Hendriani, S. (2016). Student' Anxiety In Learning Speaking. *Proceedings of ISELT FBS Universitas Negeri Padang*, 4(2), 468-474.
- Kubo, M. (2009). Extensive pair taping for college students in Japan: *Action research in confidence and fluency building*. *Accents Asia*, 3(1), 36-68.
- Kumar, R. (2011). *Research methodology: a step-bystep- for beginners* (3 ed.). SAGE.
- Kurtus, R. (2001). Overcome the fear of speaking to group. *Retrieved on January, 12, 2014*.
- Leong, L. M., & Ahmadi, S. M. (2017). An Analysis of Factors Influencing Learners' English Speaking Skills. *J-Shelves of Indragiri (JSI)*, 1(2), 115–129.
<https://doi.org/10.32520/jsi.v1i2.1059>
- Lan, L. S. (1994). Fluency and accuracy in spoken English to implicate for Classroom practice in a bilingual context. *The English Teacher*, 23, 1-8.
- Liu, M., & Huang, W. (2011). An exploration of foreign language anxiety and English learning motivation. *Education Research International*, 1–8.
<https://doi.org/10.1155/2011/493167>
- Liu, M. (2007). Anxiety in oral English classrooms: A case study in China. *Indonesian Journal of English Language Teaching*. 3(1). 119-121.
- Megaiab, M. M. (2014). The English writing competence of the students of Indonesian senior high school. In *Proceedings of the West East Institute (WEI) Academic Conference, Indonesia*.

- Middleton, F. (2009). Overcome your fear of speaking foreign languages. *Asian EFL Journal*, 9, 1.
- Mills, G.E & Gay, L. R. (2016). *Educational research: Competencies for analysis and applications*. Pearson Education Limited.
- MoEYS. (2013). *Curriculum framework of general education and technical education*. Department of Curriculum Development.
- Moses, R.N., & Mohamad, M. (2019). Challenges faced by students and teachers on speaking skills in ESL contexts: A literature review. *Creative Education*, 10,3385-3391. Doi:10.4236/ce.2019.1013260
- Nijat, N., Atifnigar, H., Chandran, K., Tamil Selvan, S. L., & Subramonie, V. (2019). Psychological factors that affect English speaking performance among Malaysian primary school pupils. *American International Journal of Education and Linguistics Research*, 2(2), 55–68. <https://doi.org/10.46545/aijeler.v2i2.117>
- Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. Prentice Hall.
- Nunan, D. (1999). *Second language teaching & learning*. Heinle&Heinle Publisher.
- Osborn, S., Osborn, M., & Osborn, R. (2008). *Public speaking guidebook*. Pearson.
- Rao, P. S. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal*, 2(2), 6-18.
<http://exchanges.state.gov/englishteaching/forum/archives/2009/09-47-1.html>
- Robby, S, (2010). Conquer your fear of making mistakes when speaking english. *EURASIA Journal of Mathematics, Science and Technology Education*, 13(8).
<https://doi.org/10.12973/eurasia.2017.00983a>

- Rovikasari, M., Suparno, S., & Supri, S. (2021). An analysis of EFL teachers' beliefs about teaching speaking and their practices in vocational school. In *English Language and Literature International Conference Proceedings*, 3(146-154).
- Sato, K. (2003). Improving our students' speaking skills: Using selective error correction and group work to reduce anxiety and encourage real communication. *International Journal of Humanities and Social Science Invention*, 5(12), 96-101.
- Sato, K. (2003). Improving our students speaking skills: Using selective error correction and group work to reduce anxiety and encourage real communication. *Journal of English Education and Applied Linguistics*, 6(2), 20-29.
- Saurik, K. (2011). Student' anxiety in learning speaking. *Proceedings of ISELT FBS Universitas Negeri Padang*, 4(2), 468-474.
- Sayer, P. (2005). *Teaching ESL/EFL listening and speaking*. Routledge.
- Scrivener, J. (2005). *Learning teaching*. Macmillan Publishers Limited.
- Solak, E., & Bayar, A. (2015). Current challenges in English language learning in Turkish EFL context. *Participatory Educational Research*, 2(1), 106-115.
- Songsiri, M. (2007). *An action research study of promoting students' confidence in speaking English* (Doctoral dissertation, Victoria University).
- Teevno, R. A. (2011). Challenges in teaching and learning of English at secondary level class X. *International Journal of Human Resource Studies*, 1(2), 27.
- Thornbury, S. and Slade, D. (2006). *Conversation: From description to pedagogy*. Cambridge University Press.

Trent, J. (2009). Enhancing oral participation across the curriculum: Some lessons from the EAP classroom. *Asian EFL Journal*, 11(1), 256-270.

Tsiplakides, I., & Keramida, A. (2009). Helping students overcome foreign language speaking anxiety in the English classroom: Theoretical issues and practical recommendations. *International Education Studies*, 2(4).

