Challenges of Undergraduate Students in Speaking English at United College

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Abstract

This study aims to analyze the challenges of undergraduate students in speaking English at United College. Quantitative research approach and a correlational research design were employed. A total of 64 students participated in the study, selected based on their weak performance in English class presentations. A close-ended questionnaire was distributed, and data were collected using a drop-up-pick-up method. Descriptive and inferential statistics, including regression analysis, were utilized for comprehensive data analysis. The findings revealed that fear of making mistakes and limited vocabulary and grammar knowledge significantly influence difficulties in speaking English, emphasizing the need to address psychological barriers and enhance linguistic competencies. Limited exposure to English was also identified as a significant factor contributing to speaking difficulties. However, hypotheses related to lack of practice and cultural barriers were rejected. These findings provide valuable insights into the multifaceted nature of factors influencing language acquisition among undergraduate students. Therefore, it is recommended to implement targeted interventions addressing psychological barriers, such as fear of making mistakes, and to enhance vocabulary and grammar knowledge through structured language enrichment programs, while also increasing students' exposure to English through immersive experiences and integrating regular speaking practice into the curriculum.

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Introduction

In the contemporary era of globalization, English has emerged as a dominant global language, serving as a crucial medium for international communication, commerce, and scholarly exchange (Crystal, 2003; Graddol, 2006; Jenkins, 2009). Proficiency in English is widely recognized as a fundamental requirement for achieving success in academia and advancing professionally (Dörnyei, 2005; Gardnerand & MacIntyre, 1991). Many undergraduate programs, particularly those within diverse and interconnected fields, necessitate proficient English communication skills from students (Kachru, 1992; McKay, 2002).

This escalating significance of English proficiency has underscored the imperative to scrutinize the challenges confronted by undergraduate students in acquiring mastery of this language (Bachman & Palmer, 1996; Brown, 2007). In the specific context of Nepal, a nation characterized by linguistic diversity and an increasing emphasis on English as the medium of instruction in higher education, undergraduate students encounter significant hurdles in effectively communicating in English.

These challenges manifest in various forms, including linguistic diversity, unequal access to quality English education, socio-economic disparities, and limitations within the curriculum (Cummins 2000; Duff, 2007). Despite the growing recognition of English proficiency's importance for academic and professional success, there remains a notable lack of comprehensive research investigating the nuanced difficulties faced by undergraduate students in spoken English at institutions.

Understanding and addressing these challenges are imperative for fostering inclusive and effective English language education (Freeman, D. 2002; Holliday, A. 2005). This ensures that all students, irrespective of their linguistic, cultural, or economic backgrounds, have equitable opportunities to develop the essential communication skills necessary for their academic and professional endeavors (Gee, 2001; Norton & Toohey, 2004). Therefore, this study endeavors to investigate and identify the primary challenges faced by undergraduate students in speaking English at United College.

Undergraduate students at United College are experiencing difficulties in speaking the language. While these students exhibit competence in reading and writing tasks, they encounter notable obstacles when attempting to articulate themselves verbally in English-speaking environments. This discrepancy raises concerns regarding the efficacy of language instruction and the factors influencing students' speaking abilities. Understanding the root causes of these difficulties is critical for developing effective interventions to address them.

Therefore, this study attempts to answer the following question: What are the challenges faced by undergraduate students in speaking English

at United College (UC)? The main purpose of this study is to analyze the challenges of undergraduate students in speaking English at United College (UC). Potential factors contributing to this issue may include insufficient opportunities for speaking practice, fear of making mistakes, limited exposure to English-speaking environments, cultural barriers, or deficits in vocabulary and grammar knowledge. By identifying and examining these underlying factors, this study recommends strategies to enhance their speaking proficiency and overall language acquisition.

