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Teaching Speaking Skills Challenges in Secondary Schools: Novice English Teachers Perspective

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Abstract

This qualitative study employs a descriptive research design to investigate challenges faced by novice English teachers (1-2 years of experience) in teaching speaking skills at the secondary school level. Using purposive sampling, participants are selected based on academic qualifications, and data is collected through online interviews using an interview guideline with seven questions. The findings reveal multifaceted challenges, including students' lack of confidence and limited vocabulary, along with challenges within teachers themselves, such as shyness and class management difficulties. Novice teachers demonstrate resilience by employing strategies like mixed language approaches and alternative learning materials. The study underscores the dynamic nature of teaching and the continuous learning and adaptation required by novice teachers. Overall, this research contributes valuable insights into the nuanced experiences of novice English teachers, shedding light on their proactive measures to enhance teaching proficiency amid the complex landscape of teaching English speaking skills in secondary schools.

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Introduction

English serves as a universal means of communication in global professional and academic settings. Subsequently, it has achieved widespread acceptance internationally, with numerous native

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speakers proficient in the language. Presently, English holds significant political influence (Lin & Chien, 2010). Furthermore, its utility extends beyond employment and educational purposes. English is recognized as a lingua franca facilitating communication among individuals from diverse cultures, ethnicities, and social backgrounds (Dewi, 2015). Specifically, English plays a pivotal role in empowering individuals to meet professional requirements, as many companies and organizations mandate excellent English communication skills among their employees (Sarair & Farsia, 2023).

In the subsequent period, acquiring proficiency in English is essential for staying well-informed in the upcoming era, as it provides access to a diverse range of paradigms. Developing English skills has become imperative for individuals as a tool to master various forms of knowledge in the present age (Zakaria et al., 2022). Moreover, considering the multifaceted advantages of English outlined in previous literature, mastering the language can enhance students' language proficiency, preparing them for future challenges. For instance, the global emphasis on education encourages students to compete at a standard recognized worldwide. The mastery of English is crucial for shaping students' intellectual, social, and emotional development (Tridinanti, 2018).

In general, English encompasses four fundamental language skills: speaking, reading, listening, and writing. Among these, speaking is considered the most valuable skill. In the context of Indonesian education, the teaching of English, particularly speaking, is incorporated into secondary and higher education. The New Order regime (1967–1998) solidified the official position of English with Presidential Decree No. 28/1990, making it mandatory in secondary schools under the Ministry of Education and Culture's administration (Zein et al., 2020). Moreover, as per the decree issued by the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia (number 262/m/2022), English is included as a subject in secondary school curriculum. Conversely, the significance of speaking skills in learning and teaching is underscored by the fact that students' proficiency in spoken English is indicative of their success in mastering the language (Ghaniy, 2023). The development of English-speaking skills encompasses crucial language elements such as grammar, vocabulary, structure, spelling, and pronunciation, which English teachers need to introduce initially to their students (Berliani & Katemba, 2021).

Further, the English learning and teaching activities were conducted by maximizing students understanding concerning the English skills and language component. To help students develop the capacity to speak efficiently, teachers must set the speaking class with compelling classroom nuance and suitable activities for teaching speaking skills (Miranda & Wahyudin, 2023). Hence, the English teacher also contributes by constructing proper teaching activities to achieve English advantages for students' speaking ability. However, certain characteristics of secondary schools' teachers are highlighted, specifically inadequate reading proficiency, translanguaging, and the motivation of students (Zein, 2020). Whereas, in the case of speaking skills, proficient secondary students utilized a greater number of cognitive interaction strategies, along with other strategies associated with cognitive interaction, self-evaluation, fluency-orientation, and metacognitive planning, among others (Mistar et al., 2014; Zein et al., 2020). Consequently, there is a gap between English teacher characteristic and students learning ability. Nevertheless, exploration of classroom interaction within a foreign language context, especially in secondary schools, appears to be receiving insufficient attention, particularly from the vantage point of teachers' perspectives (Sundari, 2017). Regarding to secondary school context, language interactive activity is a necessary to generate English nuance in classroom. Likewise, the interaction between teachers and students is crucial for successful learning since in many cases the classrooms is the only place where students are exposed to English (Zein et al., 2020). Moreover, when novice teachers strive to meet school or educational expectations in the pursuit of English

proficiency, they may perceive it as a challenge associated with their limited teaching experience. Besides, novice teachers in secondary school often find it challenging to navigate their early teaching careers, compelled to adapt to unfamiliar contexts and meet school expectations, which may include the introduction of the latest teaching techniques (Sabar, 2004; Cendra, 2019).