<https://doi.org/10.5539/ies.v2n4p39>

Ur, P., 1995. *A course in language teaching. Practice and theory*. Cambridge University Press.

V.P., Q., H.T., N., & P.T.M., N. (2018). Challenges to speaking skills encountered by English-majored students: A story of one Vietnamese university in the Mekong Delta. *Can Tho University Journal of Science*, 54(5), 38.

<https://doi.org/10.22144/ctu.jen.2018.022>

Zaremba, A. J. (2006). *Speaking professionally*. Thompson South-Western.

Zhang, Y. (2009). Reading to speak: Integrating oral communication skills. *English Teaching Forum*, 47(1), 32-34.

Zhao Na. (2007). A study of high school students' English learning anxiety. *The Asian EFL Journal Quarterly*, 9(3).

Zhou, Ning. et al. (2004). How English as a second language affects Chinese students giving presentations during class in U.S. *Journal of Language and Linguistic Studies*, 17(1), 56-69.

Zua, L. (2008). Exploring the affective factors influencing teaching of spoken English. *American International Journal of Education and Linguistics Research*, 2(2), 55-68.

Zua, Li. (2008). Exploring the Affective Factors Influencing Teaching of Spoken English.

American International Journal of Education and Linguistics Research, 2(2), 1-9.



APPENDIX A: QUESTIONNAIRE

NEW GENERATION PEDAGOGICAL RESEARCH CENTER

Research Topic: *A Case Study of English Speaking Difficulties among Students at the New Generation School of Chea Sim Prek Anchanh High School*

Supervisee: VOT Chanveasna

Supervisor: Mr. Banh Hornmann

Interview Protocols (Semi-Structure)

Opening

Good morning! How are you today? What did you have for breakfast this morning? Thank you for agreeing to meet with me this morning/afternoon for an interview. First and foremost, allow me to introduce myself. VOT Chanveasna is my name. I am a student at NGPRC getting a master's degree in mentoring. "The Challenges of English Speaking Difficulties: Perspectives of Teachers and Learners at Chea Sim Prek Anchanh High School" is the title of my mini-thesis.

I appreciate you giving me the opportunity to interview you about my proposal idea, which I am extremely excited about. For the time being, if you don't mind, I'd want to ask you a few questions. Please rest assured that I/we will keep the information private, and you will be able to verify the interview transcription. I/we want to make the interview as relaxing as possible. So take a deep breath and relax. Do you have any further questions? ... So, how about we get started right away?

Teacher interview protocol	
I. Demographic information	
Q1	Would you mind if I ask you about your age?
Q2	How long have you been teaching English? How about at NGSPA?
Q3	What grade(s) are you teaching now?
Q4	How many classes are you teaching?
Q5	How many students are there in your class?
II. Challenges in teaching speaking skills	
Language of a medium of instruction	

Q1	Do you use Khmer or English as a medium of instruction in teaching English speaking skills? Why?
Q2	Which language do your students use most of the time in your classroom? L1 or L2?
Participation	
Q3	How cooperate your students are when you tell them to speak English in the classroom?
Q4	What are your students reaction when you ask them to speak in English?
Language ability expressiveness	
Q5	Are your students' speaking ability from one individual to another similar or quite different?
Q6	Can your students express their ideas better in English or not? Why?
Student personal issues	
Q7	Are most of your students fear of making mistakes in speaking English?
Q8	Can you list some of the students personal issues which or that challenge them in speaking English in and outside the classroom?

Ending/closing

Do you have anything else you'd want to mention? Thank you for your time and for participating in this conversation! I appreciate your responses and would like to put this chat to a close right now. Thank you really much!!!

Students interview

Opening

Greetings, morning/afternoon! What's new with you today? What did you eat for breakfast/lunch this morning? Thank you for agreeing to meet with me this morning/afternoon for an interview. First and foremost, allow me to introduce myself. VOT Chanveasna is my name. I am a student at NGPRC getting a master's degree in mentoring. "The Challenges of English Speaking Difficulties: Perspectives of Teachers and Learners at Chea Sim Prek Anchanh High School," is the title of my mini thesis.

I appreciate you giving me the opportunity to interview you about my proposal idea, which I am extremely excited about. For the time being, if you don't mind, I'd want to ask you a few questions. Please rest assured that I/we will keep the information private, and you will be able to verify the interview transcription. I/we want to make the interview as relaxing as possible. So take a deep breath and relax. Do you have any further questions? ... All right, how about we get started right away?

Students interview	
I. Demographic information	
Q1	May I know your name, please?
Q2	Would you mind if I ask you about your age?
Q3	How long have you been studying here at NGSPA?
Q4	What grade are you studying?
Q5	How many students are there in your class?
II. Challenges in speaking skills	
Confidence and motivation	
Q1	Are you confident in communicating with others in English? Why or Why not?
Q2	Is there anyone who encouraged you to communicate in English?
Q3	To what extent/how often have your teachers of English motivate you to speak English in the classroom?
Shyness and Fear of making mistake	
Q4	Do you often speak English in front of others and the crowds? Why or why not?
Q5	To what extent do you fear of being laughed at when you make mistake in speaking English?
Q6	Do you think making mistakes in speaking English is a shame? Why or why not?
Anxiety	
Q7	Do you have any tension when you try to speak English? Please raise some examples.
Q8	Do you want your classmates and teachers of English judge your speaking ability?