Literature review

This section deals with literature review on challenges of undergraduate students in speaking English. In this section, lack of practice, fear of making mistakes, limited vocabulary and grammar knowledge, cultural barriers, and limited exposure highlight as key factors hindering students' verbal communication skills. Brown and Lee (2019) highlighted a significant imbalance in undergraduate education, where the focus on reading and writing skills often overshadows opportunities for oral communication development. This emphasis, while valuable for academic success, may inadvertently neglect the cultivation of crucial verbal communication abilities. Similarly, Johnson et al. (2020) concluded that large class sizes and traditional lecture formats often inhibit student participation and speaking practice.

Additionally, some undergraduate programs lack speaking components or do not integrate speaking tasks effectively into the curriculum (Smith and Nguyen, 2018). Furthermore, Gupta and Sharma (2021) stated that courses may focus more on theoretical knowledge than practical language skills, neglecting the development of speaking proficiency. Undergraduate institutions may not offer adequate support services, such as conversation practice sessions or language labs, to facilitate speaking practice (Chen & Wang, 2019). Finally, lack of access to speaking tutors or language exchange programs further exacerbates the challenge of limited practice opportunities (Park & Kim, 2021).

In essence, the lack of practice is a significant challenge faced by undergraduate students in speaking English. Jones and Smith (2019) concluded in their study that fear of making mistakes can lead to anxiety and self-consciousness, inhibiting students' willingness to engage in English speaking activities. Negative experiences, such as being corrected or mocked for errors, can further exacerbate students' fear and reluctance to speak English (Garcia & Martinez, 2020). Similarly, Brown and Nguyen (2019) stated that some students set unrealistically high standards for themselves, fearing they will not meet expectations or appear incompetent if they make mistakes.

Perfectionist tendencies can paralyze students, preventing them from taking risks and experimenting with language use in speaking contexts

(Wang & Chen, 2021). Furthermore, Johnson et al. (2020) mentioned that fear of making mistakes can disrupt students' cognitive processes, affecting their ability to retrieve vocabulary and formulate coherent sentences during speaking tasks. In order to address this issue, Gupta and Sharma (2020) suggested that encouraging a supportive and non-judgmental learning environment where students feel safe to take risks and make mistakes can help alleviate fear. Implementing gradual exposure techniques, such as scaffolding speaking tasks and providing constructive feedback, can help students build confidence in their English-speaking abilities over time (Smith & Garcia, 2021). Smith and Jones (2018) reported in their study that limited vocabulary and grammar knowledge can hinder students' ability to express themselves clearly and accurately during spoken interactions.

Inadequate vocabulary may lead to lexical gaps, forcing students to rely on repetitive language or simplistic expressions, limiting their communicative range (Gupta & Lee 2020). Similarly, difficulty accessing appropriate vocabulary and constructing grammatically correct sentences can impede students' fluency and coherence in spoken English (Nguyen & Wang, 2019). Students may struggle to convey their ideas cohesively, leading to disjointed or fragmented speech patterns (Chen & Park, 2021). Brown and Martinez (2019) concluded that limited vocabulary and grammar knowledge can erode students' confidence in their speaking abilities, making them reluctant to engage in English conversation. Fear of linguistic errors or misunderstandings may further exacerbate students' lack of confidence, inhibiting their willingness to speak English in academic or social settings (Johnson & Garcia, 2021).

Wang and Kim (2020) suggested that undergraduate language courses may need to incorporate vocabulary and grammar instruction that is relevant to spoken communication contexts, such as conversational phrases and colloquial expressions. Explicit teaching of vocabulary acquisition strategies and grammar structures, along with ample opportunities for practice and feedback, can help address students' deficiencies in these areas (Lee & Chen, 2021). In essence, limited vocabulary and grammar knowledge pose significant challenges for undergraduate students in speaking English, affecting communication effectiveness, fluency, coherence, and confidence. Smith and Jones (2018) noted that students from non-English-speaking backgrounds may face difficulties in adapting to the linguistic nuances and social conventions of English-speaking environments.