However, when considering the positive effects of English communication, it is clear that novice English teachers are likely to encounter difficulties and obstacles in achieve it. The beginning years of teaching are often challenging for new educators as they shift from being students to taking on the role of teachers (Cendra, 2019). Certainly, teachers play a crucial role in managing the teaching and learning activities within a classroom. This study specifically focused on newly graduated English teachers who have recently completed their studies in English education. In general, a novice teacher is someone who has recently finished their pre-service teacher education and has less than three years of teaching experience (Widiati et al., 2018). Consequently, teaching English speaking can pose challenges for novice teachers, especially during their early experiences in the education field. Novice teachers with limited teaching practice or those teaching for the first time may encounter various obstacles in this regard.

Related research conducted by Irhamna and Fithriani (2023) revealed three teaching difficulties: lack of student participation, lack of material mastery, and confidence in the teaching anxiety context. In other words, a study also acknowledged three substantial challenges: a lack of teaching resources, the absence of respect, and unsatisfactory content knowledge (Abdillah & Fithriani, 2023). Instead of universal challenge, Ke Lomi & Mbato (2020) separated teaching challenges into internal issues that are linked to teachers' emotions, self-efficacy, and ability to teach, then the external challenges related to the inability to manage the class, attitudes of the students, lack of facilities in the school, the relationships with their colleagues, and teacher salaries. Last but not least, being confronted with unexpected questions, limited English proficiency, heavy workload, inadequate class preparation, and poor student motivation and behavior have been reported as English teaching challenges for novice teachers (Kim & Kim, 2004; Sarıçoban, 2010; Irhamna & Fithriani, 2023). Also, there is a similarity in another study that reveals the novice teacher's challenges in teaching speaking. For example, there is difficulty in arranging and implementing speaking lesson plans, motivating students, and implementing adaptation and planning (Septiani et al., 2019; Tika et al., 2023). Related to the limited hours of instruction, students normally could not have the chance of learning English especially the most favored skills of listening and speaking (Akbari, 2015). In the other hands, students' self-confidence also considerate as teaching challenge in speaking lesson. Students often feel worried about speaking badly and thus losing face in front of their classmates (Yusuf & Zuraini, 2016). Hakim (2015) observes that certain students, feeling less confident in speaking English, often attribute their hesitation to a perceived inadequacy in their language proficiency compared to their peers.

Several former research studies have covered general challenges for novice English teachers in conducting English teaching and provided how to overcome those challenges (Khalisa et al., 2022). The researcher in this study compiles partial literature concerning novice teacher challenges in current times. However, little study and research on novice teacher challenges focused on teaching English speaking skills. In order to better prepare competent novice English teachers, it is crucial to conduct a study that tries to mend a lack of literature and expand the knowledge in a new context (Cendra, 2019; Mosleh et al., 2023). Besides, regarding the difficulties that haunted the novice teachers, this research also questions how they deal this phase. In addition, during the initial phase of novice teachers, many of the fresh graduates feel that it is hard for them to survive at the beginning of their teaching career, which makes them leave the teaching profession within their first few years (Ke

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Lomi & Mbato, 2020; Mosleh et al., 2023). Furthermore, it is worth conducting research in the area of teaching speaking skills challenges and how English novice teachers deal this challenge. Later, teachers' understanding of the specific challenges that contribute to teaching English speaking skills and how novice teachers deal can help teachers reduce teaching problems and construct an adjustment to survive the challenge. As the significance of this study, novice teachers who are under stress and strain may be at risk for developing a professional identity and facing challenges. Therefore, conducting a study that explores novice teachers' experiences in teaching English speaking skills is essential, as the findings may provide valuable insights and help other teachers address similar challenges more effectively and efficiently. To achieve the objectives of this research, the researcher aims to identify the challenges faced by novice teachers in teaching English speaking skills and explore the strategies they employ to overcome these challenges.