Ending/closing

Is there any important information you want to add? Thank you for your time and conversation! I appreciate your responses and would like to end this conversation now. Thank you so much!!!



APPENDIX B: QUESTIONNAIRE

សំណួរសំភាសន៍

មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យ ជំនាន់ថ្មី

ប្រធានបទស្រាវជ្រាវ៖ បញ្ហាប្រឈមក្នុងការនិយាយភាសាអង់គ្លេស ទស្សនៈរបស់គ្រូ និងសិស្ស
នៅវិទ្យាល័យ ជាស៊ីមព្រែកអញ្ញាញ សាលារៀនជំនាន់ថ្មី

អ្នកស្រាវជ្រាវ៖ វិត ច័ន្ទវាសនា
គ្រូដឹកនាំ៖ បាញ ហនម៉ាន់
សំណួរសម្ភាសន៍

ការចាប់ផ្តើម៖

អរុណសួស្តី! តើថ្ងៃនេះលោកគ្រូ ឬអ្នកគ្រូសុខសប្បាយជាទេ? ព្រឹកនេះបានញាំអ្វីខ្លះឬនៅ? អរគុណដែលបានយល់ព្រមជួបខ្ញុំព្រឹកនេះ/ពេលរសៀល សម្រាប់ការសម្ភាសន៍។ ជាដំបូង អនុញ្ញាតឱ្យខ្ញុំណែនាំខ្លួនឯង, ខ្ញុំមានឈ្មោះថា វិត ច័ន្ទវាសនា ខ្ញុំជានិស្សិតកំពុងសិក្សានៅ មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី ផ្នែកប្រឹក្សាគរុកោសល្យ។ ខ្ញុំកំពុងស្រង់ទិន្នន័យសិក្សាមួយទាក់ទងនឹងប្រធានបទ "បញ្ហាប្រឈមនៃការលំបាកក្នុងការនិយាយភាសាអង់គ្លេស" ។

ខ្ញុំសូមថ្លែងអំណរគុណចំពោះលោកគ្រូ ឬអ្នកគ្រូដែលបានផ្តល់ឱកាសឱ្យខ្ញុំដើម្បីសម្ភាសលោកគ្រូ ឬអ្នកគ្រូស្តីពីប្រធានបទរបស់ខ្ញុំ។ សូមអនុញ្ញាតន៍លោកគ្រូ ឬអ្នកគ្រូ សួរនូវសំណួរមួយចំនួន។ ពិតណាស់ ខ្ញុំជាអ្នកស្រាវជ្រាវ នឹងរក្សាព័ត៌មានជាឯកជន ហើយលោកគ្រូ អ្នកគ្រូនឹងអាចផ្ទៀងផ្ទាត់ការចម្លងបទសម្ភាសន៍បាន។ ខ្ញុំបាទចង់ធ្វើឱ្យការសម្ភាសន៍មានភាពឆ្ងរស្រាលតាមដែលអាចធ្វើទៅបាន។ ដូច្នេះដកដង្ហើមវែងៗ ហើយសម្រាក។ តើលោកគ្រូ ឬអ្នកគ្រូមានសំណួរអ្វីបន្ថែមទេ? ... ដូច្នេះ ខ្ញុំអាចចាប់ផ្តើមភ្លាមៗយ៉ាងម៉េចដែរ?

សំណួរសំភាសន៍គ្រូ	
១. ព័ត៌មានប្រជាសាស្ត្រ	
Q1	តើឆ្នាំនេះលោកគ្រូ / អ្នកគ្រូ មានអាយុប៉ុន្មាន ?
Q2	តើលោកគ្រូ / អ្នកគ្រូ បានបង្រៀនភាសាអង់គ្លេសអស់រយៈពេលប៉ុន្មានហើយ? ចុះនៅ សាលាជំនាន់ថ្មី វិទ្យាល័យព្រែកអញ្ញាញវិញ ?

