



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

FACULTY OF LANGUAGES

“STUDENTS’ DIFFICULTIES WHEN SPEAKING IN ENGLISH”

A thesis submitted to the faculty of languages for the degree of

Bachelor's Degree in English Language Teaching

Presented by:

LAURA GONZALEZ TEJA

Thesis Advisor:

MTRA. ROSALBA LETICIA OLGUIN DIAZ

**Puebla, Puebla
November, 2025**

Benemérita Universidad Autónoma de Puebla

“STUDENTS’ DIFFICULTIES WHEN SPEAKING IN ENGLISH”

This thesis has been read by the members of the thesis committee of

LAURA GONZALEZ TEJA

**And is considered worthy of approval in partial fulfillment of the requirements for the
degree of**

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

Mtra. Rosalba Leticia Olguín Díaz
Thesis director

Committee member

Committee member

Mtra. Georgina Aguilar González

Mtra. María Alejandra Archundia Pérez

Dedications

First, I want to thank God for having accompanied me in this learning process and guiding me on the good path throughout my major.

Likewise, I thank my family for being there during my studies and for showing me their unconditional support. I especially thank my mother, Maria Lucinda, and my father, José Hermenegildo, for giving me life and being with me along with my development to become a professional. I am really happy for such loving and responsible parents who raised me, educated me, guided me and taught me good values, but above all for teaching me to pursue opportunities in life.

I also thank my siblings Gabriela, Yoselin and Juan for believing in me and giving me their full support for my studies.

Finally, I am totally grateful to God for my incredible family who have always supported me during difficult times and given me the opportunity to fulfill my dreams.

Acknowledgements

I am deeply grateful to my thesis advisor, Prof. Rosalba Leticia Olgúin Díaz, for her support in the completion of my thesis. She was always there to help me with her suggestions. She was patient, but above all, she trusted me. I am deeply grateful that she accepted to be my thesis advisor. I consider her a kind, pleasant, attentive, and responsible person. One of the best teachers I could ever have, but above all, for her dedication to training students to be better. I can bet that she is one of the best people I have ever met. Many thanks to my thesis advisor for being there when I needed her. I will always be grateful for her support during my thesis writing process.

I would also like to thank my thesis readers: Prof. Georgina Aguilar and Prof. Alejandra Archundia for their sincere support and for their willingness to participate in the review of my thesis, by giving me feedback, great ideas and opinions to improve it. I will always be grateful.

Finally, I would like to thank all my professors who were involved in my learning during my classes at the university. Thank you for providing me with new knowledge, giving me advice and applying strategies that will help me to become a professional language teacher.

Abstract

Speaking is considered important because it is the skill one can use to communicate in an immediate way. However, it is one of the most difficult skills to develop in the language classroom. The purpose of this study is to explore those difficulties and strategies that English language learners at LEI have regarding their speaking ability. The research followed a mixed-method approach. The instrument designed was a questionnaire with closed (Likert scale) and open-ended questions, adapted from Hanifa (2018) and Humaera (2015). The sample population consisted of forty-five students from the Faculty of Languages at the undergraduate program of ELT. The data obtained was analyzed and classified in percentages and categories. The results show that affective factors such as fear, nervousness and shyness and language components such as vocabulary and grammar interfere when students speak in English. These aspects become a burden when communicating. However, results also show that students are resourceful when it comes to solving a speaking task because they use a variety of strategies such as affective, social, memory and compensation strategies to tackle communication issues.

Index

CHAPTER I.....	8
Introduction	8
1.1 Context of the research	10
1.2 Statement of the problem	11
1.3 Research questions	11
Summary	13
CHAPTER II LITERATURE REVIEW	14
2.1 The relevance of Speaking in EFL	14
2.2 Teaching and learning speaking in the EFL classroom	16
2.3 Listening connected to speaking	18
2.4 Grammar, vocabulary and pronunciation connected to speaking	20
2.5 Strategies for speaking English	21
2.6 Activities to promote speaking in an English classroom	22
2.7 Psychological Factors to consider when speaking English	24
Summary	27
CHAPTER III METHODOLOGY.....	28
3.0 Introduction	28
3.1 Research design	28
3.2 Context and participants	28
3.3 Instruments	29
3.4 Data collection	30
3.5 Data Analysis	31

Summary.....	32
CHAPTER IV RESULTS	33
4.0 Introduction	33
4.1 Quantitative data results.....	33
4.1.2 <i>Questionnaire results</i>	33
4.1.2.1 Students' perceptions of English-speaking difficulties.....	34
4.2 Qualitative data results	70
4.2.1 <i>Factors LEI students perceive inhibit them from expressing themselves orally in English</i>	71
4.2.1.1 Psychological Factors	71
4.2.1.2 Affective factors.....	72
4.2.1.3 Vocabulary.....	73
4.2.1.4 Grammar	74
4.2.2 <i>Strategies LEI students perceive to be helpful when speaking in English</i>	75
4.2.2.1 Affective strategies.....	75
4.2.2.2 Social strategies	76
4.2.2.3 Memory strategies.....	77
4.2.2.4 Compensation strategies	78
Summary.....	79
CHAPTER V: CONCLUSIONS	80
5.0 Introduction	80
5.1 Summary of key findings	80
5.2 Limitations.....	82
5.3 Directions for further research.....	84
5.4 Reflection	87
Bibliography	89
Appendix A	96

CHAPTER I

Introduction

Speaking is an interactive process for constructing meaning that involves the production, reception, and processing of information (Brown, 2001). In the same vein, Nunan (1995) states that learning to speak in a foreign language will be facilitated when learners are actively involved in efforts to communicate. Speaking a foreign language is challenging since there are difficulties when building knowledge of a new language and having to communicate with others. Oral skills can help individuals achieve effective communication before an audience and this requires a lot of practice.

To achieve communication, learners of a foreign language must master oral skills because “Speaking is the skill by which students will be judged most in real life situations” (Brown & Yule, 1983, p.8). For most students, this ability may cause them difficulties but by realizing the importance of oral communication students must improve their speaking abilities to successfully perform well in life situations. In today's modern world, having good oral communication is an advantage to improve the development of oral skills. Students must develop and practice these oral skills in their classrooms to gain mastery and perform well in activities (*interviews, group discussions, presentations, speeches, role-playing conversations, etc.*) inside and outside of their classrooms. Providing students with a variety of situations and frequent speaking tasks plays a significant role in the improvement of students' fluency when speaking (Tam, 1997).

Some elements for learners to consider in order to develop oral proficiency is their *vocabulary*. There is substantial research that shows how learners can take the first steps by quickly learning a large vocabulary (Nation, 2001) and this learning results in implicit and explicit knowledge (Elgort, 2007). Also, *Pronunciation*, good pronunciation of the language can help in

normal communication, particularly intelligibility (Derwing and Munro, 2005). A good way to practice pronunciation is to listen and repeat to train your ear and imitate the rhythm, as well as using applications such as online dictionaries to learn the correct pronunciation and intonation, etc. Pronunciation, pace and rhythm are necessary linguistic characteristics when speaking as they are relevant to transmit the message. Likewise, *Grammar*, which is the rules for forming sentences, including an explanation of the meanings these forms convey (Thornbury, 1999, p.13) to make sure you master the tenses. Finally, *Fluency*, which is not restricted to “the planning and delivery of speech” but is also extended to the comprehension of speech (Schmidt, 1992, as cited in Nation and Newton 2009, p.151).

There are various difficulties that students face when it comes to speaking in a foreign language. Ur, (1996) describes four factors causing difficulty in speaking such as a) *inhibition* when students are worried about making mistakes, are afraid of criticism, or are just shy; b) *nothing to say* when students feel they have no reason to express themselves; c) *low or unequal participation* when only one participant can speak at a time due to large classes and the tendency of some students to dominate while others speak little or not at all; and d) *use of the mother tongue* when students share the same mother tongue tend to use it because it is easier and they feel less exposed.

Similarly, Zhang, (2009) argues that speaking remains the most difficult skill for most English as a foreign language learners to master since they are incompetent to communicate orally in English which may result in difficulties when expressing themselves verbally. This is considered speech *anxiety* and is characterized by physiological symptoms such as tension, increased pulse rate, sweating, and other manifestations (Basic, 2011). This speech anxiety causes students to be unable to concentrate and become prone to making mistakes during speaking practice. Likewise, Cherry, (2023) finds that *motivation* initiates, guides, and maintains goal-oriented behaviors. Therefore, if there is no motivation, the student loses interest in speaking English.

Another important difficulty is trust, which "is an attitude of approval or disapproval and indicates the extent to which an individual believes himself capable, significant, successful and worthy" (Brown, 1994, p. 272). In the context of language learning, low confidence can have a negative impact, and learners can avoid taking the risks to acquire communicative competence in the target language. *The fear of making mistakes* is highly influenced by students being made fun of by other students or being criticized by the teacher. Resulting in students becoming reluctant to participate in target language tasks for language production because of this fear and affecting their desire to actively participate in future speech activities (Hu and Wang, 2014).

1.1 Context of the research

The Faculty of Languages, at Benemerita Universidad Autonoma de Puebla (BUAP), has a major in English Language Teaching (ELT): Licenciatura en la Enseñanza Del Inglés (LEI). This undergraduate program, LEI, trains students to become professionals in teaching English as a foreign language. It seeks to train future teachers to master the four skills: writing, reading, listening and speaking. Students are taught to develop their ability in the English language but also their teaching skills in terms of learning about teaching methodology, language acquisition, and teaching experience to allow students to practice and adapt to different educational contexts as future teachers.

The LEI's program seeks to offer students the opportunities to develop their speaking skills because it promotes communication in English since the first semesters and subjects. The curricular program offers subjects such as: morphology and syntax, phonetics and phonology, language acquisition, semantics and pragmatics, and discourse analysis. These subjects offer theoretical and practical knowledge to students to learn a foreign language. Also, there is a list of electives with the opportunity to provide learners with support, strategies, skills, and dynamics to improve any specific area or skill they may wish to. Besides these subjects, LEI students also

take English, or Target Language classes, to practice the language and motivate them to speak since they will need to teach the language in the future.

1.2 Statement of the problem

The purpose of this research is to explore the difficulties LEI students perceive they experience when speaking English. It is important to identify those problems that persist that may affect them when expressing themselves orally while learning a language. In the Faculty of Languages, students are trained to become language teachers and need to develop their oral skills as part of their learning, in addition to learning about language teaching. Speaking the language they are going to teach is key for their professional development and they need to master the language orally so they can teach it once they graduate.

A language student needs to master the ability to speak such a language, but there are obstacles that may prevent students from having full mastery. The specific objective of this research is to report which problems or behaviors LEI students deal with when speaking English and which strategies they perceive are useful. This research will help to identify those problems students face when not being able to speak English in the classroom and what reactions or feelings they deal with and how they solve such challenges. Rivers, (1968) states that students are unable to express themselves orally in English due to a lack of knowledge as traditional teaching methods focus on the other skills. Inhibitions and anxiety are easily generated during foreign language learning because of little practice of the spoken language in class (Littlewood, 2007). Therefore, this study may offer possible answers to those issues and the strategies students find useful to speak in English.

1.3 Research questions

The following are the research questions guiding this study:

1. What factors do LEI students perceive inhibit them from expressing themselves orally in English?
2. What strategies do LEI students perceive to be helpful when speaking in English?

1.4 Justification

The following research is directed towards LEI students, teachers, and the Faculty of Languages. This study may illustrate those reasons why most LEI students have the problem of not being able to express themselves orally in English. The results will offer new insights into the strategies that students use to solve their difficulties when speaking and how they deal with this. Another reason for carrying out this research is because exploring the problems that arise when LEI students want to speak could help identify the experiences and obstacles that come when learning a foreign language. When it comes to speaking, there is not enough confidence in students themselves, and they have a blank mind. The importance of this study is that it will show students how to develop their speaking and take the risk to use the language to communicate, to explore a new culture, acquire new knowledge and become autonomous learners (Davies and Pearse, 2000).

The ideas and strategies reported in this research could be used by teachers to support students and solve their difficulties when speaking so LEI students can develop self-esteem along with language knowledge to speak in English. Above all, by supervising LEI students' speaking, teachers can start implementing methods or procedures to obtain satisfactory results during learners of a foreign language (Baker and Westrup, 2003) which may give students the possibility of obtaining better employment and professional advancement. This study may show teachers that they must be empathic and understanding when teaching. Finally, the results of this study may offer new ideas to the Faculty of Languages to implement methods, strategies and tools to help students speak the English language. Ensuring the implementation of new dynamics with the help of teachers and the institution would guarantee future teachers to be proficient in speaking the language they will be teaching.

Summary

In this chapter the general aspects of speaking skills and the difficulties when communicating in a foreign language are presented during learning since it is important to develop the students' speech, so they will be responsible for applying it in their oral expression environment. In addition, the context and the statement of the problem are described regarding the difficulties of LEI students when they must speak in English. Research questions are also introduced, including the justification emphasizing why this investigation is relevant and how it may help LEI students, teachers, and the Faculty of Languages. The following chapter presents the review of the literature and the theoretical framework of the research.

CHAPTER II LITERATURE REVIEW

2.1 The relevance of Speaking in EFL

Speaking is the ability to communicate through words, making the sender transmit the message and thus the receiver captures the information. In the words of Halliday, (1975) speaking is the ability to transmit information to establish conversations with others where speakers play a role while interacting. This means that consciously or unconsciously, speakers use their speech to create an image of themselves to others during exchanges. Therefore, developing the ability to speak and communicate is fundamental for foreign language learners who need to exercise their ability to communicate and establish their role (Nazara, 2011). This is especially relevant for foreign language students because they face difficulties during speaking practice such as a limited vocabulary which can prevent them from transmitting the desired information (Bueno, 2006). Developing the ability to speak either in the mother tongue or in another language will be facilitated as long as speakers are actively involved in efforts to communicate (Nunan, 1995). This means that individuals need to have the appropriate exposure to a language to produce it according to the context.

Although the ability to speak develops as individuals grow and have contact with the language, this does not mean that such growth will automatically lead to perfection. Speaking requires attention and constant practice (Zhang et al., 1995) since individuals must actively engage with the language (Lewis, 2020). This means that during communication the sender must ensure that the information is transmitted with the appropriate tone, volume and fluidity and, at the same time, the receiver captures the message. When individuals talk, they create somewhat a texture (the use of speed, pauses, tone and volume) to imprint importance to their oral expression (Luoma, 2004). The goal of any interaction is to build and share things speakers believe are mutually interesting and relevant.

Therefore, people who wish to learn a foreign language understand the relevant role of speaking in their learning process. Learning English as a Foreign Language (EFL) means that individuals study the language in their home culture and they usually do it inside the classroom where speaking is an important ability to develop. Although students may have different learning objectives for learning a foreign language (e.g., for attending a university in an English-speaking country, employment, etc.) the fact is that speaking in a different language is an ability one must develop in order to somewhat demonstrate you know the language. EFL learners understand that communicating with either native or non-native speakers of the language they are learning is one of the many objectives to master a language where intelligibility over accuracy becomes key when using the language (Norton, 2000).

This means that learning to talk in a foreign language may be often considered difficult, especially for teachers who need to improve students' speaking inside the classroom. Creating opportunities for speaking in a classroom can become a challenge for teachers since students need to express themselves in the target language and cope with basic interactive skills - greetings, apologies, thanking, requesting, etc. (Brown & Yule, 1983). For example, in the production of speech, each speaker needs to speak individually and, ideally, someone would be listening to respond to that speech (Brown & Yule, 1983). Learners may develop their oral expression not only by interacting with others, but also by watching movies, listening to podcasts or music, joining conversation clubs, etc. (Budge, 2019).

Speaking is so much a part of daily life that it is important that foreign language learners develop speaking skills that enable them to use spoken English effectively in various contexts of learning (Brice & Montgomery, 1996) and by learning English, EFL students gain a valuable and useful skill for their personal and professional lives - access to up-to-date information (science, technology and health), job opportunities (language teachers, interpreters, tour guides, translators), and the opportunity to interact with individuals from around the world (Baker & Westrup, 2003).

2.2 Teaching and learning speaking in the EFL classroom

Learning a foreign language requires dedication, motivation and time. EFL learners are aware that in order to learn the language in depth they need to invest time and efforts to acquire new knowledge. The language learning process is enhanced by the different teaching and learning methods which are applied for learners to practice all the skills. However, when learning and practicing with all the skills, speaking takes a relevant role since its production is a critical component of effective communication, such as listening, writing and reading. Therefore, oral language and its constant practice by means of speaking activities is fundamental to support students' speaking development. The following are some ways to develop speaking in the EFL classroom.

Goh and Burns (2012) for example, propose a teaching cycle for developing students' speaking in a foreign language. This cycle attempts to improve the quality of speech (i.e., fluency, accuracy, and complexity), strengthen components of speaking competence (i.e., knowledge of language and discourse, core speaking skills, and communication strategies), and raise awareness of learner metacognition (i.e., self-monitoring and self-regulation), their teaching-speaking cycle covers seven stages:

1. Focus learners' attention on speaking through discussions and experiences (e.g., pronunciation, grammar, vocabulary, fluency and content).
2. Provide input and/or guide planning for students to express ideas or opinions (e.g., oral tasks: role plays, discussion, description, interviews).
3. Conduct speaking tasks to promote communication and interaction (e.g., interviews, description of images, reading aloud, questions and answers recorded on audio and video, etc.)
4. Focus on four strategies: 1) Retrieval (retrieving linguistic materials and schemes), 2) Rehearsals (focus on practicing phonemes), 3) The communication strategy (avoiding or

reducing such as leaving messages unfinished) and 4) The interaction strategy (asking for help or confirmation in communication).

5. Repeat speaking tasks for students to analyze the success and failures and also by acknowledging improvement in speaking.
6. Direct learners' reflection on their learning in those speaking tasks and the strategies selected to evaluate their success.
7. Facilitate feedback on students' performance and recommend strategies to improve their speaking.