These cultural disparities can lead to feelings of isolation, self-consciousness, and reluctance to engage in verbal communication, as highlighted in the study by Garcia et al. (2020). Similarly, Nguyen and Tran (2020) reported that students may primarily socialize with peers who speak their native language, resulting in minimal exposure to English outside the classroom. Cultural norms within student communities may discourage

English-speaking interactions, hindering opportunities for practice (Wang & Li, 2020). Moreover, the unique culture within college settings can exacerbate these challenges. According to Brown and Lee, (2019), undergraduate courses frequently prioritize reading and writing skills over oral communication activities, creating an environment where speaking English is undervalued or marginalized. This imbalance can further discourage students from practicing and honing their speaking abilities, perpetuating a cycle of apprehension and avoidance. Additionally, college culture itself can pose obstacles to English language development. As noted by Patel and Nguyen (2021), the prevalence of cliques and social hierarchies in campus life may exacerbate feelings of linguistic insecurity among non-native English speakers.

The pressure to conform to linguistic norms within specific social circles can inhibit students' willingness to experiment with language and express themselves freely. Johnson and Smith (2017) underscores the importance of immersive language experiences in language acquisition, highlighting the role of consistent exposure to authentic spoken English in fostering fluency and confidence. However, many undergraduate students, particularly those from non-English-speaking backgrounds, may have limited opportunities for such exposure outside of the classroom. The study by Wang and Li (2019) further elucidates this challenge, noting that students' access to English-speaking environments is often constrained by factors such as geographic location, socioeconomic status, and educational resources.

Students residing in non-English-speaking regions or attending institutions with predominantly monolingual populations may face difficulty in finding opportunities to practice speaking English in real-life settings. This lack of exposure can hinder students' ability to internalize the rhythm, intonation, and colloquialisms of spoken English (Lee, & Kim, (2020). Moreover, the prevalence of digital communication platforms and globalization has led to the emergence of English as a lingua franca in many academic and professional domains (Jenkins 2015). However, reliance on written communication in online contexts may further limit students' exposure to spoken English, exacerbating their oral communication challenges. This phenomenon is particularly relevant in light of the COVID-19 pandemic, which has accelerated the shift towards remote learning and digital communication modalities (Jones & Brown, 2020).

Based on literature review, the research framework was proposed as under (Figure 1). This framework attempted to understand the challenges undergraduate students encounter in speaking English at United College, with lack of practice, fear of making mistakes, limited vocabulary and grammar knowledge, cultural barriers, and limited exposure as independent variables of the study whereas the dependent variable is difficulties in speaking the English language.
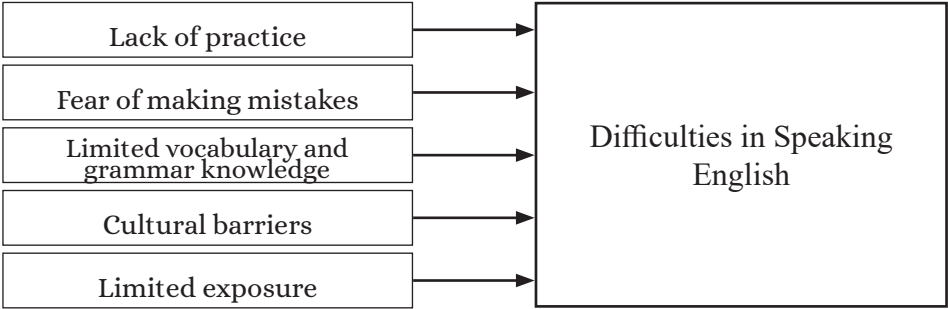
Figure 1: *Conceptual framework of the study*

Based on the literature review, this study has set following hypotheses in order to achieve the research objectives:

H1: Lack of practice leads to difficulties in speaking English.

H2: Fear of making mistakes contribute to difficulties in speaking English.

H3: Limited vocabulary and grammar knowledge influence on difficulties in speaking English.

H4: Cultural barriers contribute to difficulties in speaking English.

H5: Limited exposure contributes to difficulties in speaking English.