Q3	តើលោកគ្រូ / អ្នកគ្រូ កំពុងបង្រៀនថ្នាក់ទីប៉ុន្មាន ?
Q4	តើលោកគ្រូ / អ្នកគ្រូ បង្រៀនប៉ុន្មានថ្នាក់ ?
Q5	តើមានសិស្សប៉ុន្មាននាក់ក្នុងថ្នាក់របស់លោកគ្រូ / អ្នកគ្រូ ?
២. បញ្ហាប្រឈមក្នុងការបង្រៀនជំនាញនិយាយភាសាអង់គ្លេស	
ការប្រើប្រាស់ភាសាក្នុងការបង្រៀនភាសាអង់គ្លេស	
Q1	តើលោកគ្រូ/អ្នកគ្រូ ប្រើភាសាមួយណាក្នុងចំណោមភាសាខ្មែរ និងភាសាអង់គ្លេសដើម្បីបង្រៀនសិស្សនូវជំនាញនិយាយភាសាអង់គ្លេស. ហេតុអ្វី?
Q2	តើភាសាណាដែលសិស្សរបស់លោកគ្រូ /អ្នកគ្រូប្រើប្រើនបំផុតក្នុងថ្នាក់រៀន. ភាសាជាតិ(ខ្មែរ) ឬ ភាសាអង់គ្លេស.
ការចូលរួមរបស់សិស្ស	
Q3	តើសិស្សរបស់លោកគ្រូ/អ្នកគ្រូ សហការបានច្រើនកម្រិតណា ពេលគ្រូប្រាប់ពួកគេឱ្យនិយាយភាសាអង់គ្លេសក្នុងថ្នាក់.
Q4	តើសិស្សមានប្រតិកម្មបែបណាខ្លះ នៅពេលលោកគ្រូ/អ្នកគ្រូ ប្រាប់ឱ្យពួកគេនិយាយជាភាសាអង់គ្លេសក្នុងថ្នាក់រៀន.
ការបញ្ចេញមតិសមត្ថភាពភាសា	
Q5	តើសមត្ថភាពនិយាយរបស់សិស្សរបស់អ្នកពីបុគ្គលម្នាក់ទៅមនុស្សម្នាក់ទៀតស្រដៀងគ្នាឬខុសគ្នាខ្លាំងទេ.
Q6	តើសិស្សរបស់អ្នកអាចបញ្ចេញគំនិតរបស់ពួកគេបានល្អជាងជាភាសាអង់គ្លេសឬអត់. ហេតុអ្វី?
បញ្ហាផ្ទាល់ខ្លួនរបស់សិស្ស	
Q7	តើសិស្សរបស់លោកគ្រូ ឬអ្នកគ្រូភាគច្រើនខ្លាចមានកំហុសក្នុងការនិយាយភាសាអង់គ្លេសមែនទេ.
Q8	តើលោកគ្រូ ឬអ្នកគ្រូអាចរាយបញ្ជីបញ្ហាផ្ទាល់ខ្លួនរបស់សិស្សមួយចំនួនដែលជាបញ្ហាប្រឈមនឹងពួកគេក្នុងការនិយាយភាសាអង់គ្លេសក្នុងនិងក្រៅថ្នាក់ដែរឬទេ.

បញ្ចប់/បិទ

តើលោកគ្រូ ឬអ្នកគ្រូមានអ្វីផ្សេងទៀតដែលចង់រៀបរាប់ទេ ? សូមអរគុណសម្រាប់ពេលវេលារបស់លោកគ្រូ អ្នកគ្រូ សម្រាប់ការចូលរួមក្នុងការសន្ទនានេះ ! ខ្ញុំពេញចិត្តចំពោះការឆ្លើយតបរបស់លោកគ្រូ អ្នកគ្រូ ហើយ ចង់ដាក់ការជជែកនេះដល់ទីបញ្ចប់ឥឡូវនេះ។ អរគុណច្រើន!!!

សំណួរសំភាសន៍របស់សិស្ស

ការចាប់ផ្តើម៖

អរុណសួស្តីប្អូន ! តើថ្ងៃនេះប្អូន សុខសប្បាយជាទេ ? ព្រឹកនេះបានញ៉ាំអ្វីខ្លះឬនៅ ? អរគុណដែលបានយល់ ព្រមជួបលោកគ្រូនូវ ព្រឹកនេះ/ពេលរសៀល សម្រាប់ការសម្ភាសន៍។ ជាដំបូង អនុញ្ញាតឱ្យលោកគ្រូណែនាំ ខ្លួនឯង, លោកគ្រូឈ្មោះថា វិត ច័ន្ទវាសនា ជានិស្សិតកំពុងសិក្សានៅ មជ្ឈមណ្ឌលស្រាវជ្រាវគុកោសល្យ ជំនាន់ថ្មី ផ្នែកប្រឹក្សាគុកោសល្យ។ លោកគ្រូកំពុងស្រង់ទិន្នន័យសិក្សាមួយទាក់ទងនឹងប្រធានបទ "បញ្ហា ប្រឈមនៃការលំបាកក្នុងការនិយាយភាសាអង់គ្លេស" ។