Although speaking activities occur frequently in language classrooms, rarely, learners have opportunities to learn the skills and strategies to improve their speaking (Goh and Burns, 2012). Therefore, the above proposed activities focus on developing speaking skills and supporting students in their foreign language learning. In order to obtain opportunities for speaking practice and achieving linguistic mastery of the language, teachers must consider three elements (Skehan, 1996, 2003) for students to develop their oral ability: Fluency (ability to master meanings), Precision (ability to manage structures and vocabulary) and Complexity (ability to process, construct and elaborate the language).

As for Anuradha, Raman and Hema Malini (2014), they describe that individuals learn speaking after being exposed to the language, therefore, they propose the following principles for teaching oral skills at school:

1. Encourage students to speak from day one.
2. Let students speak actively with whatever knowledge of English they have.
3. Come up with structures/phrases/words and let students use them in different situations as much as possible.
4. Organize role plays and pair-work, and supervise students by correcting already participative students, and encourage quiet or passive students to speak.
5. Be well prepared with lesson planning, activities and assignments.

The above activities are suggested to develop a good command of English, but mainly focusing on the oral expression. These speaking activities are usually implemented by teachers to promote an integral learning of the spoken language; in addition they encourage, support and give feedback to learners during ongoing speaking practices for better learning outcomes. This results in students feeling safe, motivated, and eager to learn when exposed to language activities connected to the oral skills.

Since spoken speech is something individuals can do in their first language, speaking a foreign language may be the best way to learn that language and introduce other foreign language learning skills (Rao, 2002). Learning through speaking is a natural way of learning a foreign language; speech provides the opportunity for practical usage of a foreign language, and it brings fluency among EFL learners. Brown, (2001) explains “if learners have the opportunity or desire to learn for its own sake, such as to become competent users of that language, they will have a higher success rate in terms of long-term learning than if they are driven by only external rewards” (p. 10). However, learners may have high extrinsic motivation but lack intrinsic motivation; therefore, it is necessary to carry out actions in the classroom to motivate them to work hard and not just for a reward (Krieger, 2005).

2.3 Listening connected to speaking

Speaking and listening skills have been researched to understand their relationship. For example, Hamouda, (2013) states that listening comprehension is the understanding of what the listener has heard and at the same time he/she holds the ability to repeat the text or repeat the sounds. While Gordillo, (2011) defines the oral skill as the capacity one has for expressing verbally based on the linguistic rules. Listening (the receptive skill) and speaking (the productive skill) are produced within a communication act, in which the speaker and listener communicate among themselves, not individually.

Emiroğlu and Pınar, (2013) describe that the relationship between listening and speaking starts with listening as the cognitive process to interpret auditory codes; *the semantics since* listening triggers and organizes speaking. Listening promotes speaking and without adequate listening skills, it is impossible to sustain an effective learning process (Bozorgian, 2012). For example, good pronunciation and speaking fluently are of great importance for good communication. According to Harris, (1974) there are five aspects that promote speaking: comprehension, grammar, vocabulary, pronunciation and fluency. *Comprehension* means to respond and express oneself correctly, demonstrating that one understands and comprehends perfectly; *Grammar* helps to create meaningful sentences, and by mastering the structure one can yield correct and accurate interpretations; *Vocabulary* is valuable for easily expressing ideas and opinions; *Pronunciation* evaluates how a conversation flows by considering accentuation and intonation patterns; and finally, *Fluency* is the flow of speech, all those sounds, syllables, phrases and words produced during speaking.

Listening and interpretation skills are the basis of speaking behavior/performance Khodadady & Shamsaee, (2012) and successful communication is a balanced combination of listening and speaking. Kondrateva et al. (2016) point out that listening stimulates students to speak and improve their speaking skills as well as their self-control during verbal communication. A positive self-perception and belief in success, or self-efficacy, can impact learners' engagement in classroom activities and help them decide on which activities are beyond their abilities (Wang & Rajprasisit, 2015). To develop listening skills in the classroom, it is necessary to work with activities such as: *learning common words and phrases, listening to music and watching television programs, reading newspapers, magazines and books*. By mastering listening, learners will have more chances to successfully develop their oral skill (Ortíz, 2023).

2.4 Grammar, vocabulary and pronunciation connected to speaking

Grammar is important in speaking as it provides coherence to the transmitted and received information. Grammar is a key element to create sentences correctly (Erlangga et al., 2019) and it is also relevant for speech interaction (Ginzburg & Poesio, 2016). Language learners must acquire fundamental grammar elements and be aware of the essentials to express themselves in an effective manner (Nguyen, 2019). If language learners master grammar, communication will be easier, and they will not have to struggle in communication. Grammar cannot be separated from speaking as they are closely related to contributing to developing oral skills (Al Hosni, 2014).

Moreover, to achieve speaking competence it is necessary to have a large amount of vocabulary to formulate sentences. Vocabulary, according to Schmitt, (2008) is fundamental for linguistic competence and the mastery of vocabulary means having a good use of the language. Nation (2013) explains that active learning techniques, such as retrieval practice, to explain vocabulary helps students retain vocabulary better and produce it when expressing orally. This benefits learners by expanding their vocabulary during speaking practice with a range of words and sentences. Vocabulary is the basis of effective communication because it supports students to continue with the acquisition, development, remembering and applying vocabulary in different speaking situations (Nation, 2001).

Receptive vocabulary comes from reading and listening activities such as reading books, magazine articles, listening to podcasts, movies, music, etc., while *productive vocabulary* comes from speaking and writing tasks, for example, talking, expressing ideas, writing articles, tales, etc. Wilkins (1972, as cited in Thornbury, 2002) mentions that without appropriate grammar it is still possible to convey a message, however, without vocabulary no information can be conveyed. This reflects the importance of the practice of vocabulary during oral activities as it enables the development of a multitude of words, sentences, and ideas.

As for pronunciation, it is crucial for achieving good communication since mispronunciation of words may lead to misunderstandings and affect the flow of ideas. Pronunciation is the production of sounds that do not interfere with the communication of the speaker or the listener so that managing to transmit clear messages, words and phrases (Paulston & Burder, 1976) lays on how pronunciation is used to manufacture a wide variety of meanings (Richard & Schmidt, 2002). Therefore, practicing pronunciation is highly advised to avoid miscommunication. Pronunciation is the way a language is spoken and how speakers of that language pronounce such words (Hornby, 1984, as cited in Mulatsih, 2015, p. 295) which means that learners must achieve proper pronunciation as they comprehend the language for their own benefit.

2.5 Strategies for speaking English

Speaking English can be challenging and to achieve this, learners must exploit those strategies appropriate to express themselves orally. “Learning strategies are special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information” (O’Malley and Chamot, 1990, p. 1). Similarly, Oxford, (1990) defines strategies as specific acts, behaviors, steps or procedures that learners (often intentionally) use to improve their progress in increasing skills. Therefore, teaching learners the great importance of what a strategy is and how to apply it to their own benefit is of relevance in language learning. For example, strategies help simplify internalization, storage, retrieval or use of the new language. Strategies are a mechanism used by learners to obtain knowledge (Rubin, 1975) and a way students execute their learning (Reid, 2005).

To ensure that learners execute the strategies correctly and achieve the desired results, it is important to apply different types of strategies. Oxford, (1990) divides language learning strategies into six groups: 1) *Memory strategies*: to save and retrieve new information, 2) *Cognitive strategies*: to understand and produce the language, 3) *Compensation strategies*: to

overcome knowledge gaps to continue with communication, 4) *Affective strategies*: to promote confidence in learners, 5) *Metacognitive strategies*: to measure learners' cognitive disposition to focus, organize and evaluate their progress, and finally, 6) *Social strategies*: to better adjust and become more empathetic. The above strategies contribute to language learning with the purpose of allowing learners to become communicatively competent.

Helping learners to use strategies can allow them to carry out activities in a simpler and easier way before, during and after the teaching process. Some activities can contribute to new experiences and increase language speaking ability such as watching movies, TV shows or news, listening to music, among others. In this regard, Yang, (2014) claims about some strategies to improve spoken language in the classroom: 1) listen to content in English (e.g., listening to music, news, podcasts, etc.), 2) practice oral skills (e.g., talks with English teachers, classmates or friends, read aloud), 3) watch content in English (e.g., series or movies without subtitles), 4) practice every day phrases (e.g., verbs, phrasal verbs, etc.), 5) practice and repeat pronunciation (e.g., songs, phrases, conversations, etc.), 6) consume online English content (e.g., Apps, social networks and websites), and finally 7) do fluency activities (e.g., imitation of sounds or tongue twisters).

2.6 Activities to promote speaking in an English classroom

To effectively develop the oral ability of learners, it is necessary to know how to implement oral activities in the classroom to have students express and transmit ideas. Harmer, (2001) mentions that discussion activities are appropriate for practicing oral skills in the classroom, helping students to express opinions, experiences, ideas and thoughts can help them practice and renew communicative skills. Likewise, Littlewood, (1981) states that “discussion provides students with opportunities to express their personality and experience through the foreign language” (p. 47). Expressing students' linguistic knowledge in speaking activities may reinforce their oral and communication skills.

A variety of activities can support language learners to promote and improve their speaking skill. For example, *classroom interaction* that can stimulate speaking among students to express different opinions. Krashen, (1982) mentions that speaking is taught over time which helps reinforce the skill as learners understand information. The objective is to have a good interaction by clarifying ideas while speaking since “learning to speak in a second or foreign language will be facilitated when students actively participate in the attempt to communicate” (Nunan, 1991, p. 51).

According to Byrne, (1980), using images encourages oral discussion about any topic because this provides information that stimulates students’ motivation to use their imagination. Brown, (2004) also asserts that *describing pictures* can help students achieve a better oral performance at extensive and intensive levels. Role-plays, for example, are based on scripts prepared or improvised by language learners where the focus is on speaking. Davies, (1990) states that role-playing is based on opinions and thoughts by acting in situations based on comprehension, getting students to speak in role plays in various contexts (Harmer, 1984). Another popular speaking activity is *storytelling*, especially for the practice of vocabulary and pronunciation (Cameron, 2001), because it encourages students’ imagination and improvisation. Overall, all speaking activities will work better when they are repeated to strengthen students’ attention and knowledge about the language by practicing the oral skill in the classroom (Nation, 2014).

Another way to promote speaking in class is by applying listening activities in the classroom which may lead students to produce oral language naturally. Regarding listening activities, Brown and Lee, (2015) suggest six types: *imitative, intensive, responsive, transactional, interpersonal and extensive*:

a) *Imitative activities*: students listen to and orally repeat certain phrases that present linguistic, phonological, or grammatical difficulties. This offers limited repetition practice focused on a language element to loosen the tongue. For example, exercises are limited to

phonological, morphological, or syntactical points (for a few minutes of class time), ensuring that they may lead to communicative objectives, etc.

b) *Intensive activities*: students practice oral expression of a phonological or grammatical aspect of the language to review their spoken language. For example, words, sentences, intonation identification, grammatical structure, etc.

c) *Responsive activities*: students are asked questions and should answer in short sentences. For example, "How are you today?" "Fine, thank you, and you?"

d) *Transactional activities*: students convey or exchange specific information extended from responsive language. For example, engaging in conversations presents a more negotiating nature than responsive discourse, such as: "What would you have done differently, if you had done anything, if you had been the teacher?"

e) *Interpersonal activities*: students interact with society for the purpose of transmitting data and information. These types of conversations are more complex because they involve colloquial language, slang, sarcasm, ellipsis, emotionally charged language, etc.

f) *Extensive activities*: students present intense monologues which can take the form of summaries, speeches, and deliberative conversations, either planned or improvised, to achieve good comprehension.

The above listening comprehension activities are favorable and a great support for students because they have the opportunity to practice through repetition, develop oral expression, engage in conversations, practice with questions and answers, etc., which in turn, are a great way to continue enhancing students' oral skills. These activities encourage EFL learners to continue improving and reflecting on their learning during speaking practices.

2.7 Psychological Factors to consider when speaking English

When learning a foreign language, learners tend to show greater difficulty when speaking. According to Elhadi, (2015) psychological factors intervene when learners execute

their speech such factors, described by Brown (2001), are shyness and anxiety which are considered the main cause for learners to feel reluctant to speak. Along the same lines, Schwartz, (2005) describes five psychological factors that affect learners when speaking in another language: *fear of making mistakes, anxiety, shyness, lack of confidence and lack of motivation*. Adding to the above, Burns and Joyce (cited in Nunan, 1999); Schwartz (2005); and Thornbury (2005) agree that these five psychological factors affect students and make them resistant to speaking in English. They also indicate these psychological factors influence students' ability to express themselves in a safe and pleasant manner by affecting their oral performance negatively.

For example, Ariyanti (2016) carried out research with fourth semester university EFL students in Indonesia regarding those psychological barriers they faced and how these affected their oral expression development. Ariyanti (2016) found that most students report being aware of perceiving negative criticism from their classmates regarding their oral development in the language which impacted their overall performance. This creates insecurity that happens to be common among EFL students who experience constant *fear of making mistakes* in front of others. This may lead learners to stop participating in classroom interactions to avoid being criticized and receive negative feedback from the teacher. This means that psychological factors probably affect learners of English, in terms of their oral expression, some of which are described below.

The fear of making mistakes is a psychological factor that may affect students' learning which is a relevant reason to take it into consideration during the teaching-learning process (Schwartz et al., 1972). As for anxiety, Horwitz, (2001) states that anxious students are most likely to make mistakes similarly to those learners with the lowest self-competence and confidence. In the same vein, Aydin, (2008) discovered that students who make mistakes show little confidence and high levels of stress, nervousness, anxiety, etc. especially when they are not prepared for speaking before an audience. Making mistakes is connected to the lack of

preparation of the student who ends up showing insecurity during a task. Insecurity is perceived while performing in front of a public which emerges in the feedback and evaluation process. This emotion can become a blocking factor in language learning that can affect learners' academic performance in terms of oral communication.

As for Anxiety, this generally affects individuals by causing fear, dread or restlessness. When learning a foreign language, Liu (2007) states that anxiety may arise due to lack of vocabulary, preparation, poor command of the language, fear of making mistakes or being the center of attention and being ridiculed. As a result, learners may reduce their participation when expressing orally and, at the same time, may also affect their learning development. Anxiety is reflected in tension, apprehension, nervousness and worry which affects the academic performance of the individual by having a low performance or by not showing interest in continuing to develop the speaking skill (Spielberger, 1983).

Shyness is one of the main causes for learners to experience stress when asked to speak in front of an audience; therefore, it is important to help learners with their oral development. (Gebhard, 2000). Regarding shyness Tanveer, (2007) explains that students have developed a phobia against public speaking because this activity causes them to feel worried and conflicted which refrains them from performing correctly. This is reflected, mostly, in oral activities such as in oral presentations in which shy students feel overstressed and end up avoiding this activity. Nakhlah, (2016) says that naturally shy students feel uneasy and have no confidence when speaking in English which affects students' performance in the language.

Lack of confidence occurs when learners are not sure how to convey ideas, this may be because they feel insecure, with little knowledge, or their thoughts are not clear, etc. Tsui (1996, cited in Nunan, 1999) says that learners' lack of confidence makes them feel discouraged about their oral communication skills; consequently, promoting confidence in the classroom is an important factor that can reflect phenomenally in speech.

Finally, Dörnyei and Ushioda, (2009) consider motivation to be an important factor and an inner strength of the individual. Moreover, Harmer, (2007) asserts that motivation is the main key to learning a language and a basic element when using it. Therefore, when language learners experience a *lack of motivation*, they tend to lose interest, and the results are unfavorable for their learning. Madonna and Philpot, (2013) also add that speaking activities cannot be carried out effectively without motivation because lack of motivation may interfere with both language learning and development.

Summary

This chapter provides a general overview of the literature regarding speaking skills and those relevant aspects connected to developing oral expression. Furthermore, relevant concepts are detailed in relation to the strategies and factors that contribute to other skills, and to the development of oral skills in the EFL classroom. The next chapter presents a review of the methodology, context, participants, and the research instrument used.

CHAPTER III METHODOLOGY

3.0 Introduction

This chapter briefly describes the method used for this research, as well as the description of the context, participants and the instrument used. Data collection and data analysis of this research are also explained. The objective of this chapter is to detail the information obtained and how it was obtained to have a better approach to the results.

3.1 Research design

This study followed a mixed-method approach because both quantitative and qualitative methods can help analyze data in more depth and provide thicker results. The advantage of a mixed method approach is that quantitative and qualitative data are collected and analyzed to better understand a research problem in a complete way (Creswell, 2008). Mixed methods research is flexible because of the variety of quantitative and qualitative strategies that give a deep clarification to the research (Patton, 2002) and help validate the results of the study (Teddle & Tashakkori, 2003). A positive aspect of using mixed methods is that the researcher may achieve better detailed data thanks to the tools presented. A mixed method approach allows a researcher to collect quantitative numerical data through questionnaires and qualitative textual data through interviews, focus groups, and open questions in questionnaires to gather the necessary information to provide real and explanatory data (Creswell, 2008).

3.2 Context and participants

Participants who were chosen for this research are learners of a foreign language, who wish to become EFL teachers, and developing speaking is part of their academic program. Since they have gone through different difficulties and experiences when practicing their speaking, it seemed relevant to explore their views. Participants of this research are 44 students

majoring in English Language Teaching (ELT), 32 females and 12 males whose ages range from 19 to 24 years old. They are in the 4th semester of the ELT program which means they are halfway through completing their four-year major. The ELT program establishes that students are trained to teach English, so they must also be instructed in the language to develop the four skills. The classes are in English to contribute to perfecting students' language skills besides those skills related to teaching. Students also must learn another foreign language for graduation purposes which means that students finish the program being able to teach English and another foreign language like French, German or Japanese, for example. Nowadays, students also have the chance to travel abroad for academic exchanges and summer camps to practice the language and reinforce their knowledge as they get closer to graduation.