Methods

This study was based on quantitative approach. The research design employed was correlational research design. This design is suitable because it aims to investigate the relationships between different variables (e.g., lack of practice, fear of making mistakes, limited vocabulary and grammar knowledge, cultural barriers, and limited exposure) and the difficulties in speaking English among undergraduate students.

A total of 64 students were respondents of this study where 32 were of BBS program (8 students from 1st year, 8 students from 2nd year, 8 students from third year, 8 students from 4th year) and 32 were of BBM program (8 students from 1st semester, 8 students from 3rd semester, 8 students from 5th semester, 8 students from 7th semester). Students were selected based on the top 8 weak performers in English mode of class presentations on various subjects in the aforementioned programs and semesters/years.

A closed-ended questionnaire was distributed to 64 students. Employing a drop-up-pick-up method, the questionnaires were administered directly in class, providing a convenient and accessible means of data collection. For comprehensive data analysis, both descriptive and inferential statistics were employed in this study. Descriptive statistics, including measures such as mean and standard deviation, were utilized to provide demographic information of respondents. Furthermore, inferential statistics, such as regression analysis was done to investigate deeper into the data and test hypotheses

regarding the relationships between independent and dependent variables. This inferential technique enabled the exploration of potential associations and effects within the data, allowing for the identification of significant factors contributing to difficulties in English class presentations among weak performers. By combining both descriptive and inferential statistical approaches, this study was able to provide a comprehensive analysis of the challenges faced by students in English language communication within academic contexts. For data analysis, SPSS version 26 was used.

Result

The demographic characteristics of undergraduate students facing challenges in speaking English at United College were captured across various dimensions. These included the students' academic programs, semester of study, and gender distribution, offering a comprehensive understanding of the demographic profile of students experiencing difficulties in English communication within the college context.

In table 1, Analyzing students' academic programs, semesters of study, and gender distributions provides a comprehensive understanding of the profiles of those experiencing difficulties. In the BBM program, there is a notable gender disparity, with more girls than boys in some semesters, such as the first and third, while the fifth semester shows more boys than girls. In the BBS program, the distribution is relatively balanced across the years, though the second year has a higher number of girls compared to boys.

Overall, a larger proportion of girls than boys reported challenges in speaking English. This demographic analysis underscores the importance of considering gender and academic progression when designing targeted interventions to enhance English communication skills among students, highlighting the necessity for tailored support that addresses specific needs across different groups within the college context.

Table 1: Demographic characteristics of respondents

Program	Semester	Gender
BBM	1st Sem	Boys =3
		Girls =5
	3rd Sem	Boys =1
		Girls =7
	5th Sem	Boys =5
		Girls =3
	7th Sem	Boys =4
		Girls =4

BBS	1st Year	Boys =4
		Girls =4
	2nd Year	Boys =2
		Girls =6
	3rd Year	Boys =4
		Girls =4
	4th Year	Boys =3
		Girls =5
Frequency		Boys = 26
		Girls = 38
Percentage		Boys = 40.62%
		Girls = 59.38%
Mean		0.40625
S.D.		0.5985

Source: *Primary data*

Table 2 provides the correlation matrix presents the relationship between the independent variables (lack of practice, fear of making mistakes, limited vocabulary and grammar knowledge, cultural barriers, limited exposure) and the dependent variable (difficulties in speaking English) among undergraduate students at United College. The correlation analysis reveals a significant positive relationship between lack of practice (LP) and difficulties in speaking English (DSE) among undergraduate students at United College. With a correlation coefficient of r = 0.644**, this suggests a moderately strong association between these variables. With a correlation coefficient of r = 0.545**, this suggests a moderately strong association between these variables. In addition, the correlation analysis highlights a significant positive relationship between limited vocabulary and grammar knowledge (LVGK) and difficulties in speaking English (DSE) among undergraduate students at United College.