លោកគ្រូសូមថ្លែងអំណរគុណចំពោះប្អូន ដែលបានផ្តល់ឱកាសឱ្យលោកគ្រូដើម្បីសម្ភាសប្អូន ស្តីពីប្រធាន បទរបស់លោកគ្រូ។ សូមអនុញ្ញាតនឹងប្អូន សួរនូវសំណួរមួយចំនួន។ ពិតណាស់ លោកគ្រូជាអ្នកស្រាវជ្រាវ នឹងរក្សាព័ត៌មានជាឯកជនរបស់ប្អូន ហើយប្អូន នឹងអាចផ្ទៀងផ្ទាត់ការចម្លងបទសម្ភាសន៍ បានរបស់ប្អូនបានក្រោយពីចប់ការសន្ទនានេះ។ លោកគ្រូចង់ធ្វើឱ្យការសម្ភាសន៍មួយនេះមានភាពជួរ ស្រាលតាមដែលអាចធ្វើទៅបាន។ ដូច្នេះចូលប្អូនដកដង្ហើមវែងៗ ហើយសម្រាក។ តោះ!!!តើប្អូន ជាមាន សំណួរអ្វីបន្ថែមទេ ? ... ដូច្នេះ លោកគ្រូអាចចាប់ផ្តើមអីឡូវនេះបានដែរឬទេ ?

សំណួរសំភាសន៍សិស្ស	
១. ព័ត៌មានប្រជាសាស្ត្រ	
Q1	តើលោកគ្រូអាចស្គាល់ឈ្មោះរបស់ប្អូនបានដែរឬទេ ?
Q2	បើប្អូនមិនយល់ទំនងអ្វីទេ តើលោកគ្រូអាចដឹងពីអាយុរបស់ប្អូនបានទេ ?
Q3	តើប្អូនបានសិក្សានៅ សាលាជំនាន់ថ្មីវិទ្យាល័យ ព្រែកអញ្ចាញ នេះរយៈពេលប៉ុន្មានហើយ ?
Q4	តើប្អូនរៀនថ្នាក់ទីប៉ុន្មានឆ្នាំនេះ ?
Q5	តើមានសិស្សប៉ុន្មាននាក់ក្នុងថ្នាក់របស់ប្អូន ?
២. បញ្ហាប្រឈមក្នុងជំនាញនិយាយ	

ទំនុកចិត្ត និងការលើកទឹកចិត្តរបស់សិស្ស	
Q1	តើប្អូនមានទំនុកចិត្តក្នុងការទំនាក់ទំនងជាមួយអ្នកដទៃជាភាសាអង់គ្លេសទេ? ហេតុអ្វី ឬហេតុអ្វីមិន?
Q2	តើមានលោកគ្រូ អ្នកគ្រូណាលើកទឹកចិត្តប្អូនឱ្យប្រាស្រ័យទាក់ទងជាភាសាអង់គ្លេសដែរឬទេ?
Q3	តើគ្រូភាសាអង់គ្លេសរបស់ប្អូនជំរុញប្អូនឱ្យនិយាយភាសាអង់គ្លេសក្នុងថ្នាក់កម្រិតណា?
ភាពអៀនខ្មាស់ និងការភ័យខ្លាចនៃការបង្កើតកំហុស	
Q4	តើប្អូនធ្លាប់និយាយភាសាអង់គ្លេសនៅចំពោះមុខមិត្តរួមថ្នាក់ និងហ្វូងមនុស្សទេ? ហេតុអ្វីឬហេតុអ្វីមិន?
Q5	តើប្អូនខ្លាចគេសើចដល់កម្រិតណា នៅពេលប្អូននិយាយភាសាអង់គ្លេសខុស?
Q6	តើប្អូនគិតថាការនិយាយភាសាអង់គ្លេសខុសគឺជាការអាម៉ាស់ឬ? ហេតុអ្វីឬហេតុអ្វីមិន?
ភាពចប់បារម្ភ	
Q7	តើប្អូនមានភាពតានតឹងពេលប្អូនព្យាយាមនិយាយភាសាអង់គ្លេសដែរឬទេ? សូមលើកឧទាហរណ៍ខ្លះៗ។
Q8	តើប្អូនចង់ឱ្យមិត្តរួមថ្នាក់ និងគ្រូភាសាអង់គ្លេសរបស់ប្អូនវិនិច្ឆ័យសមត្ថភាពនិយាយរបស់ប្អូនដែរឬទេ?

បញ្ចប់/បិទ

តើមានព័ត៌មានសំខាន់ៗដែលប្អូនចង់បន្ថែមទេ? សូមអរគុណសម្រាប់ពេលវេលា និងការសន្ទនារបស់ប្អូន! ខ្ញុំពេញចិត្តចំពោះការឆ្លើយតបរបស់ប្អូន ហើយចង់បញ្ចប់ការសន្ទនានេះឱ្យរហ័ស។ អរគុណច្រើន!!!