Methods

This research utilized qualitative methods to address the research inquiry. Moreover, qualitative research is widely employed to explore and investigate the interpretations that individuals or groups ascribe to a social or human problem (Creswell, 2014). The current study adopted a descriptive design and concentrated on the teaching experiences of novice educators to explore the difficulties in teaching speaking skills, highlighting how these novice teachers coped with this challenge. A descriptive design was applied to thoroughly outline the central phenomenon in the specific study (Khalisa, 2022). The participants in this research were early-career English teachers with 1-2 years of teaching experience. The researcher specifically selected novice English teachers with limited teaching experience to enhance the understanding of the challenges in teaching speaking and strategies to overcome them.

Table 1. Participants Background

Code	*Name*	*Gender*	*Level taught*	*Experience*
P1	Sy	F	Senior High School	24 months
P2	Am	M	Junior High School	10 months
P3	H	M	Vocational High School	12 months

The selection of participants for this study was based on their academic qualifications in teaching, aligning with the requirements for purposive sampling. Purposive sampling involves deliberately identifying suitable and representative sites or participants to aid the researcher in comprehending the problem and addressing the research question (Wilumila, 2002; Creswell, 2014). Furthermore, data collection for information retrieval involved conducting interviews through online platforms, specifically Zoom and WhatsApp Video Call. Interviews were chosen in this study to gain a more profound insight into the values and interpretations of experiences among novice English teachers (Ke Lomi & Mbato, 2020). The researcher utilized an interview guideline consisting of seven questions adapted from Linda (2023). These questions were designed to gather information about teaching challenges, challenges within students and teachers, as well as teacher reflection. This carefully qualitative approach was imperative to effectively address research questions one and two.

Results and Discussions

1. Challenges Faced by Novice Teacher in Teaching English Skills

Derived from the information obtained in the interview, the inexperienced educator encountered numerous difficulties in the classroom while conducting the speaking lesson. The challenges can be articulated as follows:

> *Q1: What are some of the challenges you often face when teaching English speaking in secondary schools?.*
> *P1: When I teaching speaking and ask them to practice, students sometimes felt not confidence, confused, and shy because they have limited vocabularies. P2: Vocational school students have limited knowledge about English which makes me as a teacher should recalling the material from the beginning. Student also has lack of confidence and afraid if they do speak wrong.*
> *P3: In my school which near the factory, students have a perception that English is less important, moreover school. They only want to graduate and work. Lack of vocabularies have impact in my teaching speaking activity, make the class not goes fluently in order to practice pronunciation for example.*
> Q2: What do you do to overcome these challenges?
> *P1: I do mix my language in English and Bahasa for teaching speaking activity and teaching English in general. Sometimes use small group work to reduce their lack of confidence to present in the front of the class.*
> *P2: Initial question or quiz to gain students interest, using a video or picture. For example, I played a video about earthquake and ask student explain the video as much as they can.*
> *P3: Whether I want it or not, I will restart the class from the beginning. I do train my students with using English, like excuse me, sorry and thankyou at least.*

Based on the interview data, it can be inferred that the teacher, particularly three novice teachers, encountered similar challenges, including students' lack of confidence, anxiety, and limited vocabulary. These issues have the potential to hinder the success of the English-speaking lesson in class and deviate from the intended learning objectives. Despite these challenges, novice teachers are making efforts to address them. They are employing strategies such as using a mixed language approach to improve student understanding, organizing small groups for assignment speaking videos, conducting questions or quizzes to engage students, and incorporating daily exercises to enhance students' speaking skills, extending beyond the limited classroom time. In addition, it is related to the research by Yusuf & Zuraini (2016) stated that students' self-confidence also considerate as teaching challenge in speaking lesson. Students often feel worried about speaking badly and thus losing face in front of their classmates.

2. Challenge Within the Students

Based on the interview data, the researcher posed a question to novice teachers to explore the challenges arising from students themselves during English speaking practice sessions with these educators. The inquiry is elucidated as follows:

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Q3: What challenges in teaching English speaking do you think arise from the students themselves?
P1: Students were limited in English vocabulary and barely using English. P2: Student rarely use the English for their daily activity. Student always forget what has been learn in previous meeting.
P3: Student environment is not support to use English make students have lack of motivation in learning English, especially speaking.
Q4: How did you deal with it?
P1: I use video learning material to make student not bored with my class. Interact with them while the video, I try make them comfortable to learn English.
P2: In vocational school, it is normal to push student. I will ask them the book and read again the previous material. If they not succeed to find it, I will recall the material for a while.
P3: I pursue students to have improve their motivation, gain knowledge in English speaking activity. I spread the information that English is important for our future.