With a correlation coefficient of r = 0.636**, this suggests a strong association between these variables. Furthermore, the correlation analysis indicates a significant positive relationship between Cultural barriers (CB) and difficulties in speaking English (DSE) among undergraduate students at United College. With a correlation coefficient of r = 0.475**, this suggests a moderate positive association between these variables. Finally, the correlation analysis reveals a significant positive relationship between limited exposure (LE) and difficulties in speaking English (DSE) among undergraduate students at United College. With a correlation coefficient of r = 0.723**, this indicates a strong positive association between these variables. This suggests that as students' exposure to English-language

contexts becomes limited, their struggles in effectively communicating in English intensify. Overall, all independent variables (LP, FMM, LVGK, CB, LE) exhibit significant positive correlations with the dependent variable (DSE), indicating that each factor contributes to the difficulties undergraduate students face in speaking English at United College.

Table 2: Relationship between independent and dependent variables

	LP	FMM	LVGK	CB	LE	DSE
LP	1					
FMM	0.417**	1				
LVGK	0.566	0.455**	1			
CB	0.343**	0.421**	0.541**	1		
LE	0.545**	0.376**	0.379**	0.359**	1	
DSE	0.644**	0.545**	0.636**	0.475**	0.723**	1

**. Correlation is significant at the 0.01 level (2-tailed).

Source: *Primary data*

The regression analysis conducted in the study aimed to explore the relationship between the independent variables—lack of practice, fear of making mistakes, limited vocabulary and grammar knowledge, cultural barriers, and limited exposure—and the dependent variable, difficulties in speaking English. The regression analysis conducted in the study aimed to delve into the intricate relationship between various independent variables—lack of practice (LP), fear of making mistakes (FMM), limited vocabulary and grammar knowledge (LVGK), cultural barriers (CB), and limited exposure (LE)—and the dependent variable, difficulties in speaking English (DSE), among undergraduate students at United College. The results exhibited a robust model fit, with an overall significant regression equation (F = 88.204, p < 0.001), indicating that the independent variables collectively explain a substantial portion of the variance in difficulties in speaking English.

The model's coefficient of determination (R Square = 0.798) implies that approximately 79.8% of the variability in DSE can be accounted for by the independent variables included in the model. Moreover, the adjusted R Square (0.803) suggests that the model's explanatory power remains high even after adjusting for the number of predictors. The individual regression coefficients shed further light on the unique contribution of each independent variable to the prediction of difficulties in speaking English. Notably, limited exposure (LE) emerged as the strongest predictor, with a significant positive coefficient (B = 0.608, p < 0.001), indicating that increased exposure to English language environments is associated with higher levels of difficulties in speaking English. Similarly, limited vocabulary and grammar knowledge (LVGK) also exhibited a significant positive relationship with DSE (B = 0.341, p < 0.001), underscoring the pivotal role of language

proficiency in speaking English fluently. Fear of making mistakes (FMM) demonstrated a moderate positive relationship with DSE (B = 0.245, p = 0.002), suggesting that students' apprehension about committing errors hampers their speaking abilities to some extent. Conversely, lack of practice (LP) and cultural barriers (CB) showed relatively weaker associations with DSE, with non-significant coefficients (p > 0.05), implying that these factors may have less impact on English speaking difficulties compared to limited exposure, vocabulary, grammar knowledge, and fear of making mistakes.

With regard to the results of hypotheses test, knowledge (H3), and limited exposure (H5) significantly contribute to difficulties in speaking English, as evidenced by their respective beta values (0.160, 0.279, and 0.568) and associated t-values, with all p-values below the significance threshold (p < 0.05). Therefore, hypotheses H2, H3, and H5 are accepted, suggesting that these factors play a substantial role in influencing English speaking difficulties among undergraduate students. Conversely, lack of practice (H1) and cultural barriers (H4) did not demonstrate significant relationships with difficulties in speaking English, as indicated by their non-significant p-values (p > 0.05), leading to the rejection of hypotheses H1 and H4.