APPENDIX C: PERMISSION LETTER



ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

មជ្ឈមណ្ឌលស្រាវជ្រាវគម្រោងស្រាវជ្រាវជំនាន់ថ្មី

NEW GENERATION PEDAGOGICAL RESEARCH CENTER

ថ្ងៃព្រហស្បតិ៍ ៣កើត ខែជេស្ឋ ឆ្នាំខាល ចត្វាស័ក ព.ស. ២៥៦៦
រាជធានីភ្នំពេញ ថ្ងៃទី០២ ខែមិថុនា ឆ្នាំ២០២២

សូមគោរពជូន

លោក សៅ ចន្ទា នាយកទទួលខុសត្រូវមជ្ឈមណ្ឌលស្រាវជ្រាវជំនាន់ថ្មី នៃវិទ្យាស្ថានជាតិអប់រំ ជា ស៊ីមព្រែកអព្យាក្សន្យ នៃវិទ្យាស្ថានជាតិអប់រំ

កម្មវិធីស្រាវជ្រាវ: សំណើសុំការអនុញ្ញាតឱ្យគន្លឹះស្រាវជ្រាវ: ចក្ខុ ច័ន្ទាសនា បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវលើប្រធានបទ
“បញ្ហាប្រឈមនៃការជំនាញក្នុងការនិយាយភាសាអង់គ្លេស ឧស្សាហកម្មស្រាវជ្រាវ និងប្រកួតប្រជែងនៃវិទ្យាស្ថានជាតិអប់រំ
ស៊ីមព្រែកអព្យាក្សន្យ” នៅវិទ្យាល័យសម្តេចអគ្គមហាសេនាបតីតេជោ ជា ស៊ីមព្រែកអព្យាក្សន្យ សាលារៀនជំនាន់ថ្មី
ក្នុងចន្លោះថ្ងៃទី១០ ខែមិថុនា ដល់ថ្ងៃទី៣០ ខែកក្កដា ឆ្នាំ២០២២។

សេចក្តីជូនបានជម្រាបជូនក្នុងកម្មវិធីស្រាវជ្រាវលើខ្ញុំបាទសូមជម្រាបជូនលោកនាយកឱ្យបានជ្រាបថា
លោក ចក្ខុ ច័ន្ទាសនា ជាសិស្សកម្រិតបរិញ្ញាបត្រជាន់ខ្ពស់ ឯកទេសប្រឹក្សាគម្រោងស្រាវជ្រាវ ជំនាន់ទី៣ សិក្សានៅ
មជ្ឈមណ្ឌលស្រាវជ្រាវគម្រោងស្រាវជ្រាវជំនាន់ថ្មី នៃវិទ្យាស្ថានជាតិអប់រំ។ លោកមានគម្រោងចុះសិក្សាស្រាវជ្រាវក៏ដូចជាប្រមូល
ទិន្នន័យ ដើម្បីសរសេរសារណាខ្លីក្នុងការបញ្ចប់ការសិក្សាបរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ។ គោលបំណងនៃការចុះប្រមូល
ទិន្នន័យនេះ គឺដើម្បីប្រមូលព័ត៌មានសំខាន់ៗ ដែលទាក់ទងទៅនឹងប្រធានបទស្រាវជ្រាវខាងលើ។ លទ្ធផលនៃការសិក្សា
ស្រាវជ្រាវមួយនេះ នឹងអាចចូលរួមចំណែកក្នុងការជំរុញ និងលើកកម្ពស់ឱ្យការបង្រៀន និងរៀនភាសាអង់គ្លេស កាន់តែមាន
ភាពល្អប្រសើរឡើងផងដែរ។

អាស្រ័យហេតុនេះ សូមលោកនាយកមេត្តាអនុញ្ញាត និងជួយសម្រួលដល់គន្លឹះស្រាវជ្រាវនេះ បានចុះប្រមូលទិន្នន័យ
តាមការស្នើសុំជូនបានជម្រាបជូនក្នុងកម្មវិធីស្រាវជ្រាវលើដោយក្តីអនុគ្រោះ។

សូមលោកនាយកទទួលខុសត្រូវគោរពរាប់អានដ៏ស្មោះអំពីខ្ញុំ

ហ៊ុន ច័ន្ទា គី ច័ន្ទាសនា

ប្រធានមជ្ឈមណ្ឌល

បណ្ឌិតសភាចារ្យ ច័ន្ទ វ៉ែត

ឯកសារ មសគច.

សៅ ចន្ទា

អាសយដ្ឋាន: មហាវិថីព្រះនរោត្តម អាគារ ៤ វិទ្យាស្ថានជាតិអប់រំ រាជធានីភ្នំពេញ លេខទូរស័ព្ទ និងតេឡេក្រាម: ០១១ ៦៩៧ ០៣៨
Address: #123, Preah Norodom Blvd, National Institute of Education, Building I, Phnom Penh, Cambodia, www.nie.edu.kh

APPENDIX D: CONSENT LETTER (ENGLISH VERSION)

My name is VOT Chanveasna and I am studying at New Generation Pedagogical Research Center. I am currently studying a research paper entitled " **A Case Study of English Speaking Difficulties among Students at the New Generation School of Chea Sim Prek Anchanh High School**".