3.3 Instruments

In this research, the main instrument, a questionnaire, adapted from Hanifa (2018), Humaera (2015) and Yang (2014) was used to collect quantitative and qualitative data. The consideration of three authors for designing the instrument for this study was due to the fact that they mention an array of varied difficulties students may experience while learning a foreign language. These authors together offered a robust set of aspects to explore in this study so that these issues were taken into consideration and adapted to carry out the instrument to be applied.

A questionnaire consists of questions, clear instructions and selection criteria; therefore, the researcher can obtain systematic information to collect and analyze data (Sreejesh et al., 2014). Moreover, questionnaires are a multidimensional tool (Oppenheim, 1992) because they can ensure clarity on specific topics of interest and can be used for both quantitative and qualitative needs. The key functions of questionnaires are to facilitate data collection, help organize interviews, provide standardized questions, and ensure consistency and efficiency

(Sreejesh et al., 2014). A great advantage of using questionnaires is that this instrument can help us to know in depth the data collected.

The questionnaire for this study consisted of two sections: the first was constructed with thirty-seven multiple choice questions regarding difficulties when speaking and the use of tactics to improve oral skills. The questions were designed under a Likert scale system which consisted of five options: never, almost never, sometimes, almost always, and always with the purpose of calculating the level of disagreement and agreement within each question. The second section of the questionnaire had two open-ended questions that inquired about those problems participants faced when speaking and what strategies they used to solve them. The purpose was to obtain more information about participants' opinions, emotions, experiences and personal thoughts in relation to their speaking to complement the results from the first section of the questionnaire. It is important to state that piloting was not possible due to lack of time and the difficulty to find students who could have the same profile as the target population. This is also a result of the limited time for completing this study which did not allow the researcher to get a sample population for piloting. Although piloting could have helped in the assessment and improvement of the design of the questions, the measure taken to compensate for this was that both the thesis advisor and the researcher conducted constant reviews of the questionnaire, improving and detailing each question to gather more in-depth responses from participants.

3.4 Data collection

Data collection was done through a questionnaire. Participants were invited to respond to the questionnaire and were explained the purpose of the study. Previously, the teacher in charge had granted permission for the application of the survey at the end of their class in her two groups. The application of the questionnaire took just one day. Once participants had agreed to answer, they were told that the questionnaire would take around ten minutes and that it was anonymous. The researcher also offered help to clarify doubts or answer questions

regarding the questionnaire. After they had finished the questionnaire, participants were thanked for their participation.

3.5 Data Analysis

After data was collected the next step was to analyze it. For the closed questions in the questionnaire, the analysis consisted of collecting the numerical scores of each response. The numbers obtained were entered into Microsoft Excel table to tally each question with the percentages for each one of the options in the Likert Scale. The numerical information obtained expressed the choices participants made regarding all the strategies and problems when speaking English. The percentages were calculated and captured in a graph. Each response of the 'Likert scale' questionnaire yielded a tabulation by graphing the responses with the help of Microsoft Excel to provide the response labels, question and percentage for each option. Every graph was customized to show the information of each section of the questionnaire with the responses obtained.

As for the qualitative data regarding the last two open questions about the problems and strategies when speaking, the answers from every participant were transcribed. Answers were placed into a table for better visualization. Then, each answer was carefully read to look for keywords and ideas. This was done in terms of identifying codes or themes (Schwartz, 2005; Oxford, 1990) when extracting the concepts of each answer. For code identification, the procedure followed Schwartz' (2005) guide of the five psychological factors (fear of making mistakes, anxiety, shyness, lack of confidence and lack of motivation) and Oxford's (1990) groups of strategies (Memory strategies, Cognitive strategies, Compensation strategies, Affective strategies, Metacognitive strategies and Social strategies). This process involved grouping codes to also identify major categories (Table 1). The final categories that emerged were:

Table 1*Major categories of analysis.*

What factors do LEI students perceive inhibit them from expressing themselves orally in English?	What strategies do LEI students perceive to be helpful when speaking in English?
Psychological Factors	Affective strategies
Affective factors	Social strategies
Vocabulary	Memory strategies
Grammar	Compensation strategies

Summary

This chapter presented an overview of the literature and theoretical framework implemented to conduct this research. It details the research design, the context and participants (LEI) involved in the research. It also describes the designed instrument adapted from three authors Hanifa (2018) and Humaera (2015) with a Likert scale to know the different levels of difficulties faced by learners and Yang (2014) on the different strategies that it provides students to use to move forward. The instrument allowed a wider scope to explore different situations presented by foreign language learners, mainly reflected in speaking ability. The data and the analysis procedure were also described. The following chapter presents the quantitative and qualitative results obtained from the analysis.

CHAPTER IV RESULTS

4.0 Introduction

In this chapter, the results from the analysis of the data of the questionnaire will be described. The results obtained are presented as follows: the quantitative section and the qualitative section. In the qualitative section, the names of the participants have been changed for anonymity.

4.1 Quantitative data results

Quantitative data was collected through a questionnaire designed under Likert scale questions about participants' difficulties and strategies for speaking English. The survey was applied to identify the issues and the strategies they employ when they attempt to speak. Therefore, each statement of the questionnaire will be presented in a graph for better visualization of the percentages and described accordingly.

The questionnaire follows the Likert scale design, it consists of thirty-seven questions based on the problems and strategies students implement when speaking in English. The questionnaire was adapted from Hanifa (2018), Humaera (2015) and Yang, (2014). The questionnaire was divided into two sections. The results are organized in graphs describing the results of each statement.

4.1.2 Questionnaire results

The questionnaire designed with the Likert scale is divided into two sections. The questionnaire was applied to collect each student's perceptions about speaking English. The first section was designed to explore the difficulties of not being able to speak English, and contains nineteen questions, and the second section explored the strategies participants use to keep up with a conversation in English and contains eighteen questions giving a total of thirty-

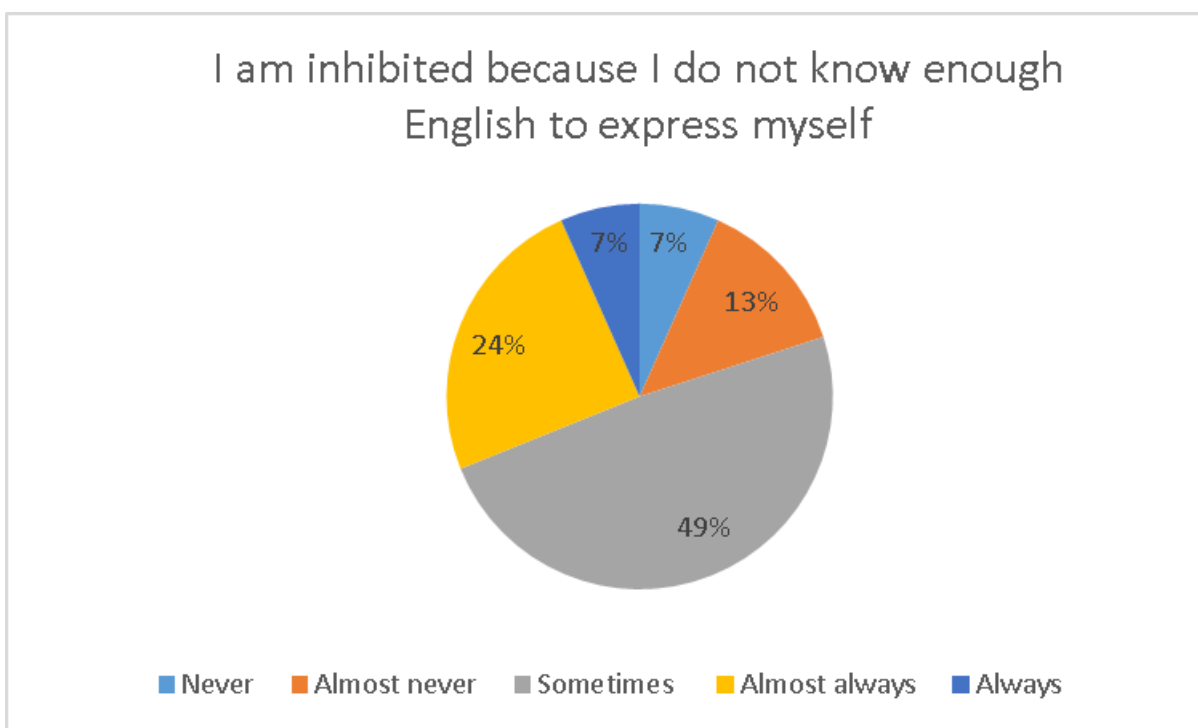
seven questions. The information was analyzed, and the results obtained are presented in the following figures.

4.1.2.1 Students' perceptions of English-speaking difficulties

For more detailed results regarding the difficulties encountered when speaking English, participants had to choose the option that best corresponded to their interest; the following set of nineteen figures will report on speaking difficulties.

Figure 1.

I am inhibited because I do not know enough English to express myself.

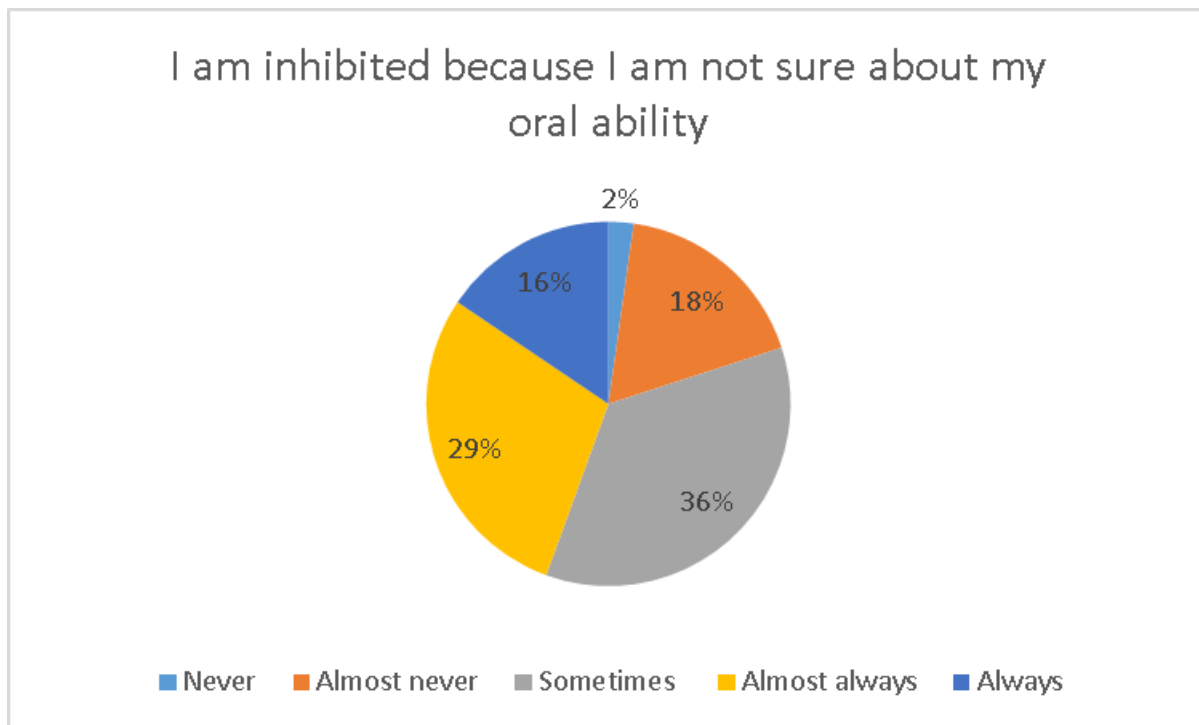


It can be observed that 49% of the participants chose *sometimes* which means they do not have a sufficient level to speak English. On the other hand, 24% of participants consider that they *almost always* have difficulties speaking English, while 13% selected they *almost never* think they do not have a sufficient level. 7% of the participants reported that they have *never* considered that they do not have a sufficient level, demonstrating their security and confidence in the language. Finally, another 7% of the participants comment that they *always* have difficulty

in speaking English. It can be assumed that participants consider their language level is scarce, and this is reflected in their oral ability.

Figure 2.

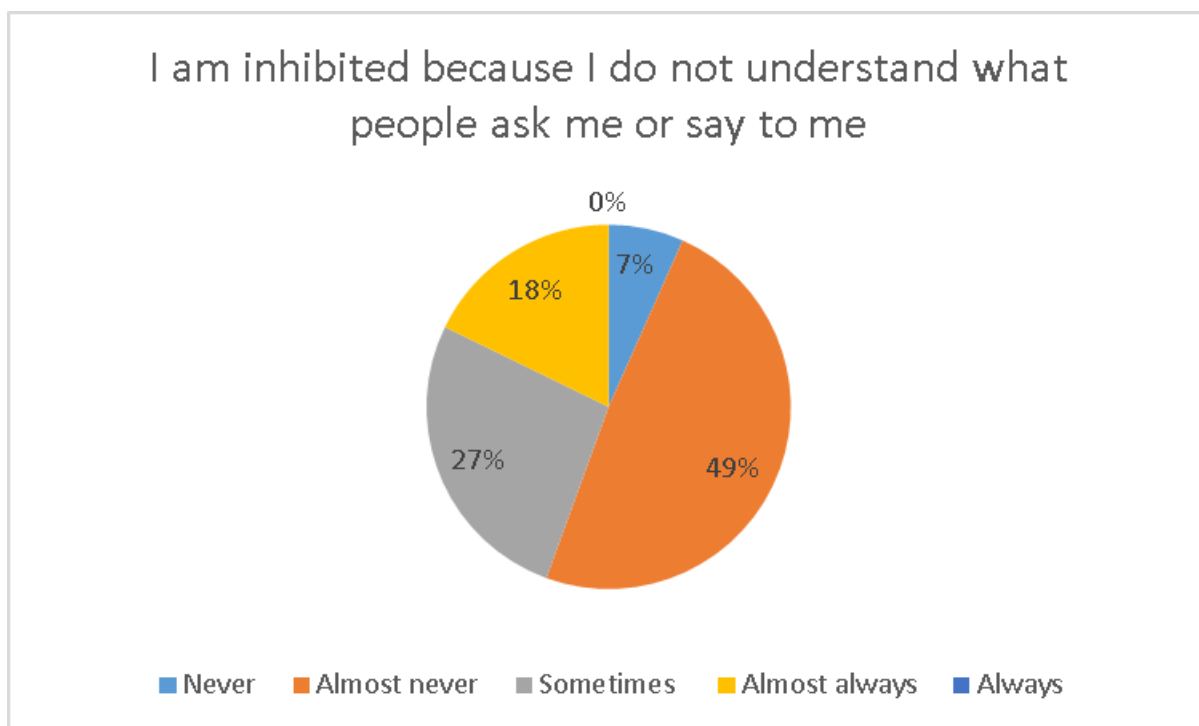
I am inhibited because I am not sure about my oral ability.



Most participants, specifically 36%, feel that *sometimes* they lack confidence in their speaking skills, 29% *almost always* feel that they lack confidence. On the other hand, 18% *almost never* consider that they do not have this lack of confidence, on the contrary, 16% *always* feel unsure when speaking and that prevents them from continuing to progress. Finally, 2% have *never* had any concerns about their ability. This shows that most of the participants do not trust themselves, which makes it difficult for them to express themselves in an appropriate way.

Figure 3.

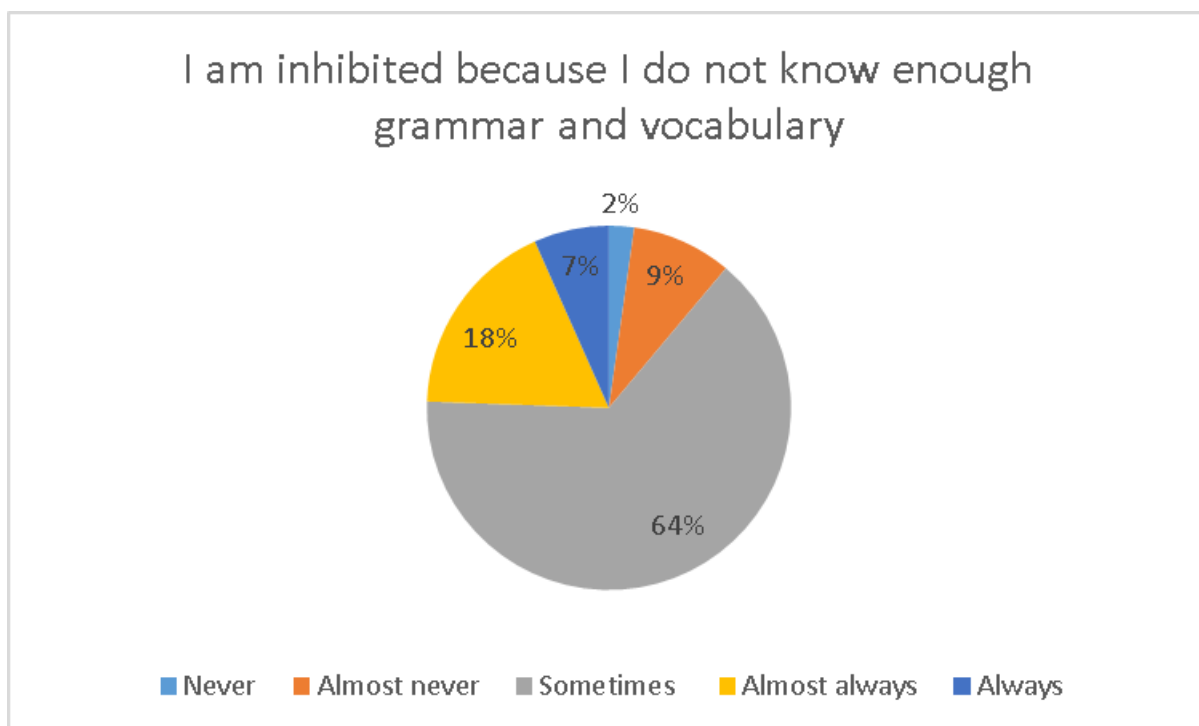
I am inhibited because I do not understand what people ask me or say to me.