Model	R	R Square	Adjusted R Square	S
1	0.890	0.798	0.80.	1.634

a. Predictors: (Constant), LP, FMM, LVGK, CB, LE

ANOVA

Model		Sum of Square	df	Mean of square	F	Sig.
1	Regression Residual	1192.762 254.228	5 59	238.552	88.204	0.000
	Total	1446.990	64	2.705		

a. Dependent Variable: DLE

b. Predictors: (Constant), LP, FMM, LVGK, CB, LE

Coefficient

Model		Un-Standardized Coefficients		Unstandarized Coefficients		
		B	SE	Beta	t	Sig.
1	(Constant)	1.244	1.172		1.067	0.289
	LP	0.078	0.064	0.070	1.192	0.231
	FMM	0.245	0.078	0.160	3.124	0.002
	LVGK	0.341	0.069	0.279	4.762	0.000
	CB	0.102	0.075	0.071	1.314	0.189
	LE	0.608	0.059	0.568	9.487	0.000

a. Dependent Variable: DLE

Source: *Calculation of primary data*

Discussions

The literature review illuminated the pervasive issue of insufficient practice in speaking English among undergraduate students, attributing it to various systemic factors within educational institutions. Authors like Brown and Lee (2019) underscored the dominance of reading and writing skills over oral communication development, while Johnson et al. (2020) highlighted the inhibitive effects of large class sizes and traditional lecture formats. Furthermore, Gupta and Sharma (2021) emphasized the prevalence of theoretical knowledge-focused courses at the expense of practical language skills.

Additionally, the absence of speaking components in curricula, as noted by Smith and Nguyen (2018), and the scarcity of support services like conversation practice sessions and language labs (Chen & Wang, 2019) exacerbated the challenge. However, the hypothesis testing results suggested that the relationship between lack of practice and speaking difficulties is not statistically significant (p = 0.231), contrary to initial expectations. This discrepancy underscored the need for a more nuanced understanding of the factors influencing speaking proficiency. While practice remains crucial, the results implied that addressing speaking difficulties among undergraduate students may require a multifaceted approach that considers various contributing factors beyond practice alone. Similarly, studies by Jones and Smith (2019) and Garcia and Martinez (2020) highlighted how fear and anxiety stemming from the possibility of errors can hinder students' willingness to engage in speaking activities.

This fear is often compounded by negative experiences such as correction or mockery for mistakes, as noted by Garcia and Martinez (2020), leading to a reluctance to speak up. Moreover, Brown and Nguyen (2019) shed light on how perfectionist tendencies can exacerbate this fear, as students set unrealistically high standards for themselves. Wang, and Chen (2021) further emphasized how this fear can paralyze students, preventing them from taking risks and experimenting with language use. The hypothesis testing results confirmed the significant impact of fear of making mistakes on speaking difficulties (p = 0.002), validating the concerns highlighted in the literature.

This acceptance of the hypothesis underscored the need for targeted interventions to address this issue. Creating a supportive and non-judgmental learning environment, as suggested by Gupta and Sharma (2020), can help alleviate fear and encourage students to take risks in speaking English. Additionally, implementing gradual exposure techniques and providing constructive feedback, as recommended by Smith and Garcia (2021), can aid students in building confidence over time. In addition, Smith and Jones (2018) and Gupta and Lee (2020) reported how limited vocabulary can constrain students' ability to express themselves effectively, leading to lexical gaps and reliance on repetitive or simplistic language. Similarly,

Nguyen and Wang (2019) noted how difficulties in accessing appropriate vocabulary and constructing grammatically correct sentences can hinder fluency and coherence in spoken interactions, resulting in disjointed speech patterns.

Moreover, Brown and Martinez (2019) highlighted the detrimental impact of limited vocabulary and grammar knowledge on students' confidence in speaking English, contributing to reluctance in engaging in conversation. The acceptance of the hypothesis ($p = 0.000$) underscored the significant influence of limited vocabulary and grammar knowledge on speaking difficulties, validating the concerns raised in the literature. This highlighted the importance of incorporating vocabulary and grammar instruction relevant to spoken communication contexts in undergraduate language courses, as suggested by Wang and Kim (2020). Additionally, explicit teaching of vocabulary acquisition strategies and grammar structures, along with ample opportunities for practice and feedback, as proposed by Lee and Chen (2021), can help address students' deficiencies in these areas.