1. The purpose of the study

The purpose of this research is to better understand the challenges that teachers face when teaching English speaking skills to students in the 10th, 11th, and 12th grades at Samdech Akka Moha Thamma Pothisal Chea Sim. New Generation Prek Anchanh School. The findings will provide important information and evidence-based references for education stakeholders, such as school administrators and teachers, to help with English language learner training. On the plus side, English. Furthermore, this research can help to promote effective teaching and learning in Cambodian schools in the future. This study could be a useful reference for future research on this topic, which will benefit students, teachers, and relevant institutions.

2. Process of research

If you agree to take part in this interview, you will only be asked a few key questions about the purpose of this research study. You may take 20 to 45 minutes to answer each question, depending on the section, so the interview may last 20 to 45 minutes. Furthermore, during the interview, I would like to record audio and video (if the interview is conducted via Zoom) to keep as a document and a report to help interpret the data later, and what I have received will take time to verify with you again if there is a lack of information. Without your permission, all of your personal information will be kept private.

3. The policy on privacy

All information will be kept strictly confidential and will only be used by one researcher. It is not a test, and there are no correct or incorrect answers. Your insightful perspective is very important to me, and I hope you will be able to participate in this research. It is entirely up to the teacher whether or not to participate. If you choose to take part in this study, you have the option of not answering or skipping any questions during the interview.

4. Researcher's contacts

If you have any questions or concerns about this study, please contact me directly at the following addresses:

-Telephone: 069 672 712 (smart) / 085 671 874 (cellcard)

-Telegram: 069 672 712

-Email: chanveasna.nie@gmail.com

5. Participation agreement (For interviewees)

I will take part in this interview because the goals of this study have been stated clearly. I have the right to respond or not without being threatened.

Participant:	Researcher:
Date:	Date:
Signature:	Signature:
Name:	Name:

APPENDIX E: CONSENT LETTER (KHMER VERSION)

សំណើសុំធ្វើការសម្ភាសន៍

ខ្ញុំបាទឈ្មោះ **វត ច័ន្ទនាសនា** កំពុងសិក្សានៅ មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី។ បច្ចុប្បន្នខ្ញុំបាទ កំពុងសិក្សាស្រាវជ្រាវមួយក្រោមប្រធានបទ “**បញ្ហាប្រឈមក្នុងការនិយាយភាសាអង់គ្លេស និងស្រ្តីនិយមស្រ្តី នៃវិស័យស្រាវជ្រាវ ជាស៊ីម៉ង់ត៍ក្នុងអន្តរកាល សាលារៀនជំនាន់ថ្មី**” ដែលវាគឺជាសារណាបញ្ចប់ថ្នាក់ បរិញ្ញាបត្រជាន់ខ្ពស់របស់ខ្ញុំបាទ។

១. គោលបំណងនៃការស្រាវជ្រាវ

ការសិក្សានេះគឺមានបំណងស្វែងយល់នូវភាពលំបាករបស់គ្រូក្នុងការបង្រៀនភាសាអង់គ្លេសជំនាញ និយាយ ហើយស្វែងរកយុទ្ធសាស្ត្រក្នុងការបង្រៀនសិស្សលើជំនាញនិយាយភាសាអង់គ្លេសអោយបានល្អលើ កម្រិតថ្នាក់ ទី ១០, ១១ និង១២ នៃយសម្ពេចអក្ខរកម្មហាធម្មពោធិសាល ជា ស៊ីម៉ង់ត៍ក្នុងអន្តរកាល សាលារៀនជំនាន់ ថ្មី។ ការរកឃើញនេះនឹងផ្តល់ព័ត៌មានសំខាន់ៗ និងជាឯកសារយោងដែលមានមូលដ្ឋានលើភស្តុតាងសម្រាប់អ្នក ពាក់ព័ន្ធផ្នែកអប់រំមានអ្នកគ្រប់គ្រងសាលា និងគ្រូបង្រៀន ដើម្បីជំរុញឱ្យមានភាពងាយស្រួលក្នុងការបណ្តុះប ណ្តាលសិស្សអោយរៀនភាសាអង់គ្លេសផ្នែកនិយាយឱ្យបានល្អលើមុខវិជ្ជាភាសាអង់គ្លេស។ លើសពីនេះទៅទៀត ការសិក្សាមួយនេះអាចចូលរួមចំណែកក្នុងការលើកកម្ពស់ការបង្រៀន និងរៀនប្រកបដោយប្រសិទ្ធភាពនាពេល អនាគតសម្រាប់ការអប់រំនៅប្រទេសកម្ពុជា។ ការសិក្សានេះអាចនឹងក្លាយទៅជាឯកសារយោងដ៏សំខាន់សម្រាប់ ការស្រាវជ្រាវបន្ថែមទៀតលើប្រធានបទនេះ ដែលនឹងផ្តល់អត្ថប្រយោជន៍ជាច្រើនដល់សិស្ស និស្សិត គ្រូបង្រៀន ក៏ដូចជាស្ថាប័នពាក់ព័ន្ធ។