In response to the participant's question, it was identified that students face challenges in learning speaking skills, including limited opportunities to use English in their daily or school activities and a notable constraint in vocabulary. Novice teachers address these challenges in teaching English speaking by implementing strategies such as utilizing video learning materials as an alternative to capture students' interest and facilitate speaking practice. Then, emphasizing the significance of English for students to boost their motivation in learning the language. Related to previous study, teacher often being confronted with unexpected questions, limited English proficiency, heavy workload, inadequate class preparation, and poor student motivation and behavior have been reported as English teaching challenges for novice teachers (Kim & Kim, 2004; Sarıçoban, 2010; Irhamna & Fithriani, 2023).

3. Challenge Within the Teachers

To uncover the challenges faced by novice teachers in teaching English speaking, the researcher posed a question during interviews. The obtained results were transcribed as follows:

Q5: Are there any difficulties in teaching English speaking that come from you as a teacher?
P1: I was shy because actually when explain and teaching, stuttered sometimes. Afraid to use wrong words or pronunciation.
P2: Managing the class for conducive is challenging when conducting speaking activity and I do have a lack of confidence when teaching speaking. P3: When I speech in front of class for explain the speaking lesson, I do confuse, nervous, and difficult to explain because I have lack of vocabulary.
Q6: What do you do to overcome the challenges that arise from being a teacher?
P1: I evaluate myself for gaining self-confidence, then try to not afraid for a mistake.

P2: About challenge in manage class, I do discipline treatment to student if they cannot be control. For example, I call their name to give attention to me. I train my self-confidence also for making the class not awkward or quiet.
P3: Actually, I search formula to answer my challenge, like improve myself by searching teaching information in media. The school also provide workshop in teaching, but not specific in English.

From the interview results, the researcher identified challenges within the teachers themselves. These challenges include feelings of shyness and instances of stuttering while instructing in speaking. Additionally, novice teachers encounter difficulties in managing the class to maintain an appropriate atmosphere without awkward moments. Furthermore, a lack of vocabulary poses a challenge for novice teachers when leading speaking activities. In the other hands, it is related to the study conducted by Irhamna and Fithriani (2023) which stated that there is three teaching difficulties: lack of student participation, lack of material mastery, and confidence in the teaching anxiety context. In order to elicit reflections on their teaching journey and the challenges encountered in instructing English speaking, the researcher formulated a question aimed at prompting novice teachers to share their experiences and feelings.

Q7: What do you think is the most rewarding aspect of these experiences and challenges as a young teacher going forward?
P1: I do realize that I still have to practice and I need improve for better teaching performance.
P2: I need to manage my class more effectively for achieve my success in teaching speaking skills. Being more confidence and be attractive.
P3: I just realize that teaching is not easy and I have to not stop learning.

Based on these findings, it can be concluded that teachers, particularly novice ones, recognize the need to cultivate a learning spirit within themselves. Additionally, novice teachers employ strategic concepts, such as formulating teaching approaches tied to classroom management, as part of their efforts to navigate and overcome challenges in the teaching environment.

4. Discussion

The findings of this study reveal that novice English teachers encounter various interconnected challenges when teaching speaking skills, particularly those related to students' limited vocabulary, low self-confidence, insufficient exposure to English, and lack of learning motivation. In addition to these student-related difficulties, the participants experienced challenges concerning their own linguistic competence, teaching confidence, and classroom management skills. These findings are consistent with Widiati et al. (2018), who identified several challenges faced by Indonesian novice English teachers, including difficulties in implementing instructional strategies, accommodating students with different levels of English proficiency, and managing classroom activities. Similarly, Farrell (2012) emphasized that novice teachers frequently experience difficulties during the transition from teacher education to professional teaching because classroom realities often differ from their initial expectations and pedagogical preparation. While previous studies have examined the challenges of novice teachers from a broader professional perspective, the present study provides a more specific

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understanding of how these difficulties emerge during English speaking instruction. The findings indicate that teaching speaking requires novice teachers to address students' linguistic and psychological barriers while simultaneously demonstrating their own communicative competence and maintaining classroom interaction. This suggests that challenges in teaching speaking cannot be understood solely as problems associated with students' language proficiency, but should also be examined in relation to teachers' professional readiness and the conditions in which language learning takes place.