According to the data, 49% *almost never* consider that they do not understand when someone says or asks a question. However, 27% *sometimes* think that they have a little difficulty in understanding what someone says to them. 18% *almost always* mention that they do not understand and have problems when expressing their speech. 7% consider that they have *never* had difficulties in not understanding what someone says or asks. Finally, 0% does not *always* represent an obstacle. The result obtained is that most of them agree they understand most of the time when speaking so they can continue with the conversation without any problem.

Figure 4.

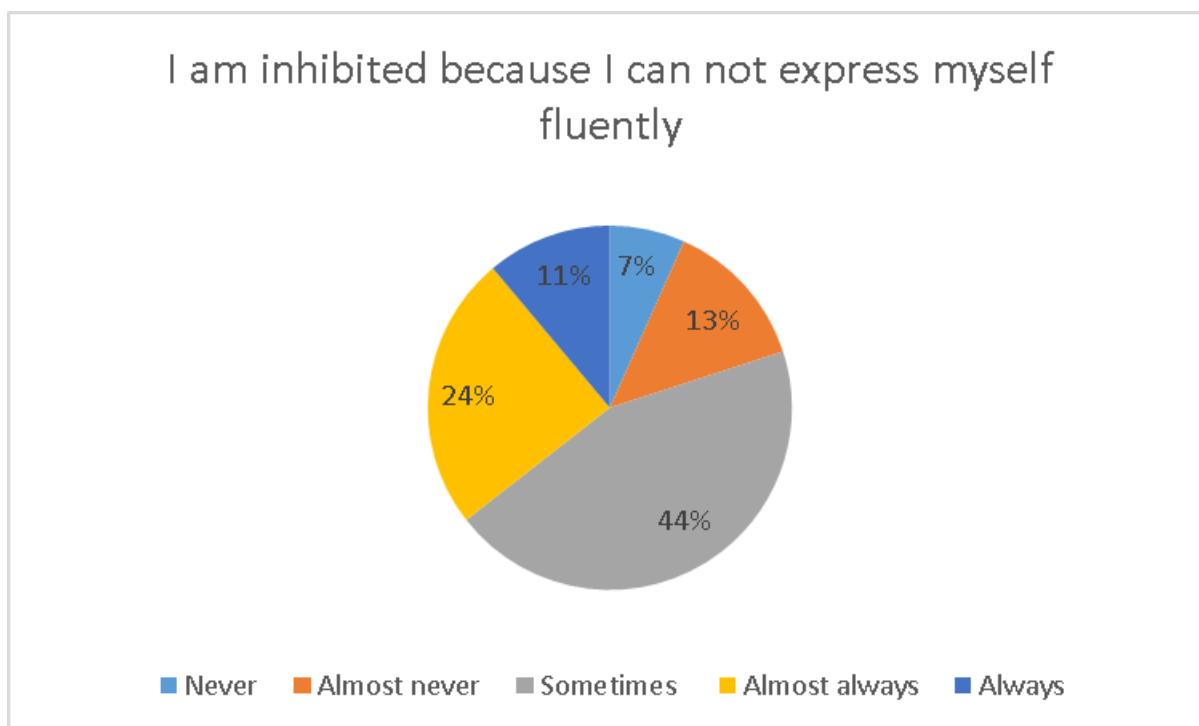
I am inhibited because I do not know enough grammar and vocabulary.



As illustrated in Figure 4, 64% of the participants say that *sometimes* they do not know enough vocabulary and grammar. 18% think that they *almost always* do not know adequate vocabulary and grammar. 9% say that they *almost never* have this difficulty. On the other hand, 7% *always* think that there are problems expressing their knowledge in speech and finally 2% have *never* had this thought. This shows us that most of the participants believe not to have enough prior knowledge of grammar and vocabulary.

Figure 5.

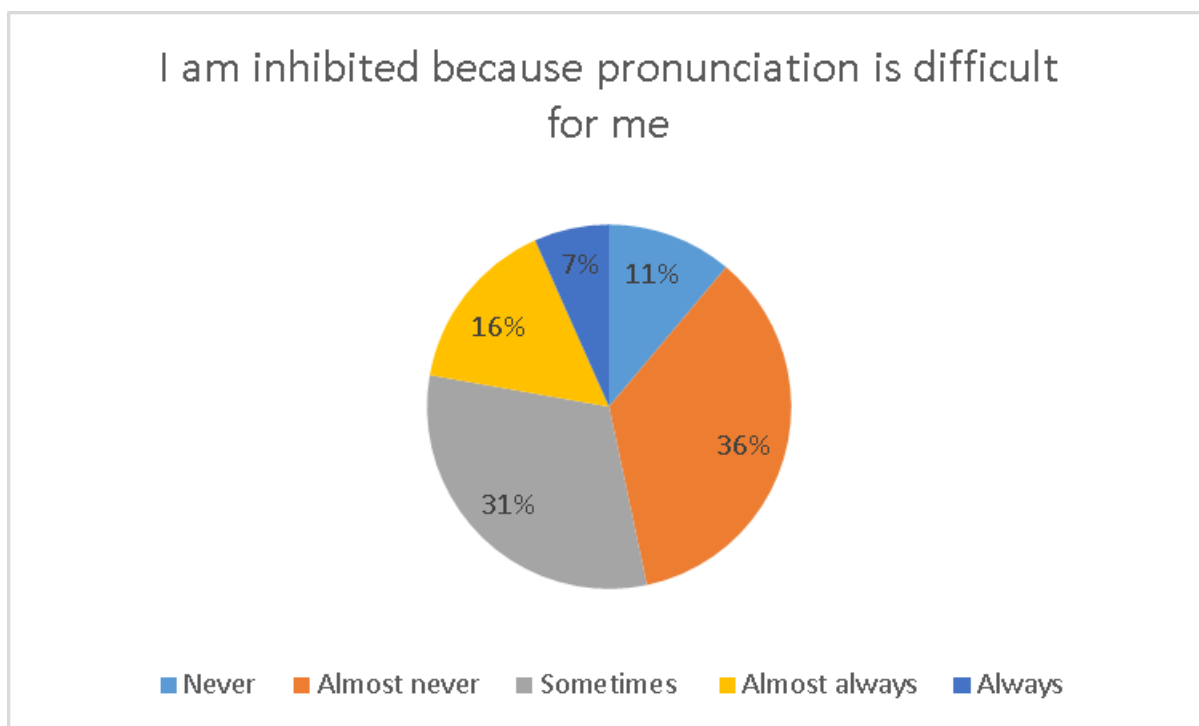
I am inhibited because I cannot express myself fluently.



As observed 44% are *sometimes* unable to express themselves as they wish. Likewise, 24% mentioned that they *almost always* have difficulties in expressing themselves. 13% *almost never* represent a problem. 11% think that it is *always* a hindrance and that they cannot speak fluently. Finally, 7% have *never* had a conflict. It can be inferred that most of the participants cannot express themselves fluently in their conversations as they cannot maintain the flow of conversation.

Figure 6.

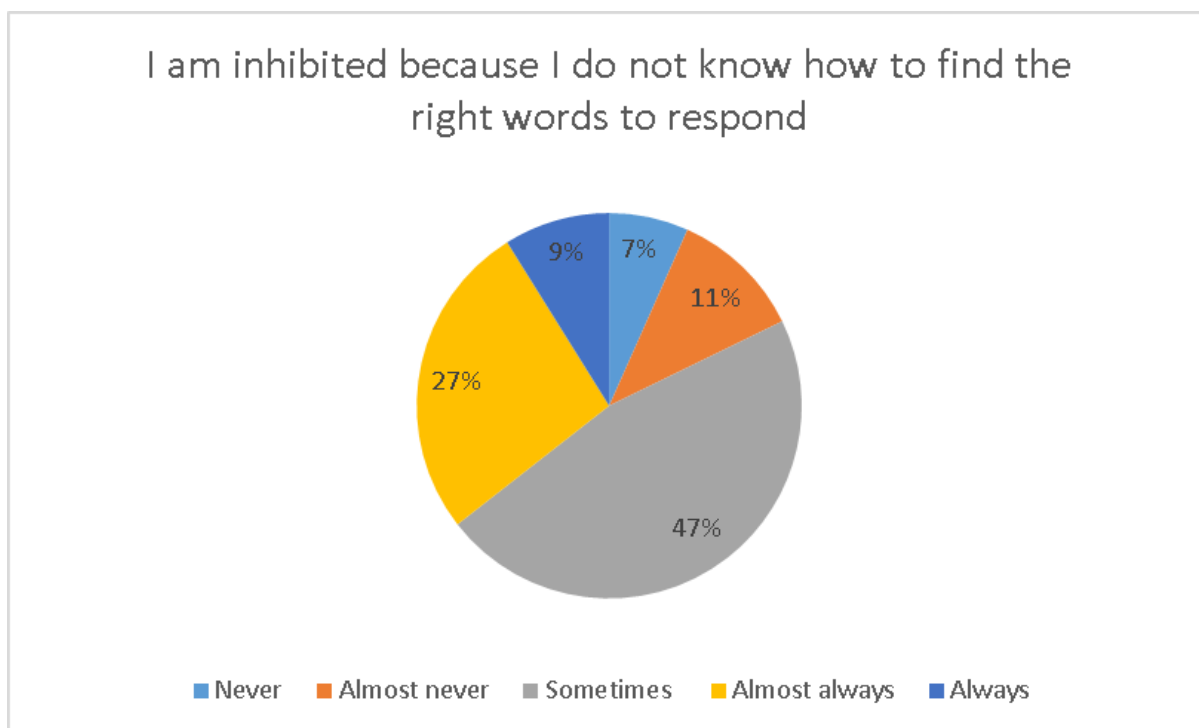
I am inhibited because pronunciation is difficult for me.



Most of the participants, 36%, think that pronunciation is *almost never* an obstacle. 31% think it is *sometimes* an obstacle. 31% say that it is *sometimes* an obstacle. On the other hand, 16% said that they *almost always* have good pronunciation. 11% have *never* had problems with pronunciation and, finally, 7% mentioned that there are *always* conflicts when pronouncing words. It can be deduced that the participants do not face issues with pronunciation most of the time and are able to make themselves understood.

Figure 7.

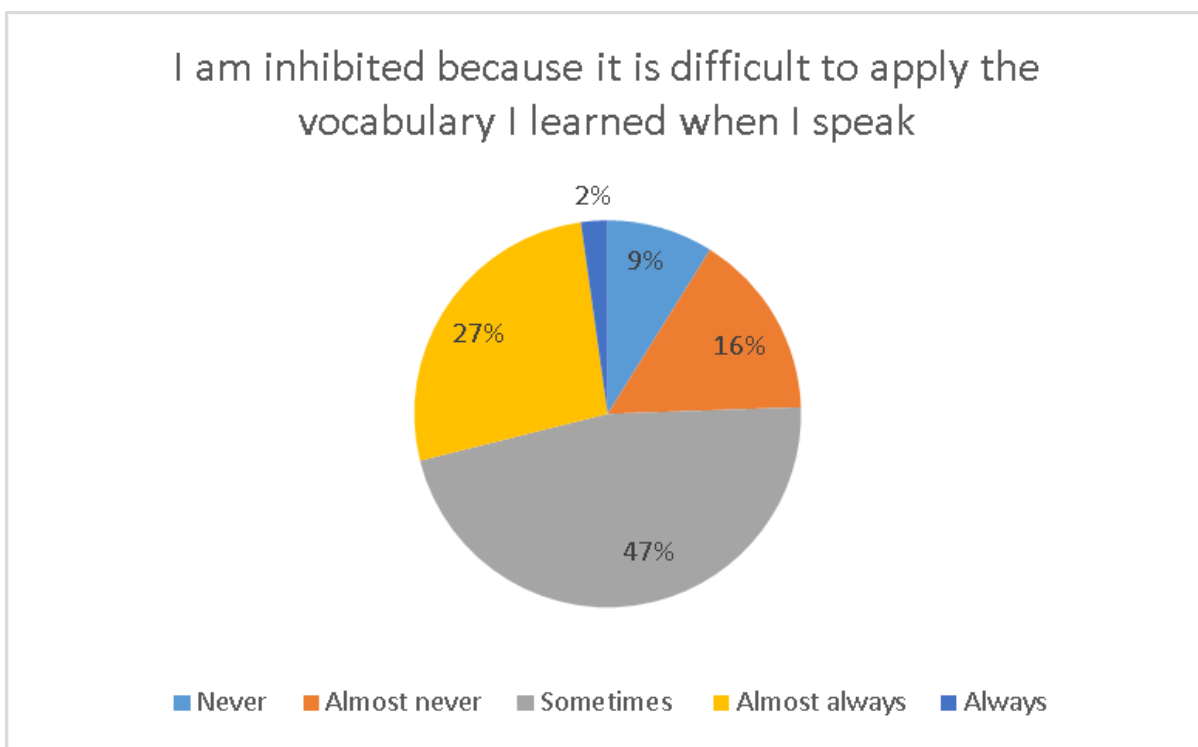
I am inhibited because I do not know how to find the right words to respond.



47% of the participants say that *sometimes they do not* find the words to continue the conversation. 27% say they *almost always* have problems continuing the talk. 11% *almost never* have this problem. On the other hand, 9% *always* cannot answer and 7% have *never* experienced this issue. This shows us that most of the participants do not find the appropriate words to answer, implying that they do not have enough vocabulary.

Figure 8.

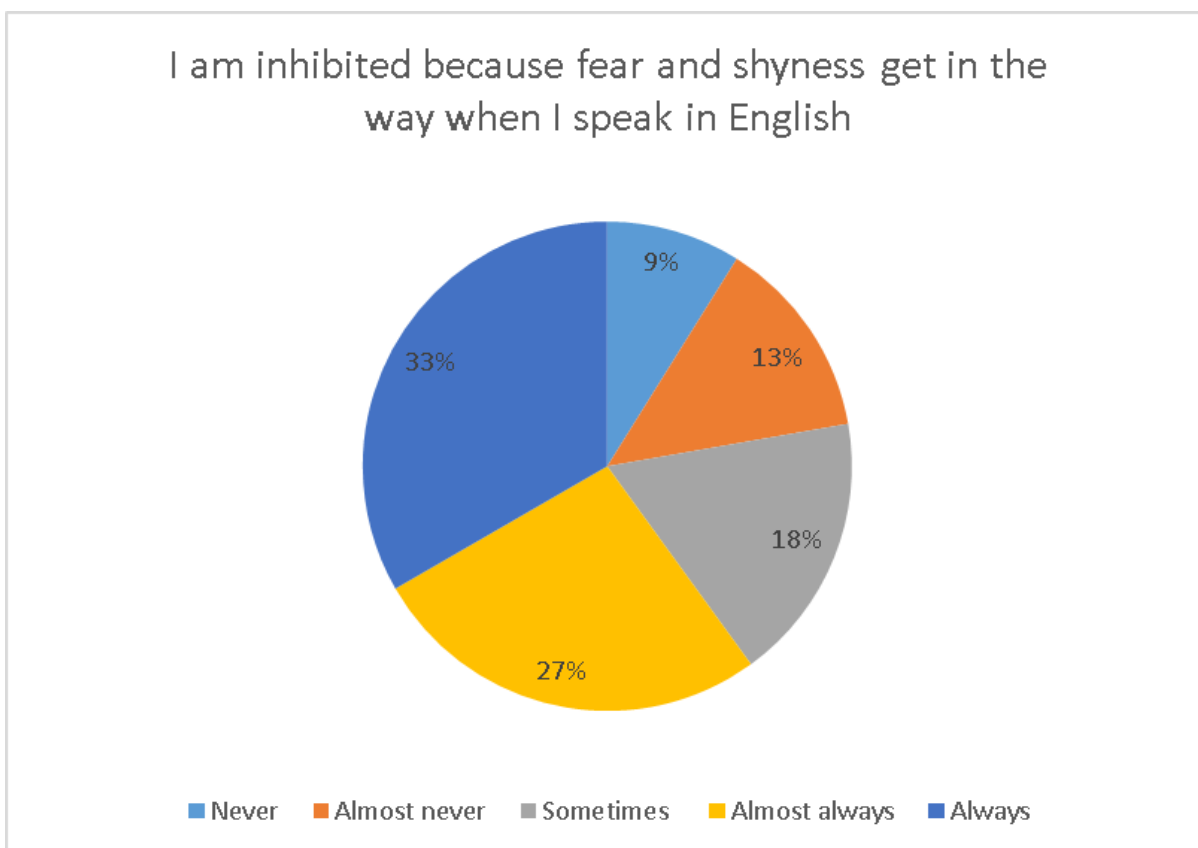
I am inhibited because it is difficult to apply the vocabulary I learned when I speak.



It can be observed that 47% are *sometimes* unable to use the vocabulary they have learned when speaking. 27% say that it is *almost always* a degree of difficulty. 16% say that they have *almost never* had problems. 9% say that it has *never* been a big problem, and they are completely confident in their skills and 2% say that there is *always* difficulty in incorporating the vocabulary they have learnt into their speech. This may indicate that most of the participants sometimes fail to incorporate the vocabulary they have learnt to express themselves in a better way.

Figure 9.

I am inhibited because fear and shyness get in the way when I speak in English.



As visualized in figure 9, 33% always have problems when speaking in English due to fear and shyness. 27% almost always have the same argument. 18% sometimes have this problem. On the other hand, 13% say that this almost never represents a conflict and finally 9% think that they have never experienced this issue. This may indicate that most of the participants attach great importance to psychological factors which may prevent them from expressing themselves orally in the best possible way.

Figure 10.

I am inhibited because I must speak in front of an audience.