២. ដំណើរការនៃការស្រាវជ្រាវ

ប្រសិនបើលោកគ្រូ/អ្នកគ្រូចូលរួមក្នុងការសម្ភាសន៍ នោះលោកគ្រូ អ្នកគ្រូនឹងត្រូវស្រាវជ្រាវសំណួរមួយ ចំនួនទាក់ទងនឹងប្រធានបទស្រាវជ្រាវ។ ការសម្ភាសន៍នេះ អាចចំណាយពេលប្រហែល ២០ ទៅ ៤៥នាទីហើយ អំឡុងពេលសម្ភាសន៍ ខ្ញុំនឹងថតសម្លេងដើម្បីជាភាពងាយស្រួលក្នុងការបកស្រាយទិន្នន័យប៉ុណ្ណោះ។ បន្ថែមពីនេះ ទៅទៀត មុនពេលបកស្រាយទិន្នន័យ ខ្ញុំបាទនឹងផ្ញើរជូនលោកគ្រូ អ្នកគ្រូនូវប្រតិចារិត ដើម្បីធ្វើការត្រួតពិនិត្យថា តើព័ត៌មានរបស់លោកគ្រូ អ្នកគ្រូដែលត្រូវបានសរសេរនៅក្នុងប្រតិចារិតនេះ គឺបានត្រឹមត្រូវ ឬក៏អត់ ម្យ៉ាងវិញ ទៀត ឈ្មោះរបស់លោកគ្រូ អ្នកគ្រូនឹងមិនត្រូវបានបង្ហាញក្នុងការស្រាវជ្រាវនេះទេ។

៣. គោលការណ៍រក្សាការសម្ងាត់

ព័ត៌មានទាំងអស់នឹងត្រូវបានរក្សាការសម្ងាត់ ដោយមានតែអ្នកស្រាវជ្រាវតែម្នាក់គត់ដែលអាចប្រើប្រាស់បាន។ វាមិនមែនជាគេស្ត ហើយក៏គ្មានចម្លើយខុសឬត្រូវដែរ។ ព័ត៌មានរបស់លោកគ្រូ/អ្នកគ្រូ ពិតជាមានសារៈសំខាន់ណាស់សម្រាប់ខ្ញុំ ហើយខ្ញុំសង្ឃឹមថាលោកគ្រូ/អ្នកគ្រូ អាចចូលរួមជាមួយការសិក្សាស្រាវជ្រាវនេះផងដែរ។ វាជាជម្រើសរបស់លោកគ្រូ អ្នកគ្រូ បើទោះបីជាលោកគ្រូ/អ្នកគ្រូ ចង់ឬមិនចង់ចូលរួមមតិក៏ដោយ។ ប្រសិនបើលោកគ្រូ/អ្នកគ្រូ ជ្រើសរើសចូលរួមជាមួយការសិក្សានេះ លោកគ្រូ អ្នកគ្រូមានសិទ្ធិមិនឆ្លើយសំណួរណាមួយ ឬបញ្ចប់ការឆ្លើយសំណួរនៅត្រង់ចំណុចណាមួយក៏បាន។

៤. ការទំនាក់ទំនងមកអ្នកស្រាវជ្រាវ

ប្រសិនបើលោកគ្រូ/អ្នកគ្រូមានសំណួរឬបញ្ហាណាមួយពាក់ព័ន្ធនឹងការស្រាវជ្រាវនេះ លោកគ្រូ/អ្នកគ្រូអាចទំនាក់ទំនងមកកាន់ខ្ញុំបានដែលជាអ្នកស្រាវជ្រាវតាមរយៈលេខទូរស័ព្ទ ឬអាសយដ្ឋានសារអេឡិចត្រូនិក គេលេក្រាម៖ ០៦៩ ៦៧២ ៧១២។

៥. កិច្ចព្រមព្រៀងក្នុងការចូលរួម

គោលបំណង របស់ការស្រាវជ្រាវនេះបានពន្យល់យ៉ាងច្បាស់លាស់ដោយអ្នកស្រាវជ្រាវ ហើយខ្ញុំនឹងចូលរួមក្នុងការសិក្សាស្រាវជ្រាវមួយនេះ។ ខ្ញុំដឹងថា ខ្ញុំអាចឆ្លើយឬ មិនឆ្លើយនូវសំណួរណាមួយ ដោយគ្មានពិន័យអ្វីទាំងអស់។

អ្នកចូលរួម	អ្នកស្រាវជ្រាវ
កាលបរិច្ឆេទ៖	កាលបរិច្ឆេទ៖
ហត្ថលេខា៖	ហត្ថលេខា៖
ឈ្មោះ៖	ឈ្មោះ៖

Empowering educators with ethical and evidence-based practices



Email: ngprc.faculty@gmail.com

Website: www.ngprc.edu.kh