One of the most prominent findings concerns students' limited vocabulary and its relationship with their willingness to participate in speaking activities. All three participants reported that students frequently struggled to express their ideas in English because of insufficient vocabulary knowledge. This limitation was often accompanied by feelings of embarrassment, anxiety, and fear of making mistakes, particularly when students were required to speak in front of their classmates. These findings correspond with Horwitz et al. (1986), who explained that foreign language anxiety involves communication apprehension, fear of negative evaluation, and anxiety associated with language learning situations. Similarly, MacIntyre et al. (1998) argued that learners' willingness to communicate in a second language is influenced by linguistic competence, self-confidence, and situational factors. The present findings support these perspectives by showing that vocabulary limitations and psychological barriers may simultaneously influence students' participation in classroom speaking activities. Students who perceive themselves as having inadequate vocabulary may hesitate to communicate because they anticipate making linguistic errors or receiving negative evaluations from others. Consequently, their limited participation may reduce opportunities to practice English, potentially reinforcing their communication difficulties. This relationship highlights the importance of addressing linguistic and psychological factors together rather than treating vocabulary development and speaking confidence as separate instructional concerns. Novice teachers, therefore, need to establish learning environments in which students are encouraged to experiment with language, express ideas without excessive fear of making mistakes, and gradually develop confidence through meaningful communication.

Another significant finding relates to students' limited exposure to English and their perceptions of its relevance to everyday life and future employment. The participants explained that students rarely used English outside classroom activities, which contributed to difficulties remembering previously learned vocabulary and applying language knowledge in speaking practice. One participant further reported that students in a vocational school located near an industrial area tended to perceive English as less important because they primarily intended to graduate and enter the workforce. This finding suggests that students' engagement in speaking activities may be influenced not only by their linguistic abilities but also by their perceptions of the practical value of English. Dörnyei and Csizér (1998) emphasized the importance of motivational strategies in foreign language learning, particularly the teacher's role in creating meaningful learning experiences and maintaining students' interest. In relation to the present findings, novice teachers may encounter additional instructional challenges when students do not recognize the connection between English proficiency and their personal or professional aspirations. This issue is particularly relevant in vocational education, where students may prioritize practical competencies associated with their intended occupations. Therefore, integrating speaking activities with authentic workplace communication, such as job interviews, professional introductions, workplace instructions, and interactions with customers, may help students understand the relevance of English to their future careers. However, since the findings were obtained from teachers' perspectives, the students' reported perceptions should be interpreted as the

participants' observations rather than direct evidence of students' attitudes. Nevertheless, these observations emphasize the need for contextualized speaking instruction that connects language learning objectives with learners' educational backgrounds and anticipated professional needs.

The findings also demonstrate that novice teachers attempt to overcome students' linguistic and motivational difficulties by adapting their instructional strategies to classroom conditions. The participants reported employing Indonesian alongside English, organizing small-group speaking activities, using videos and pictures, conducting preliminary quizzes, reviewing previous materials, and encouraging students to practice basic English expressions during classroom interactions. These strategies suggest that novice teachers actively adjust their instructional practices rather than relying exclusively on predetermined teaching procedures. The use of Indonesian and English during instruction can be interpreted as a form of linguistic support that helps students understand explanations and participate in learning activities. Cahyani et al. (2018) found that teachers' code-switching in bilingual classrooms served pedagogical and sociocultural functions, including facilitating comprehension and supporting classroom interaction. Their findings provide a relevant perspective for understanding the participants' use of two languages during speaking instruction. In the present study, language alternation appears to function as an instructional response to students' limited English proficiency, allowing teachers to clarify unfamiliar vocabulary and explain tasks more effectively. Nevertheless, this strategy requires careful implementation because excessive dependence on Indonesian may limit students' opportunities to engage in English communication. Therefore, the use of the first language should be considered a temporary instructional resource that supports students' understanding while gradually encouraging greater use of English. This interpretation indicates that the effectiveness of instructional adaptation depends not simply on the strategies selected by teachers but also on how these strategies are integrated into meaningful speaking practice.