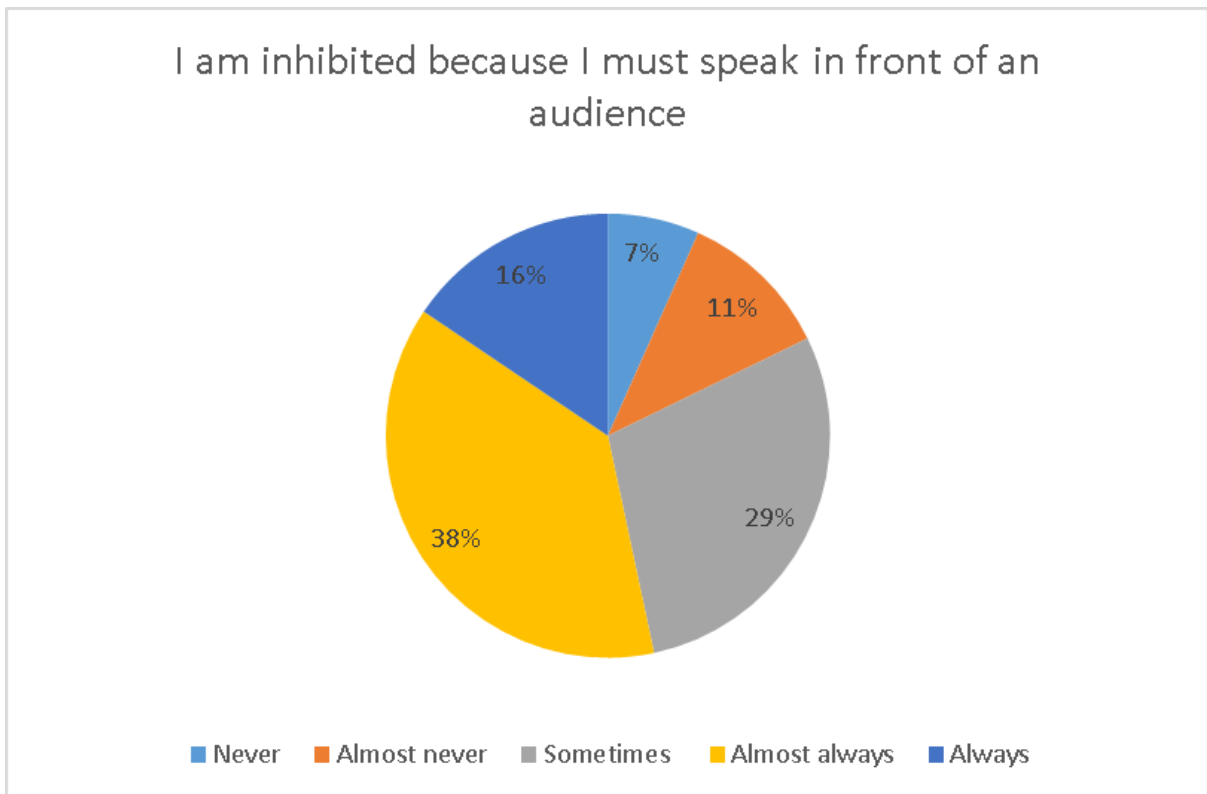
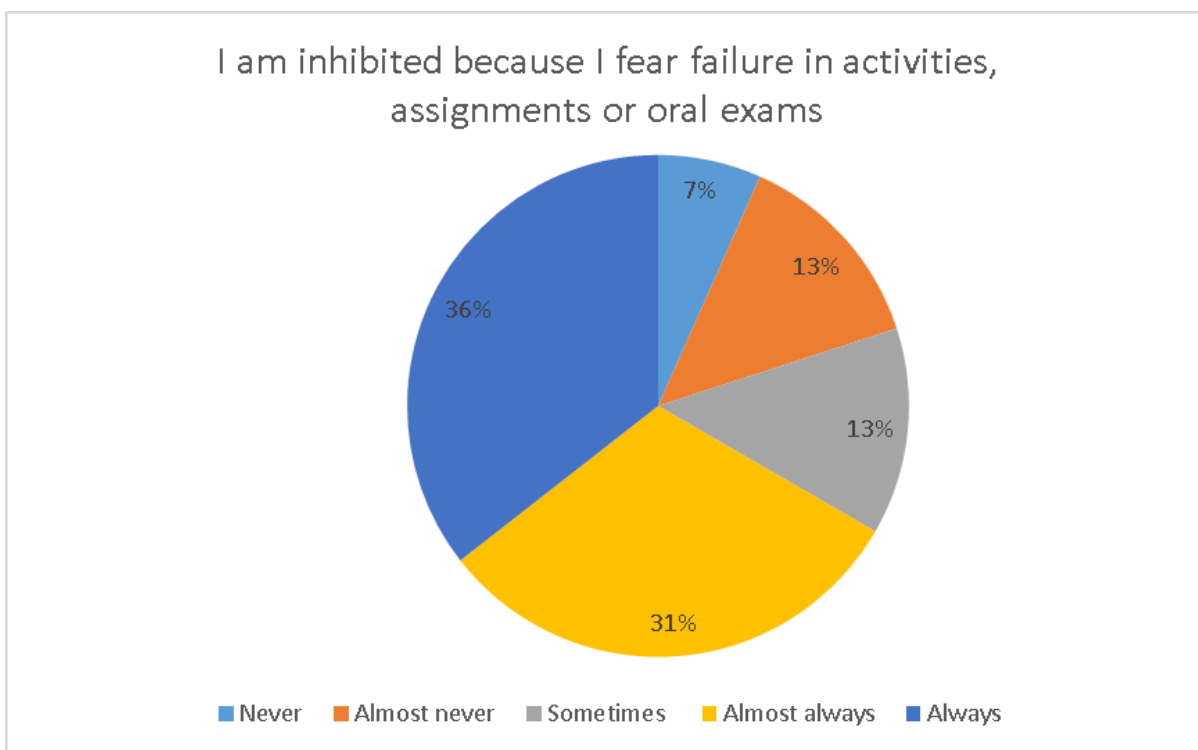


Figure 10 shows that 38% *almost always* must speak in front of an audience while 29% *sometimes* have to do this activity. 16% say that they are *always* exposed to speaking in front of an audience. On the other hand, 11% mention that they *almost never* have to do this, and finally 7% have *never* done this. It can be clear that most of the participants must speak in public and this leads them to feel inhibited, which affects their performance when expressing orally.

Figure 11.

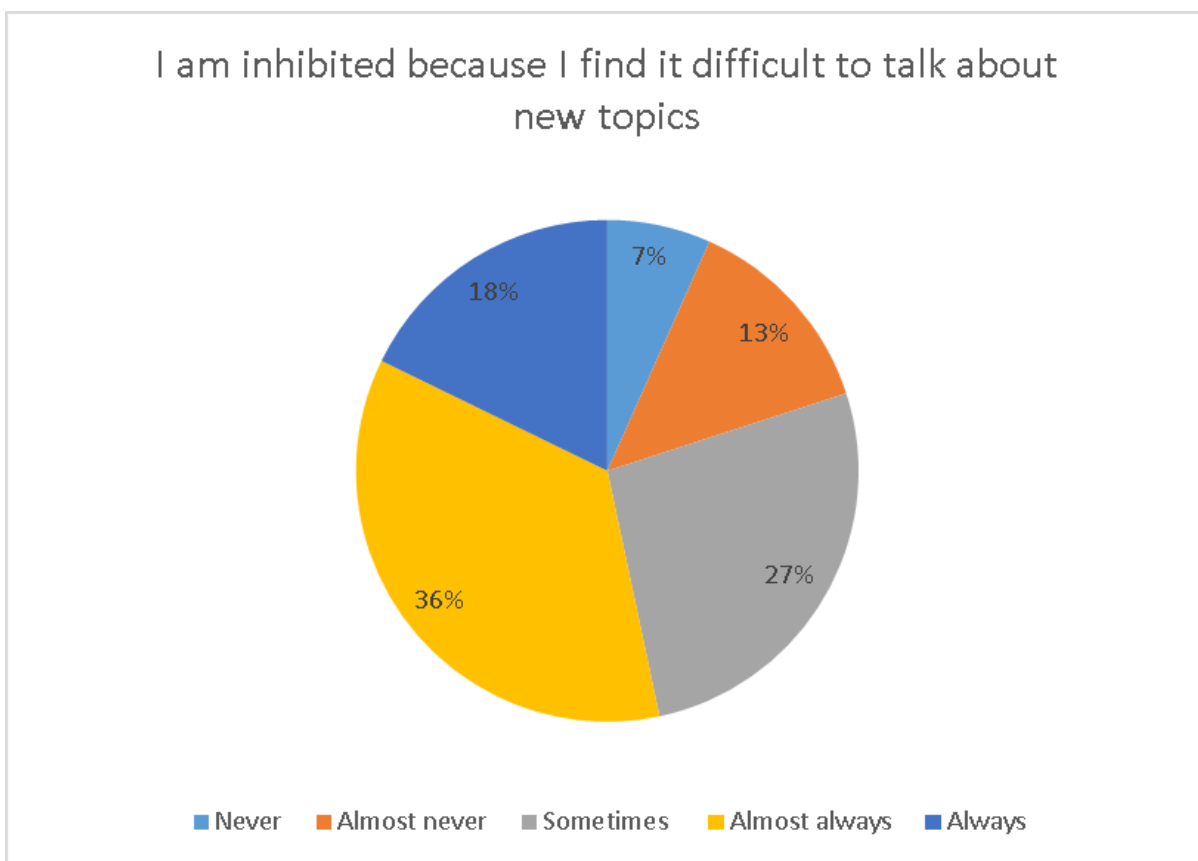
I am inhibited because I fear failure in activities, assignments or oral exams.



It is observed that 36% of the participants are *always* afraid of failing in any oral activities during class. 31% *almost always* have the same problem. 13% are *sometimes* affected by this kind of situation. On the other hand, 13% *almost never* worry about this and 7% have *never* thought about this during classes. It can be concluded that a large part of the participants is affected and become afraid of not performing the oral activity correctly which results in a negative result by not giving their best in the activities.

Figure 12.

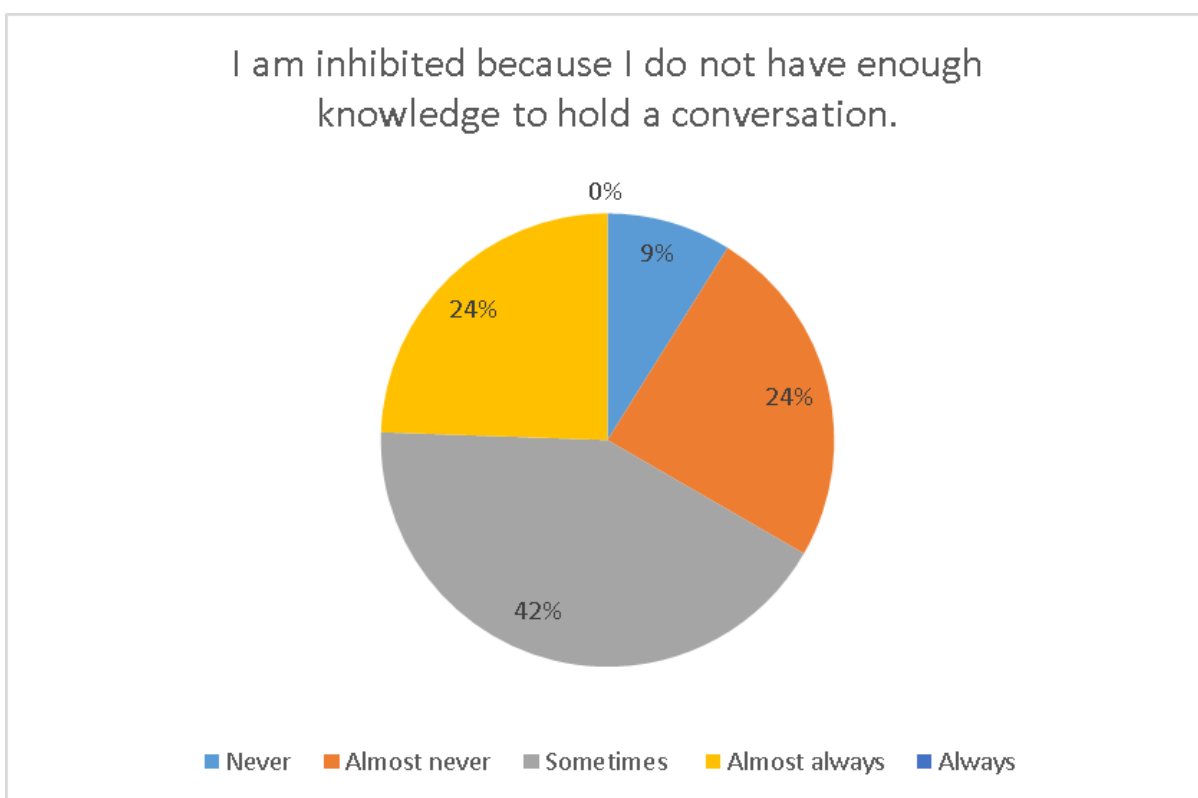
I am inhibited because I find it difficult to talk about new topics.



As shown in Figure 12, 36% say that they *almost always* have difficulties in mastering new topics. 27% *sometimes* have this problem while 18% think that it is *always* a challenge and cannot manage to speak as they wish. 13% think they *almost never* have to worry about this type of activity and 7% think that it has *never* happened to them. These results may show that most of the participants have difficulties in talking about new topics which may indicate their participation is limited as they do not express the way they wish.

Figure 13.

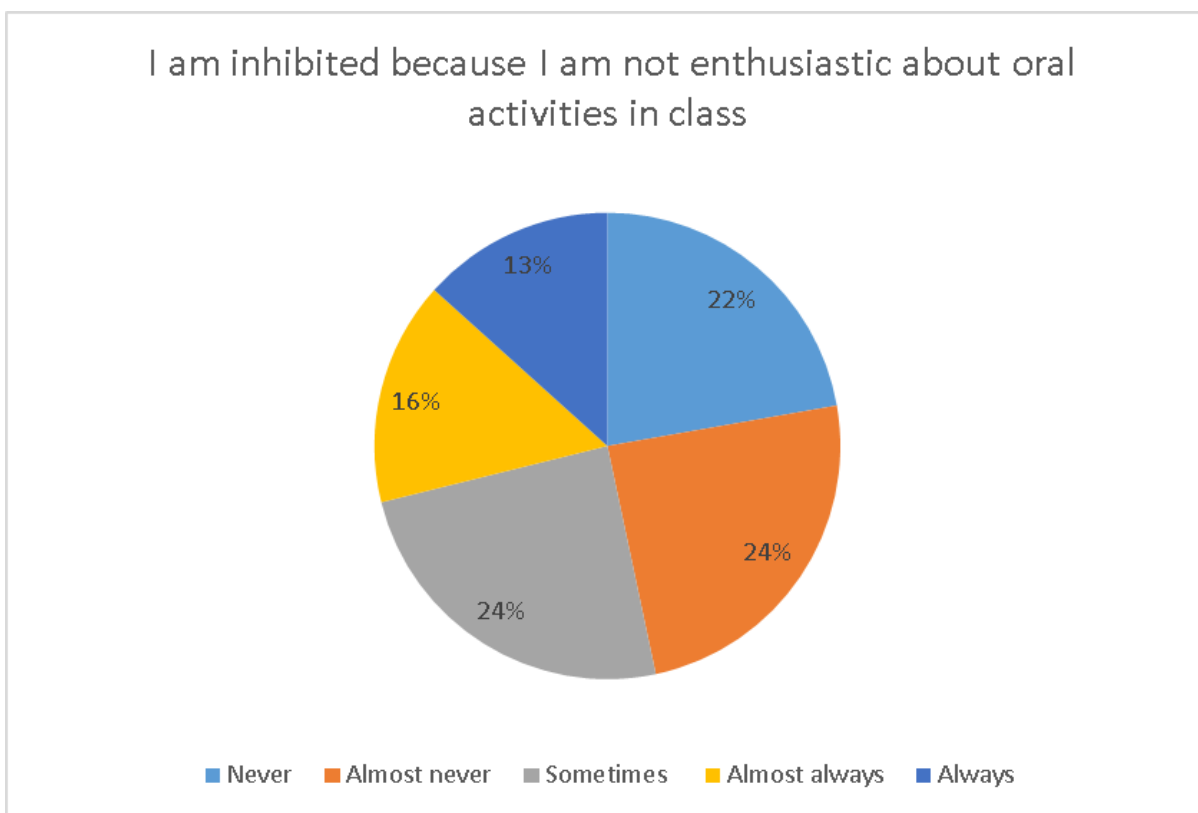
I am inhibited because I do not have enough knowledge to hold a conversation.



The results show that 47% say that *sometimes* they do not have enough arguments to continue with the conversation. 24% *almost always* have this kind of difficulty when speaking. On the other hand, 24% say that it is *almost never* an obstacle. 9% have *never* experienced this kind of situation and 0% *always* express themselves not having this kind of difficulty. It seems that most of the participants may not have enough knowledge to maintain a conversation including not knowing how to respond and continue with the conversation.

Figure 14.