Furthermore, Smith and Jones (2018) and Garcia et al. (2020) highlighted how cultural disparities can lead to feelings of isolation and self-consciousness, hindering students' willingness to engage in verbal communication. Also, limited exposure to English outside the classroom, as noted by Nguyen and Tran (2020), and social norms within student communities that discourage English-speaking interactions (Wang and Li, 2020) further exacerbated these challenges. Moreover, the prioritization of reading and writing skills over oral communication activities in undergraduate courses, as discussed by Brown and Lee (2019), created an environment where speaking English is undervalued, contributing to a cycle of apprehension and avoidance. Furthermore, the prevalence of cliques and social hierarchies in college settings, as noted by Patel and Nguyen (2021), can exacerbate feelings of linguistic insecurity among non-native English speakers.

However, the hypothesis testing results indicated that the relationship between cultural barriers and difficulties in speaking English is not statistically significant ($p = 0.189$), contrary to initial expectations. This suggests that while cultural barriers undoubtedly pose challenges, they may not be the sole or primary factor influencing students' speaking difficulties. Finally, Johnson and Smith (2017) reported the significance of immersive language experiences in fostering fluency and confidence, emphasizing the importance of consistent exposure to spoken English. However, Wang and Li (2019) pointed that many students, particularly those from non-English-speaking backgrounds, face limited opportunities for such exposure outside of the classroom due to various constraints such as geographic location and socioeconomic status. This lack of exposure can impede students' ability to internalize the nuances of spoken English, including rhythm, intonation, and colloquialisms (Lee & Kim, (2020). The acceptance of the hypothesis

(p = 0.000) validated the concerns raised in the literature, confirming the significant impact of limited exposure on students' difficulties in speaking English. Addressing this challenge requires proactive measures to provide students with more opportunities for immersive language experiences, both within and outside of the classroom.

Conclusions

This study sheds light on the multifaceted challenges faced by undergraduate students in speaking English at United College (UC). Through the analysis of data collected from 64 undergraduate students using a closed-ended questionnaire and employing various statistical methods including correlation and regression, the study aimed to identify and understand the factors contributing to difficulties in speaking English among students. The findings of the study revealed several significant insights. Fear of making mistakes (FMM) and limited vocabulary and grammar knowledge (LVGK) were found to have a substantial influence on difficulties in speaking English, with both hypotheses being accepted based on the statistical analysis. This emphasized the importance of addressing students' psychological barriers and enhancing their linguistic competencies to improve oral communication skills.

Furthermore, limited exposure to English (LE) was identified as another significant factor contributing to difficulties in speaking English among undergraduate students, with the hypothesis being accepted. This highlighted the necessity of providing students with ample opportunities for immersive language experiences to enhance their fluency and confidence in spoken English. However, hypotheses related to lack of practice (LP) and cultural barriers (CB) were rejected, indicating that these factors may not have as significant an impact on students' difficulties in speaking English as initially hypothesized. Nonetheless, these findings offer valuable insights into the complex interplay of factors influencing language acquisition and proficiency among undergraduate students.

This study offers significant insights into the challenges undergraduate students encounter in speaking English at United College (UC). By analyzing data from 64 students using a closed-ended questionnaire and employing statistical methods like correlation and regression, the study identifies key factors contributing to difficulties in spoken English. Fear of making mistakes (FMM) and limited vocabulary and grammar knowledge (LVGK) emerged as substantial influencers, emphasizing the need to address psychological barriers and enhance linguistic competencies. Limited exposure to English (LE) also played a significant role, highlighting the importance of immersive language experiences to improve fluency and confidence. However, hypotheses regarding lack of practice (LP) and cultural barriers (CB) were rejected, suggesting their lesser impact. Nonetheless, these findings provide

valuable insights into the complex dynamics shaping language acquisition and proficiency among undergraduate students, guiding educators and policymakers in developing targeted interventions to bolster students' oral communication skills and overall language proficiency.

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