Furthermore, the use of small-group activities and audiovisual learning materials reflects novice teachers' efforts to reduce students' speaking anxiety and encourage classroom participation. One participant explained that small-group assignments were implemented to make students feel more comfortable practicing English without the pressure of speaking individually in front of the entire class. Another participant used videos and pictures to stimulate students' interest and encourage them to describe or discuss the information presented. These approaches are relevant to Sato and Lyster (2012), who demonstrated that peer interaction, supported by appropriate corrective feedback, can contribute to second-language accuracy and fluency development. Their findings suggest that collaborative speaking activities may provide opportunities for students to practice communication in environments where interaction is distributed among learners rather than dominated by the teacher. However, the present study also indicates that the implementation of communicative activities requires consideration of students' linguistic readiness. Students with limited vocabulary may still encounter difficulties participating in group discussions without sufficient language support. Consequently, novice teachers need to provide clear instructions, relevant vocabulary, and structured speaking tasks to ensure that group activities create meaningful communication opportunities. Similarly, audiovisual materials should not function merely as entertainment or introductory classroom activities but should be connected to specific speaking objectives, such as describing events, expressing opinions, explaining procedures, or summarizing information. These findings suggest that instructional resources are more likely to support speaking development when they encourage students to produce language actively rather than receive information passively.

Another important issue emerging from the findings concerns the difficulties novice teachers experience when students cannot recall previously taught materials. The participants reported

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frequently reviewing vocabulary, repeating explanations, and returning to introductory lessons because students demonstrated limited retention of earlier learning. This situation created additional instructional demands, as teachers needed to balance curriculum expectations with students' actual language proficiency. Nation (2007) emphasized that effective language instruction should maintain an appropriate balance among meaning-focused input, meaning-focused output, language-focused learning, and fluency development. From this perspective, the participants' decisions to review previous lessons can be understood as attempts to strengthen students' foundational language knowledge before introducing more complex speaking activities. However, continuous repetition of introductory materials without opportunities for meaningful language production may restrict the development of communicative fluency. Therefore, novice teachers should consider integrating vocabulary reinforcement with contextualized speaking activities so that previously learned expressions can be applied in different communicative situations. For instance, vocabulary introduced during one lesson could be revisited through short dialogues, role-playing activities, or discussions in subsequent meetings. Such an approach would allow students to consolidate linguistic knowledge while progressively developing their ability to communicate. The findings consequently highlight the importance of instructional continuity in speaking lessons, particularly when students have limited opportunities to use English beyond the classroom.

In addition to student-related challenges, the findings reveal that novice teachers experience psychological and linguistic difficulties that influence their confidence during speaking instruction. The participants acknowledged feeling nervous, struggling with vocabulary selection, and worrying about pronunciation mistakes when explaining materials or communicating in English. These experiences suggest that speaking anxiety is not exclusively associated with students but may also affect teachers who are expected to demonstrate language competence in front of their classes. Farrell (2012) explained that the initial years of teaching represent a demanding professional transition during which novice teachers negotiate their responsibilities, develop their professional identities, and adjust their instructional practices to classroom realities. The present findings provide a specific illustration of this transition by demonstrating how teachers' perceived linguistic limitations can affect their confidence in conducting speaking activities. Unlike instructional contexts in which teachers primarily explain theoretical concepts, speaking lessons often require spontaneous communication, immediate responses to students' questions, and demonstrations of appropriate pronunciation. These demands may increase psychological pressure among novice teachers who are still developing confidence in their professional roles. Nevertheless, the participants' recognition of their difficulties also indicates an emerging awareness of professional learning needs. Their experiences suggest that confidence in teaching speaking is not simply an individual personality characteristic but may develop through continuous practice, classroom experience, constructive feedback, and opportunities for professional support.