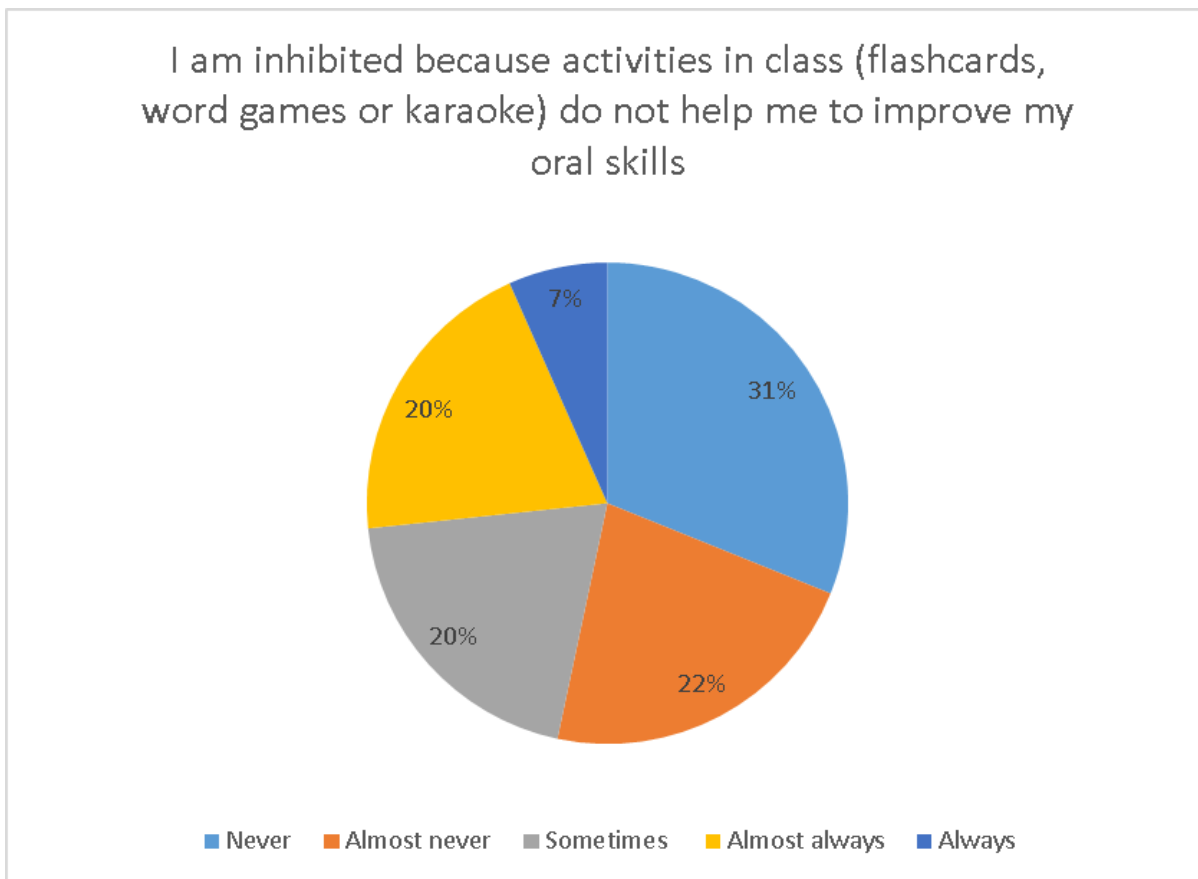
I am inhibited because I am not enthusiastic about oral activities in class.



Participants selected that 24% are *almost never* enthusiastic about oral activities in class. Likewise, 24% say that *sometimes* the oral activities in class are not motivating. 22% think that the activities are *never* interesting. 16% think that *almost always* the oral activities are not the best. Finally, 13% have *always* presented difficulties while practicing in class. Most of the participants report that the oral activities during the lessons are not very helpful and this may lead to a lack of full participation in class during these oral activities.

Figure 15.

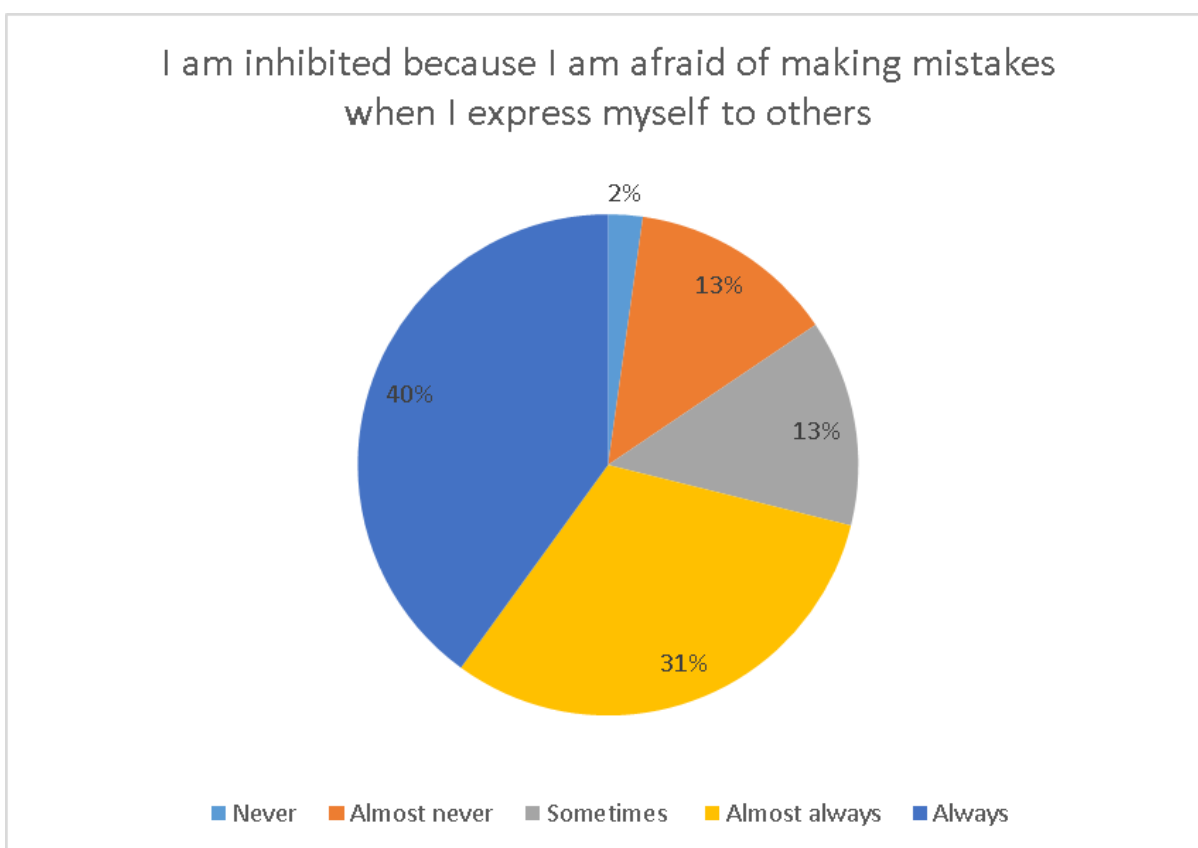
I am inhibited because activities in class (flashcards, word games or karaoke) do not help me to improve my oral skills.



Participants think that 31% of the strategies used in class are *never* beneficial but they help them to practice their speaking in class. 22% of the participants say that activities are *almost never* favorable. 20% of the participants say that *sometimes* the strategies they use are not very helpful. On the other hand, 20% *almost always* say they are not necessary. Finally, 7% agree these kinds of activities *always* fail to help them with speaking. It can be observed that most participants believe that activities for speaking in class offer no benefits for their oral development.

Figure 16.

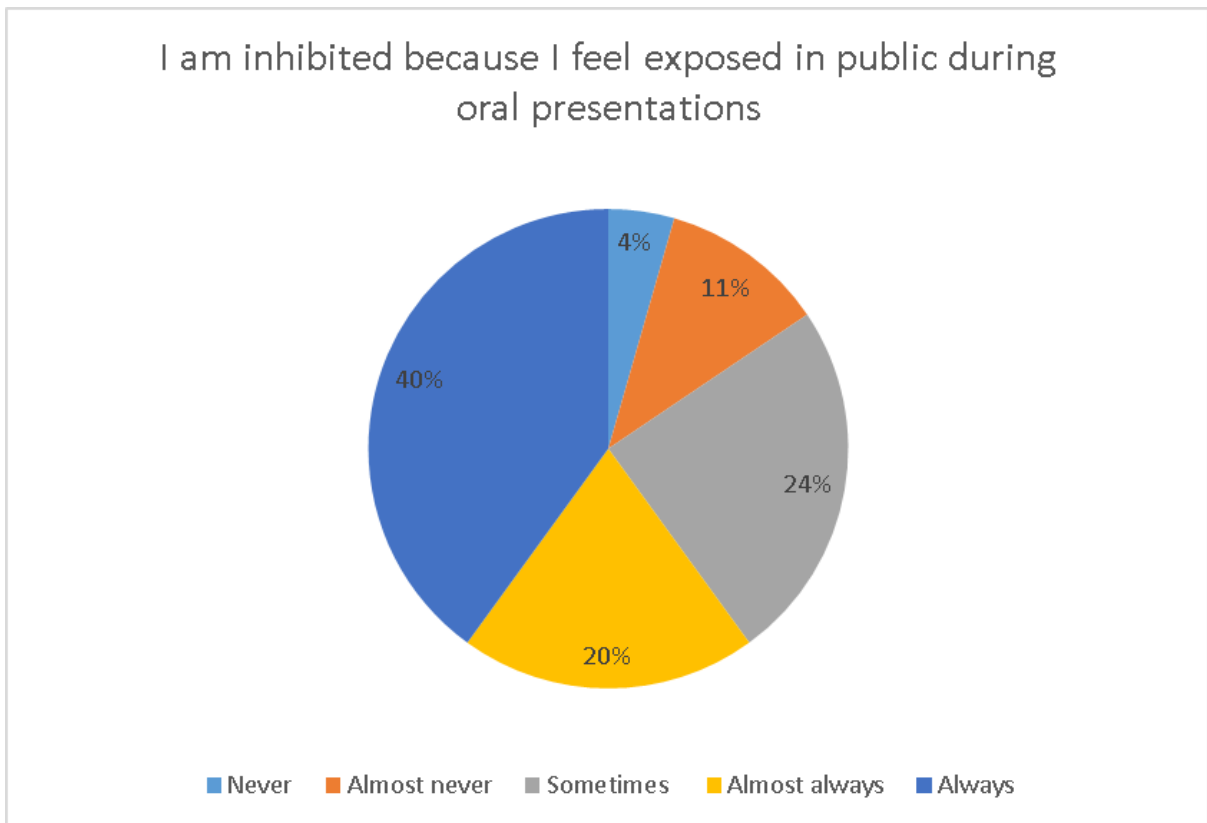
I am inhibited because I am afraid of making mistakes when I express myself to others.



The results show that 40% *always* experience fear when expressing themselves to others. 31% *almost always* agree that fear appears when speaking in English, while 13% say they *sometimes* have this type of difficulty. 13% say that they are *almost never* worried about making mistakes, and finally 2% say they have *never* made mistakes and feel no fear when expressing themselves to others. It can be inferred that most of the participants experience fear when speaking and feel afraid of making mistakes.

Figure 17.

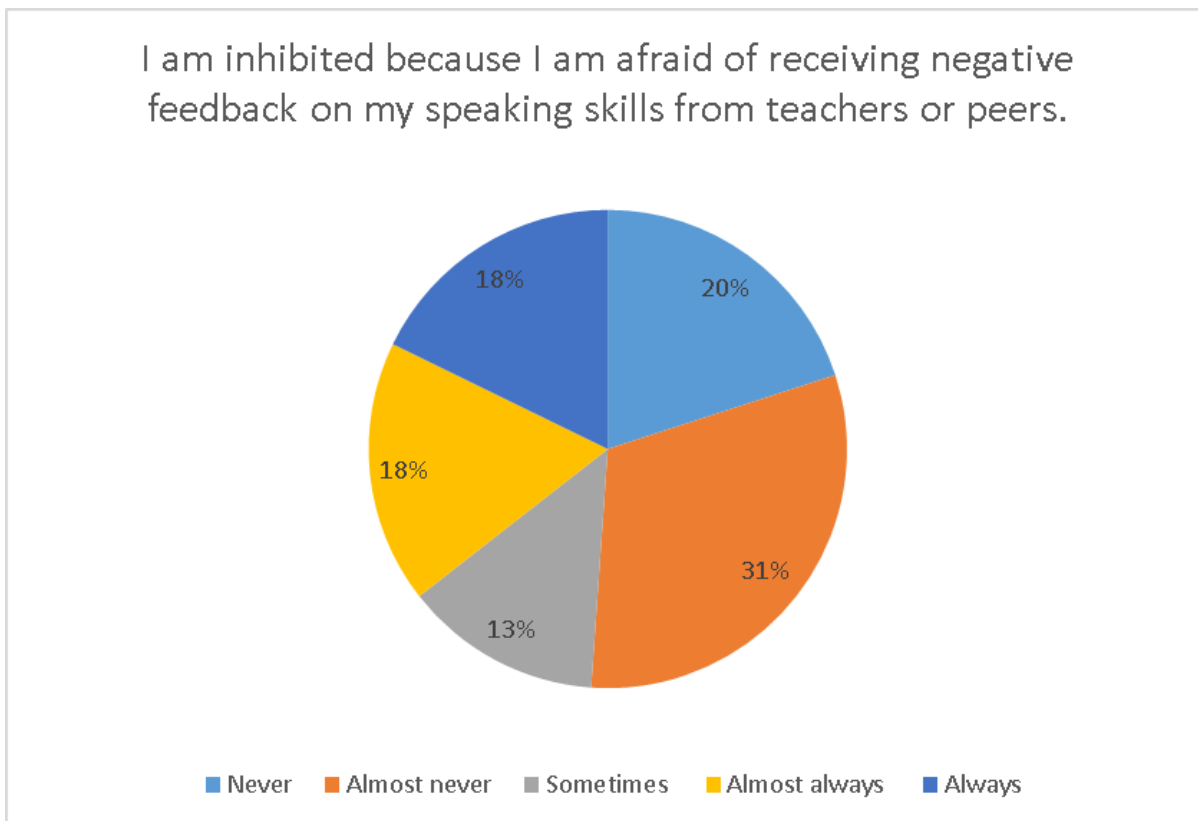
I am inhibited because I feel exposed in public during oral presentations.



40% of participants say they *always* feel exposed when speaking in front of an audience. 24% *sometimes* feel exposed while 20% *almost always* go through the same situation. 11% think that they have *almost never* gone through this type of problem and 4% have *never* considered it an issue to speak in front of an audience. It seems that most participants are afraid to express themselves, especially in front of an audience as this may interfere with their emotions when speaking.

Figure 18.

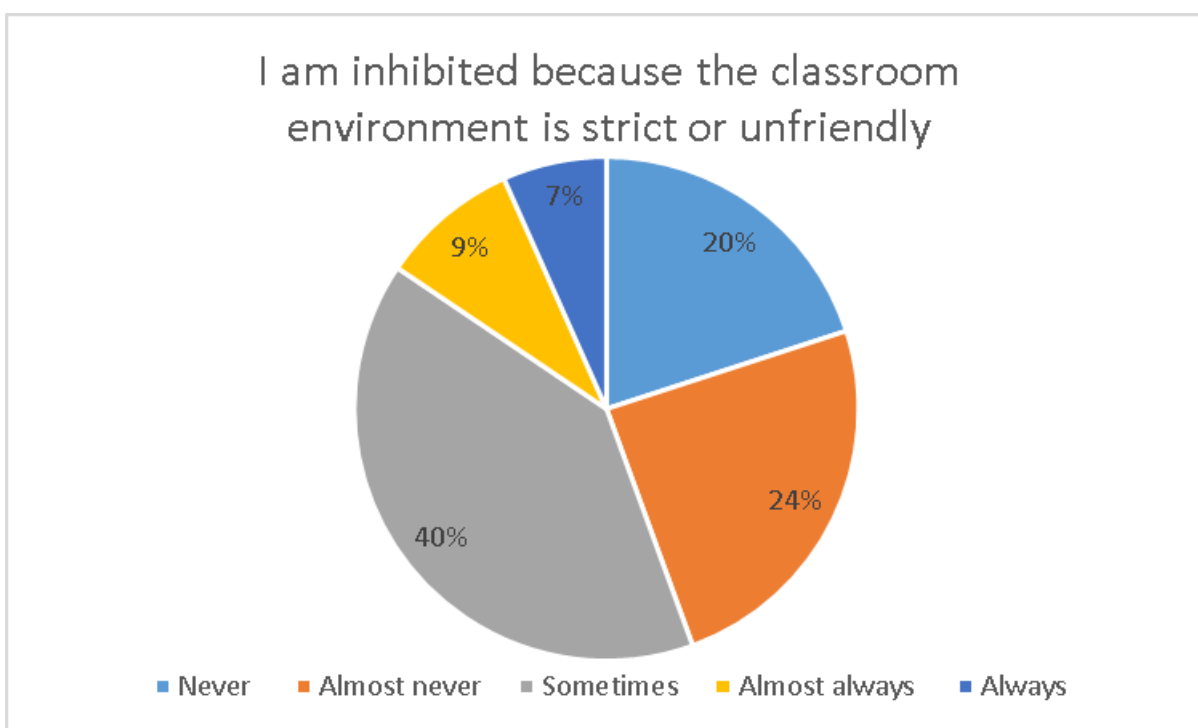
I am inhibited because I am afraid of receiving negative feedback on my speaking skills from teachers or peers.



According to the results, 31% say that they are *almost always* afraid of receiving bad comments. 20% have *never* had any worries about what people will say about their speaking skills. On the other hand, 18% *almost always* go through an uncomfortable situation fearing that peers and teachers will judge their skills. Likewise, 18% are *always* afraid of receiving this negativity from others. Finally, 13% *almost always* face this kind of situation. It can be perceived that most of the participants experience fear of receiving negative comments regarding their oral skills.

Figure 19.

I am inhibited because the classroom environment is strict or unfriendly.