Classroom management was also identified as a significant challenge, particularly when novice teachers attempted to maintain student attention while implementing communicative learning activities. One participant explained that managing classroom conditions became difficult during speaking lessons and described using disciplinary approaches to regain students' attention. This finding is consistent with Widiati et al. (2018), who identified classroom management as an important concern among Indonesian novice English teachers. However, classroom management in speaking instruction should not be understood merely as maintaining silence or preventing disruptive behavior. Communicative language teaching requires interaction, negotiation of meaning, and active student participation, all of which may create classroom conditions that differ from teacher-centered

instruction. Consequently, novice teachers need to distinguish between productive classroom interaction and behavior that interferes with learning objectives. Excessive control may discourage students from speaking, whereas insufficient instructional structure may result in ineffective group activities and reduced engagement. The present findings therefore suggest that classroom management strategies should be aligned with the communicative purposes of speaking instruction. Establishing clear activity procedures, assigning responsibilities during group work, providing achievable speaking tasks, and creating supportive classroom expectations may help novice teachers maintain instructional organization while encouraging students to participate actively.

Interestingly, despite experiencing numerous difficulties, the participants demonstrated awareness of their professional limitations and expressed a willingness to improve their teaching practices. Their responses included self-evaluation, independent exploration of teaching resources, deliberate efforts to improve speaking confidence, and participation in school-organized professional development activities. One participant also emphasized the importance of continuing to learn, recognizing that teaching requires ongoing professional improvement. These findings suggest that the challenges experienced by novice teachers may stimulate reflective processes through which they reassess their instructional practices and identify areas requiring further development. Farrell (2012) highlighted the importance of supporting novice teachers during the transition from preservice preparation to professional teaching, emphasizing the need to bridge the gap between theoretical knowledge and classroom realities. In the present study, participants' efforts to evaluate themselves and seek additional teaching information illustrate their attempts to respond to this gap through individual professional learning. However, one participant noted that the workshops provided by the school were not specifically designed for English language teaching. This observation suggests that general professional development programs may not fully address the specialized demands of speaking instruction, including communicative activity design, pronunciation teaching, oral feedback, and the management of language-learning anxiety. Accordingly, the findings highlight the potential value of professional development opportunities that respond more directly to the needs and experiences of novice English teachers.

Taken together, the findings demonstrate that the challenges faced by novice teachers in teaching English speaking skills are interconnected rather than isolated. Students' limited vocabulary may contribute to speaking anxiety and reduced classroom participation, while insufficient opportunities to use English may further restrict their communicative development. These conditions require novice teachers to adapt instructional materials, modify teaching strategies, and provide additional learning support. At the same time, teachers' own linguistic insecurity and classroom management difficulties may complicate the implementation of interactive speaking activities. While previous studies have documented the challenges associated with novice teachers' professional development and classroom responsibilities (Farrell, 2012; Widiati et al., 2018), the present study highlights how these challenges intersect within the specific context of English speaking instruction. Its contribution lies in illustrating the relationships among students' linguistic readiness, psychological barriers, classroom conditions, and novice teachers' professional adjustment. Furthermore, the participants' responses demonstrate that novice teachers actively attempt to address these difficulties through instructional adaptation, self-reflection, and independent professional learning. Therefore, understanding novice teachers' experiences requires attention not only to the challenges they encounter but also to the ways they interpret and respond to those challenges within their respective teaching environments.

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The findings have important implications for English language teaching practices and novice teacher preparation. From a pedagogical perspective, the relationship between students' limited vocabulary, speaking anxiety, and classroom participation indicates the need for instructional approaches that integrate linguistic development with psychological support. Novice teachers may benefit from implementing progressively structured speaking activities that begin with vocabulary preparation and guided interaction before moving toward more spontaneous communication. Pair work, small-group discussions, role-playing, and contextually relevant speaking tasks may provide opportunities for students to practice English while gradually developing confidence. These implications are consistent with MacIntyre et al. (1998), who emphasized the role of self-confidence and situational factors in willingness to communicate, and Sato and Lyster (2012), who demonstrated the potential contribution of peer interaction to second-language development. In vocational education, speaking instruction should also consider students' professional aspirations by incorporating communication tasks relevant to workplace situations. Such contextualization may help students recognize the practical importance of English and strengthen their motivation to participate in classroom activities.

The findings also provide implications for teacher education institutions and school administrators. The difficulties experienced by the participants suggest that prospective English teachers need preparation that extends beyond theoretical understanding of language teaching methodologies. Teacher education programs should provide opportunities for simulated speaking instruction, microteaching, classroom management practice, and reflective evaluation of teaching performance. Particular attention should be given to developing teachers' confidence in using English spontaneously, providing oral corrective feedback, and adapting communicative activities to students with different levels of proficiency. Furthermore, schools should consider implementing mentoring programs and subject-specific professional development activities that allow novice teachers to discuss classroom challenges with experienced colleagues. Collaborative lesson planning, peer observation, and reflective teaching discussions may provide opportunities for novice teachers to develop practical strategies while strengthening their professional confidence. Consistent with Farrell (2012), such support may help bridge the transition between initial teacher education and the complex realities of classroom teaching. These implications emphasize that supporting novice English teachers should be regarded as a shared institutional responsibility rather than an individual effort undertaken exclusively by beginning teachers.

The findings should be interpreted in relation to the qualitative and exploratory orientation of the study. By examining the experiences of three novice English teachers, this research offers a focused understanding of the challenges they encountered and the strategies they employed in teaching speaking skills. The emphasis on a small group of participants is consistent with the study's intention to investigate contextually situated teaching experiences rather than establish statistical generalizations. Accordingly, the findings provide insights that may be analytically relevant to similar English as a Foreign Language teaching contexts, particularly those characterized by limited student proficiency and diverse motivational conditions. Furthermore, the use of interview data enabled the participants to describe their experiences, perceptions, and instructional responses from their own professional perspectives. Nevertheless, these accounts primarily represent self-reported experiences and do not independently demonstrate the effectiveness of the strategies implemented. Future research could extend the present findings by incorporating classroom observations, students' perspectives, and reflective teaching journals to examine how reported instructional strategies are enacted in actual classroom interactions. Studies involving novice teachers from different educational

institutions and geographical settings could also investigate the influence of school characteristics and learning environments on speaking instruction. In addition, longitudinal research may offer further insights into how novice teachers' confidence, classroom management abilities, and communicative teaching practices develop throughout their early teaching careers. These directions would complement the present study and contribute to a more comprehensive understanding of novice English teachers' professional experiences.

Overall, this study suggests that teaching English speaking skills presents multidimensional challenges for novice teachers, involving the interaction of students' linguistic limitations, psychological barriers, learning environments, and teachers' professional readiness. Despite encountering these difficulties, the participants demonstrated efforts to modify instructional practices and improve their teaching competence through reflection and independent learning. The findings underscore the importance of supportive classroom environments, contextually relevant communicative activities, and continuous professional development in responding to the challenges of speaking instruction. By examining both the difficulties and instructional responses of novice teachers, this study contributes to a more contextualized understanding of early-career English language teaching and provides a foundation for developing pedagogical and institutional support that responds to the practical demands of teaching speaking skills.

Conclusion

In summary, the study explored the challenges faced by novice teachers in teaching English speaking skills. The findings revealed multifaceted challenges encompassing student-related issues, challenges within the teachers themselves, and the overall experiences of novice educators. Novice teachers consistently identified common hurdles such as students' lack of confidence, anxiety, and limited vocabulary during English speaking lessons. These challenges posed a potential threat to the success of the lessons and veering away from intended learning objectives. However, the teachers showcased resilience by employing various strategies. These included using a mixed language approach, incorporating small group activities, utilizing video learning materials, and engaging students with questions and quizzes. Moreover, challenges stemming from students themselves were unveiled, ranging from limited vocabulary usage to inadequate support for English learning in their environment. Novice teachers addressed these issues by introducing alternative learning materials and emphasizing the importance of English for the students' future.

Challenges originating from the teachers themselves were also explored, revealing instances of shyness, stuttering, and difficulties in class management. Novice teachers, in response, undertook measures such as self-evaluation, discipline treatments, and efforts to enhance their self-confidence. In reflection, the novice teachers acknowledged the ongoing need for a learning spirit and recognized the importance of continuously improving their teaching performance. They expressed a commitment to refining their classroom management skills, boosting confidence, and acknowledging that teaching is an ongoing learning process. In conclusion, the study underscores the complex nature of challenges faced by novice teachers in teaching English speaking. It highlights their proactive approach to overcome these challenges and the realization that teaching is a dynamic journey requiring continuous learning and adaptation.

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