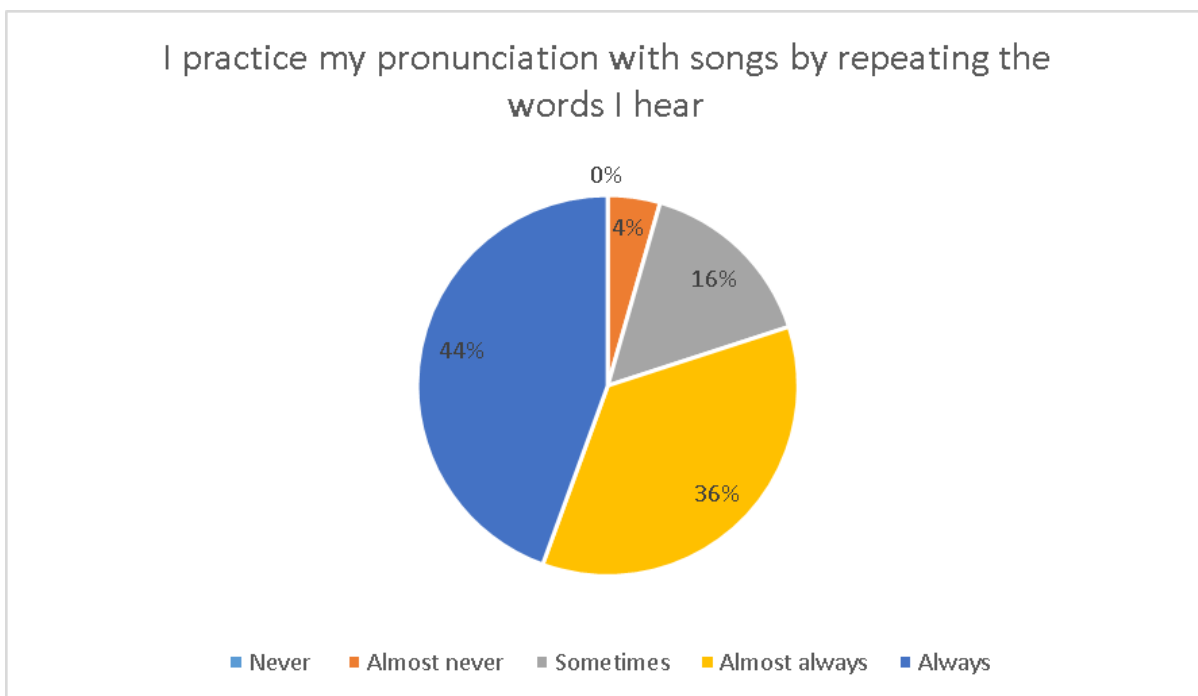


The results show that 40% of the time there is *almost always* an unfriendly atmosphere in the classroom for speaking. 24% say that they *almost never* have concerns about the environment. 20% think that they have *never* encountered a problem in their classroom. 9% *almost always* feel a state of discomfort in their classroom and 7% are *always* concerned about the atmosphere as this can affect class participation. It can be observed that most participants consider that the environment in the classroom is important for promoting speaking.

The following eighteen figures will show the participants' results about the strategies they use to improve their oral skills.

Figure 20.

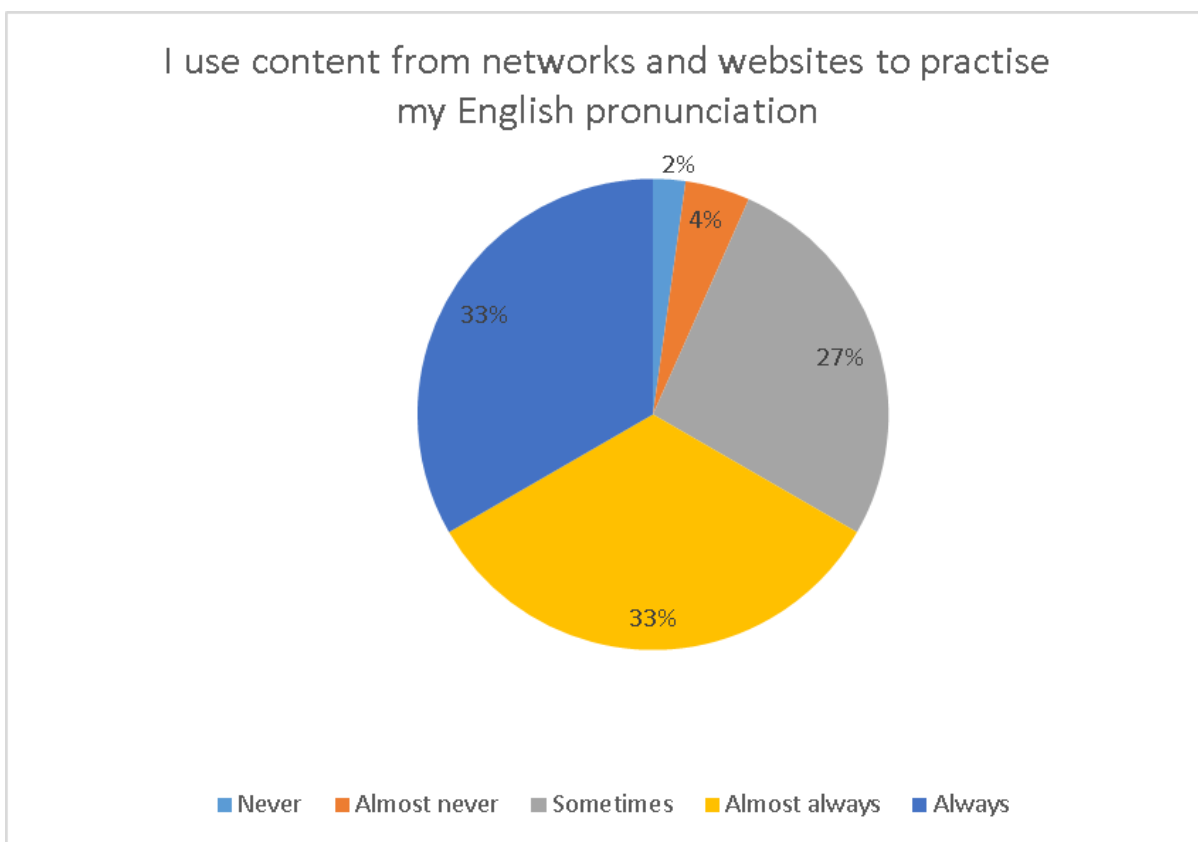
I practice my pronunciation with songs by repeating the words I hear.



According to the results, 44% say that they *always* practice their speaking with songs, while 36% *almost always* consider it a beneficial technique. 16% *sometimes* use it. On the other hand, 4% *almost never* use it as one of their strategies to practice and 0% *never* express that they have not used it. Most of participants practice their speaking skills by repeating words from songs to improve their pronunciation.

Figure 21.

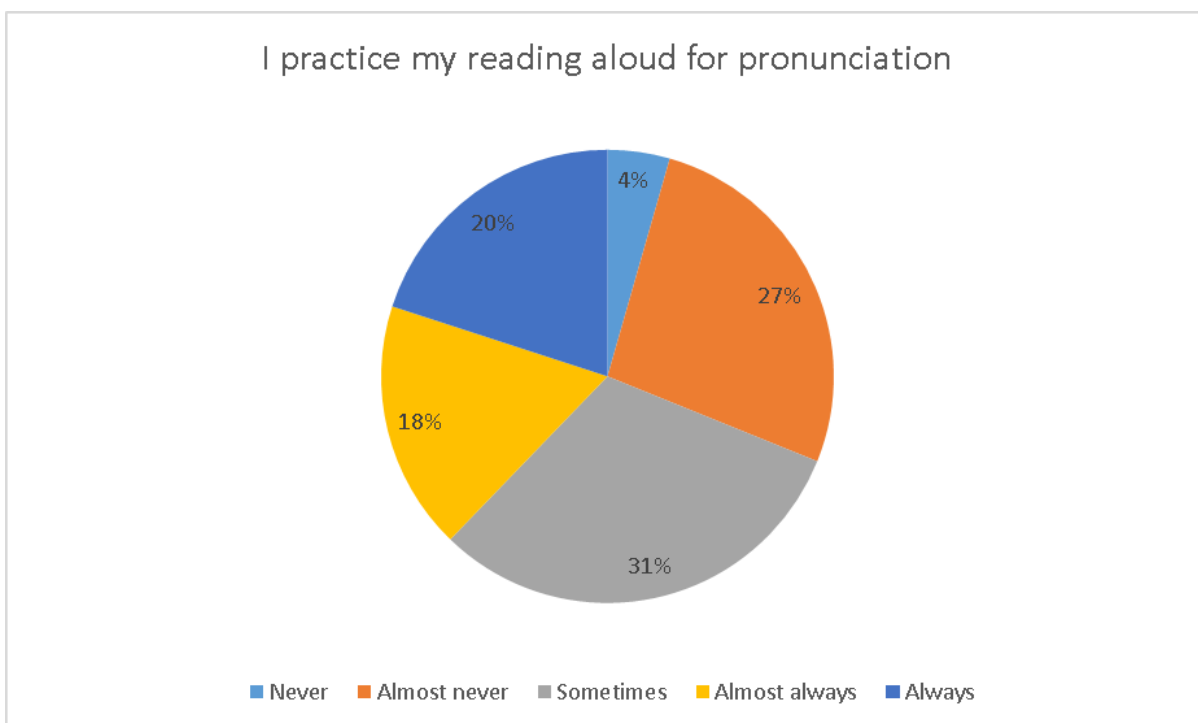
I use content from networks and websites to practise my English pronunciation.



As shown in Figure 21, 33% *always* consume online content to practice oral skills. Likewise, 33% *almost always* use digital content for practice. 27% are *almost always* interested in using this type of content. On the other hand, 4% *almost never* consider it as one of their best strategies to enrich their knowledge. Finally, 2% think they *never* have good results with this practice. Overall, the majority considers that consuming content on networks and websites helps to strengthen English pronunciation.

Figure 22.

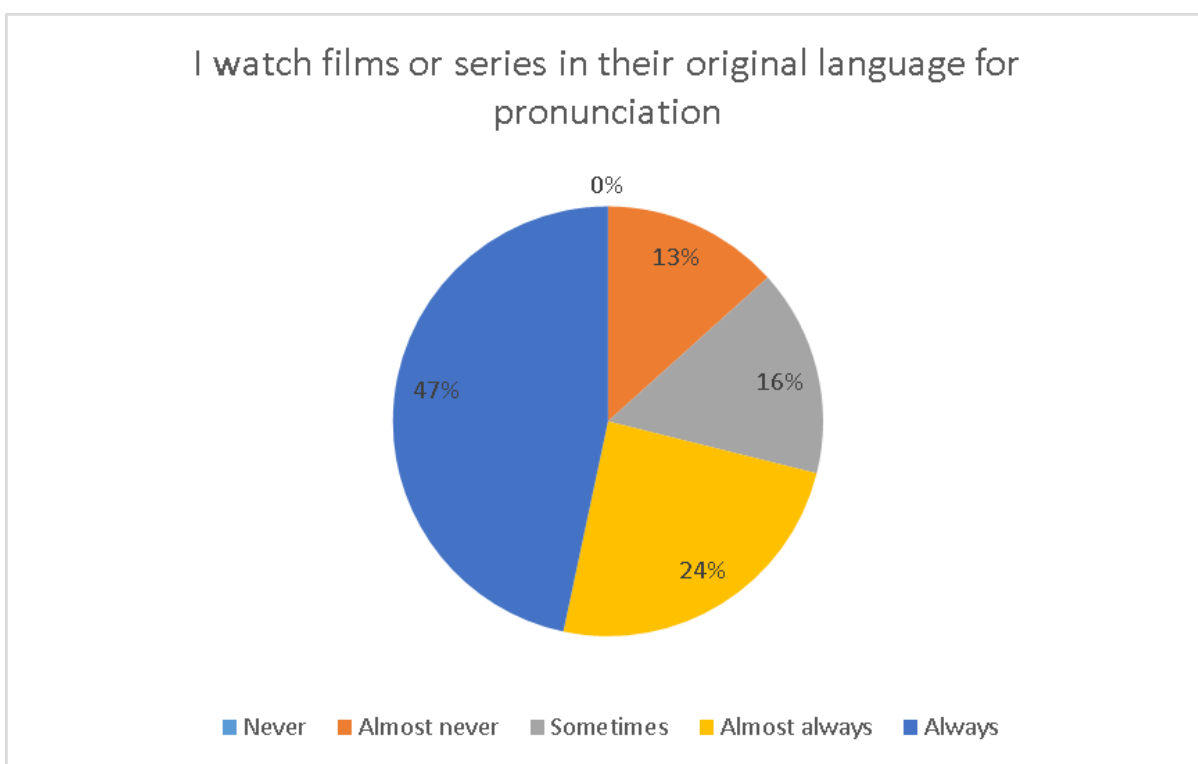
I practice my reading aloud for pronunciation.



31% *sometimes* practice their pronunciation by reading out loud. 27% *almost never* find it a great benefit for pronunciation. On the other hand, 20% *always* use this method because it is favorable. Likewise, 18% think that they *almost always* use the same strategy to improve their speaking and pronunciation. And 4% *never* consider this activity helpful to strengthen their oral skills. It can be observed that most of the participants practice reading aloud as a way of developing and reinforcing their language pronunciation knowledge.

Figure 23.

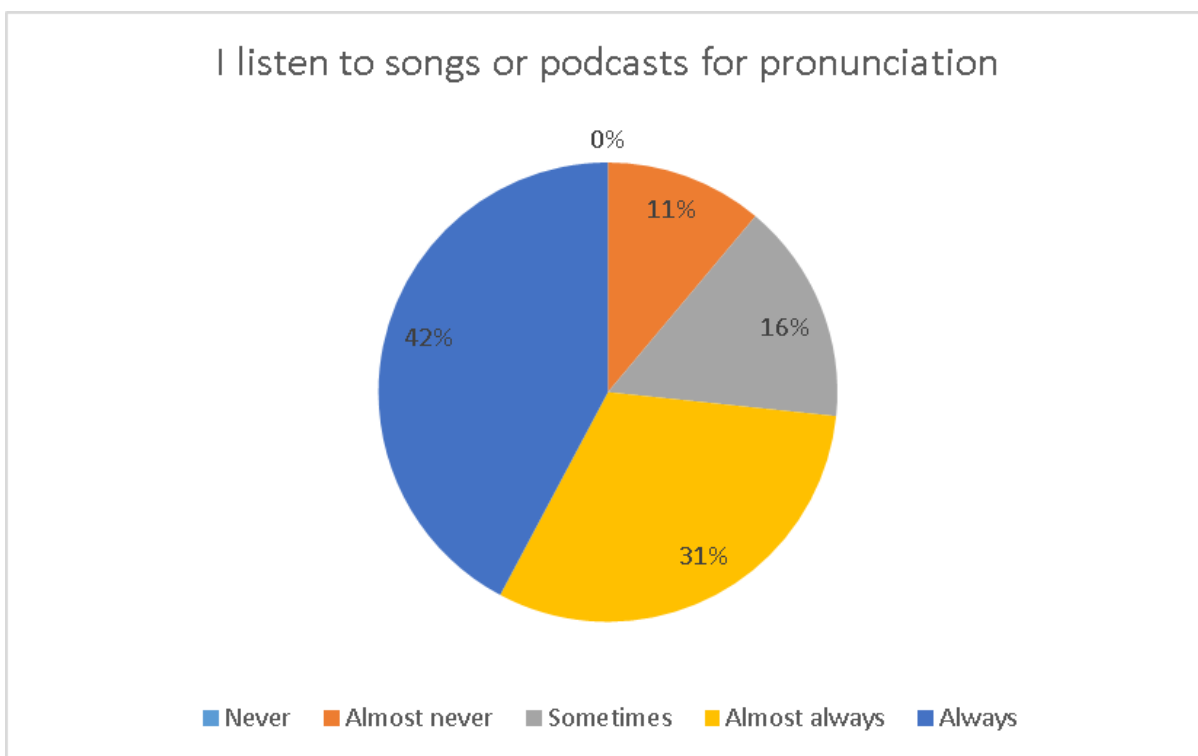
I watch films or series in their original language for pronunciation.



As can be seen, Figure 23 shows that 47% *always* watch content in the original language because it is favorable to improve their skills, while 24% *almost always* use it. 16% *sometimes* consider this to be a good tool. On the other hand, 13% *almost never* use it to increase oral skills and a 0% chose the option *never*. It can be inferred that watching movies or series in the original language can be quite enjoyable and beneficial for pronunciation.

Figure 24.

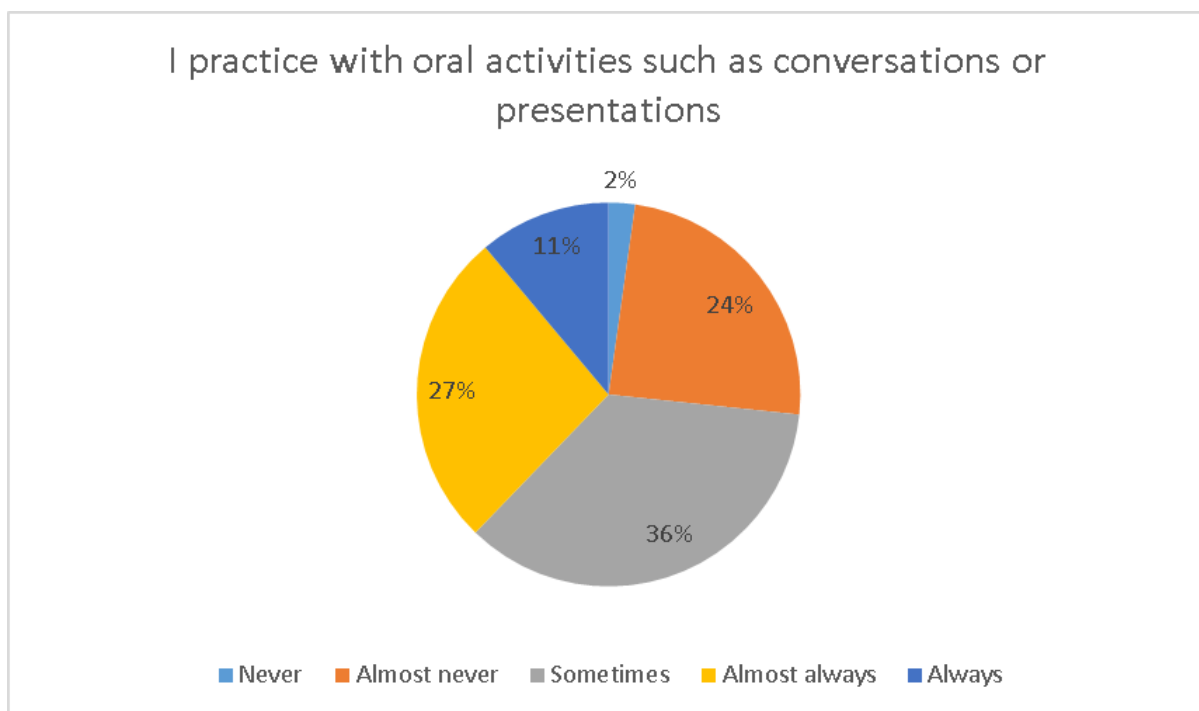
I listen to songs or podcasts for pronunciation.



42% of participants *always* listen to songs and podcasts to improve their speaking and pronunciation and 31% chose *almost always* regarding this activity. 16% are selected *sometimes* while 11% *almost never* think that this activity is good for their progress. 0% chose *never*. It seems that the majority consider that listening to songs or podcasts favors their pronunciation and may help to improve their performance.

Figure 25.

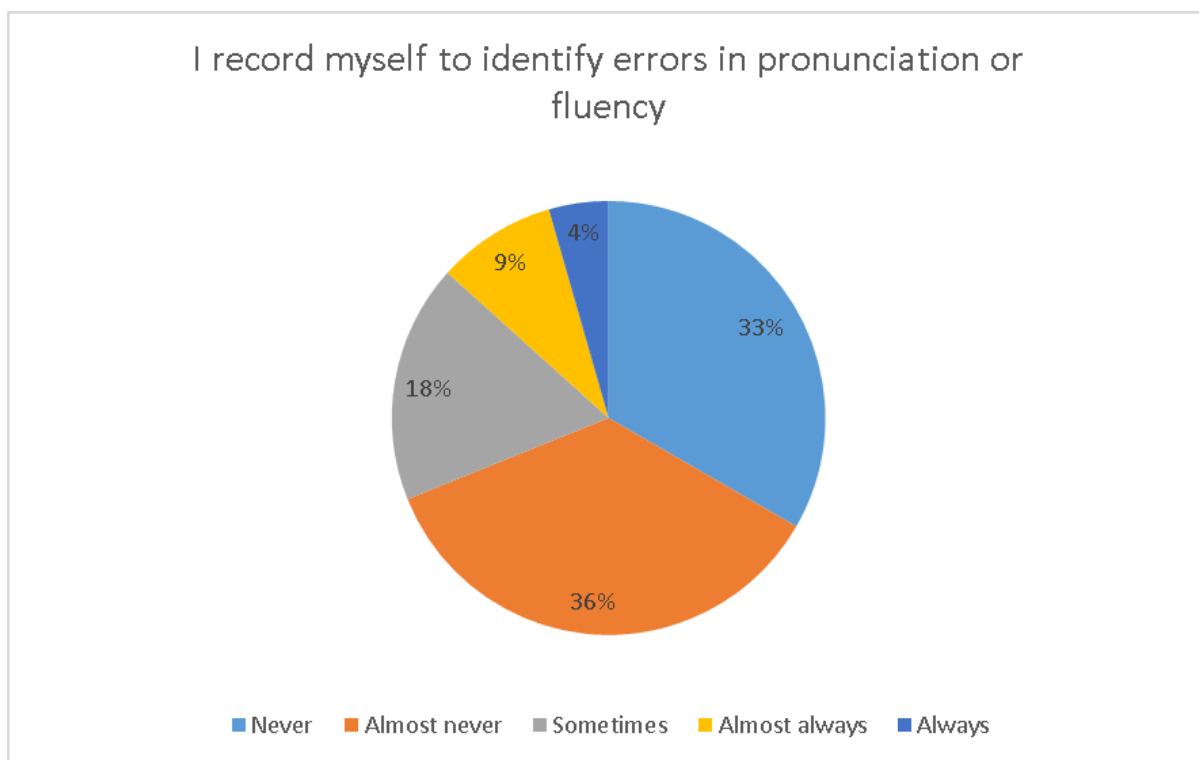
I practice with oral activities such as conversations or presentations.



According to the results in Figure 25, 36% *sometimes* practice with oral activities. While 27% *almost always* put them into practice. 24% *almost never* use them. On the other hand, 11% *always* consider this practice a good exercise to improve their oral skill. Finally, 2% report they *have never used it*. The majority consider that applying these activities during their learning can be beneficial for better pronunciation.

Figure 26.

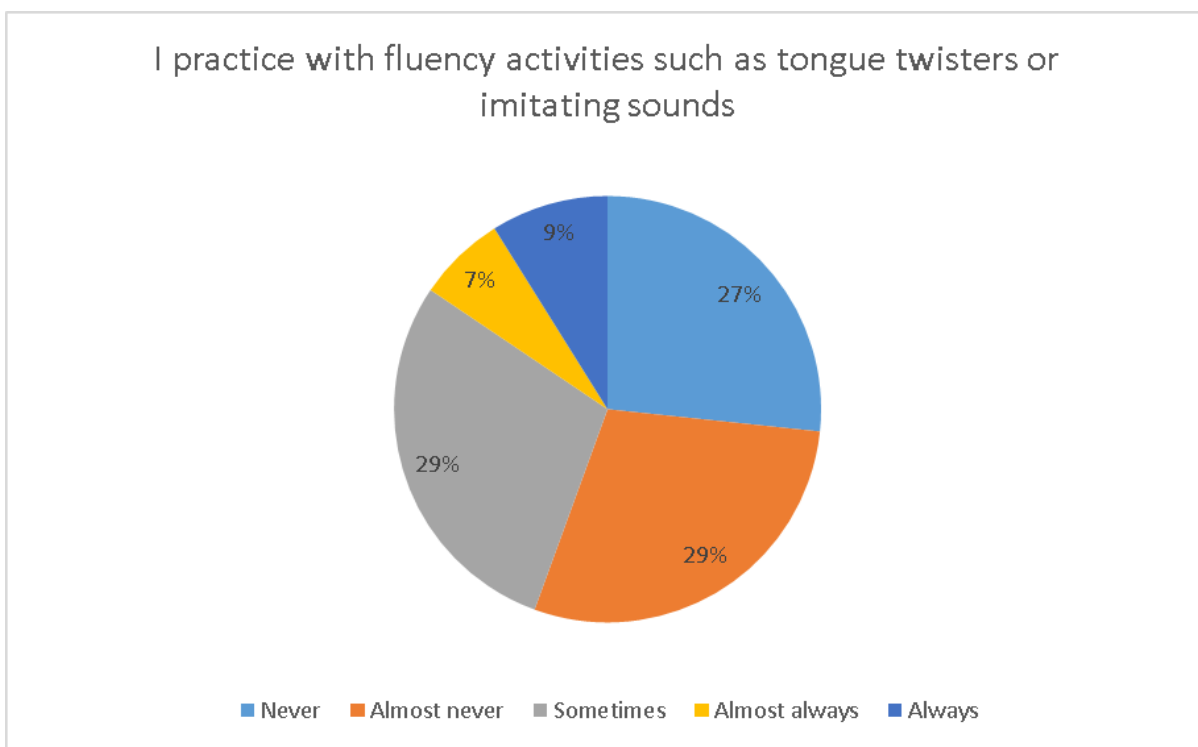
I record myself to identify errors in pronunciation or fluency.



As can be seen in Figure 26, 36% of the participants chose that self-recording is *almost never* practised, while 33% have *never* planned to use it. Another 18% of the participants selected that the use of self-recording is *sometimes* practised while 9% *almost always* use it. Finally, only 4% of the participants chose that they *always* consider it to be a good tool. As can be seen, most of the participants hardly ever use this strategy to identify their mistakes in their pronunciation or fluency.

Figure 27.

I practice with fluency activities such as tongue twisters or imitating sounds.



The results show that 29% of the participants chose these activities because they *almost always* help to promote their fluency. 29% of the participants consider that they *sometimes* practice these fluency activities while 27% have *never* considered these may help to strengthen their oral skill. Another 9% *always* practice fluency activities and 7% *almost always* consider doing fluency activities. Most participants consider that doing fluency activities such as imitating sounds and tongue twisters help to improve their language fluency.

Figure 28.

I use online dictionaries to listen and pronounce words correctly.

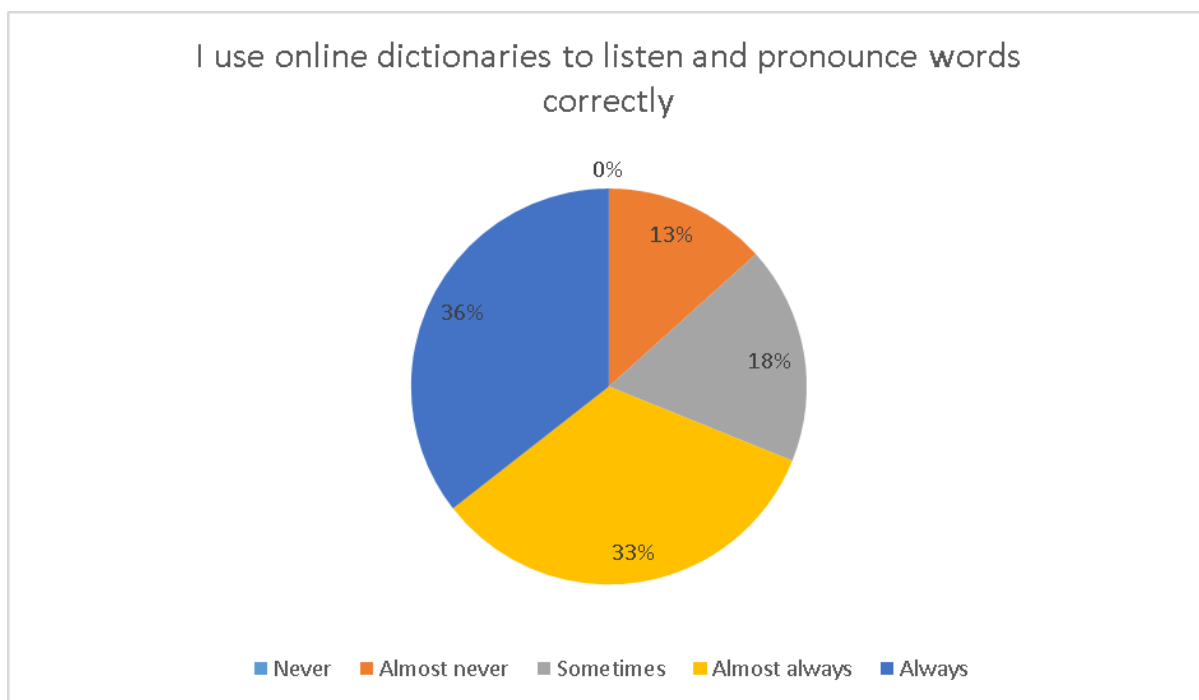
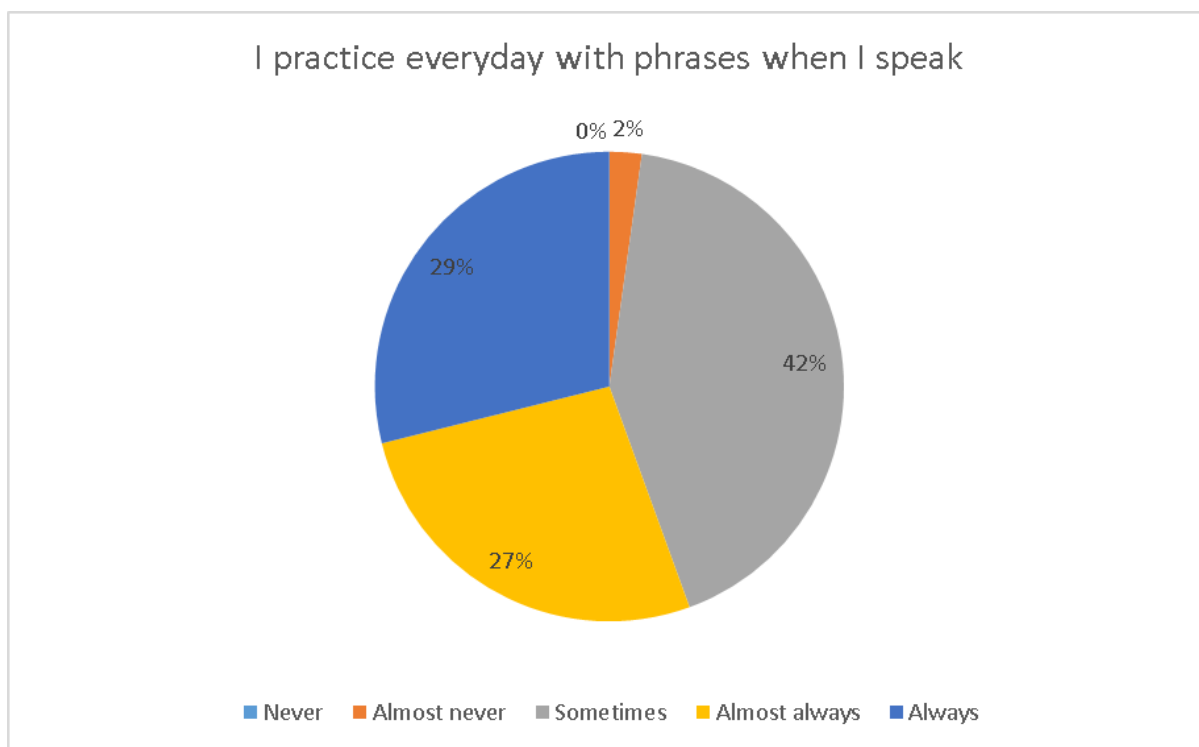


Figure 28 shows the results of the use of online dictionaries. 36% consider that they *always* use this tool to have a good understanding of the words, while 33% *almost always* use it. Thus, 18% think that using dictionaries *sometimes* helps to pronounce words correctly. 13% *almost never* use it and 0% *never* mention this tool. It can be said that the use of online dictionaries is a usual practice to pronounce words correctly and just a few do not use it.

Figure 29.

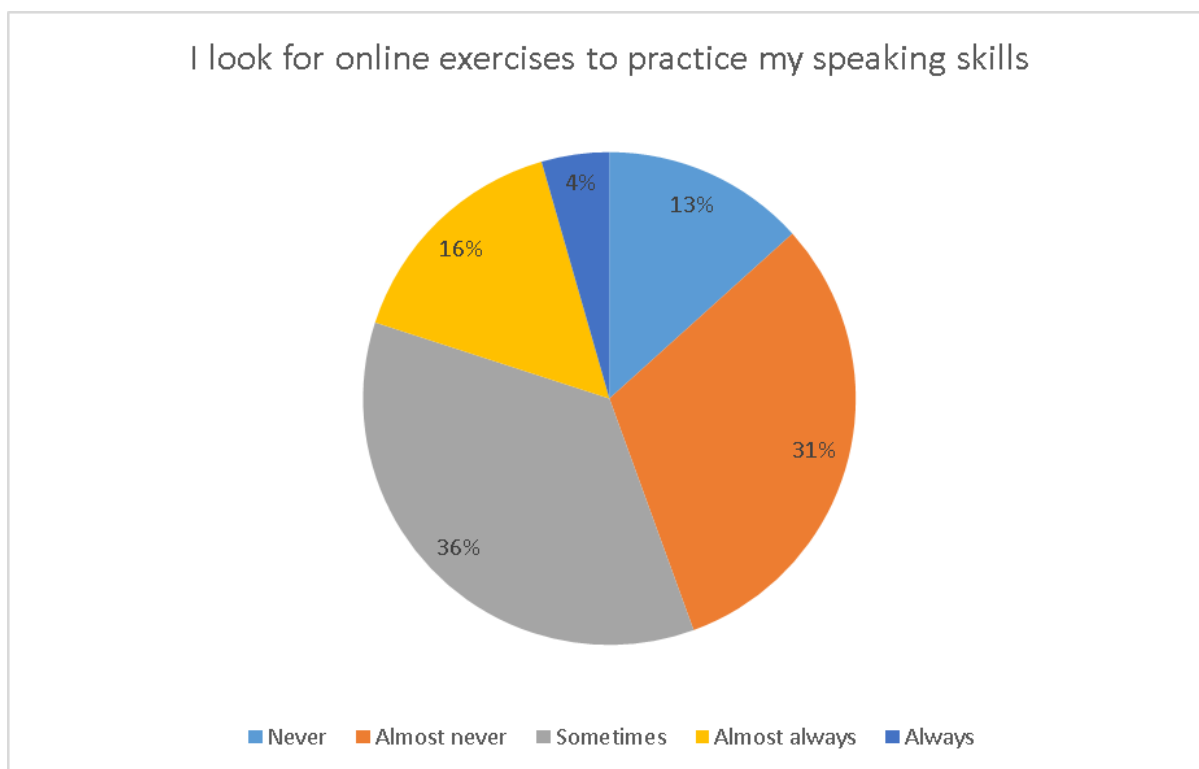
I practice everyday with phrases when I speak.



The results show that 42% *sometimes* practice everyday phrases to improve their speech while 29% carry out this practice *always*. 27% *almost always* think it is a good activity. On the other hand, 2% *almost never* consider that this activity can help them. Finally, 0% have *never* thought about this activity. It can be stated that most of the participants consider putting into practice daily phrases strengthens their speaking skill.

Figure 30.

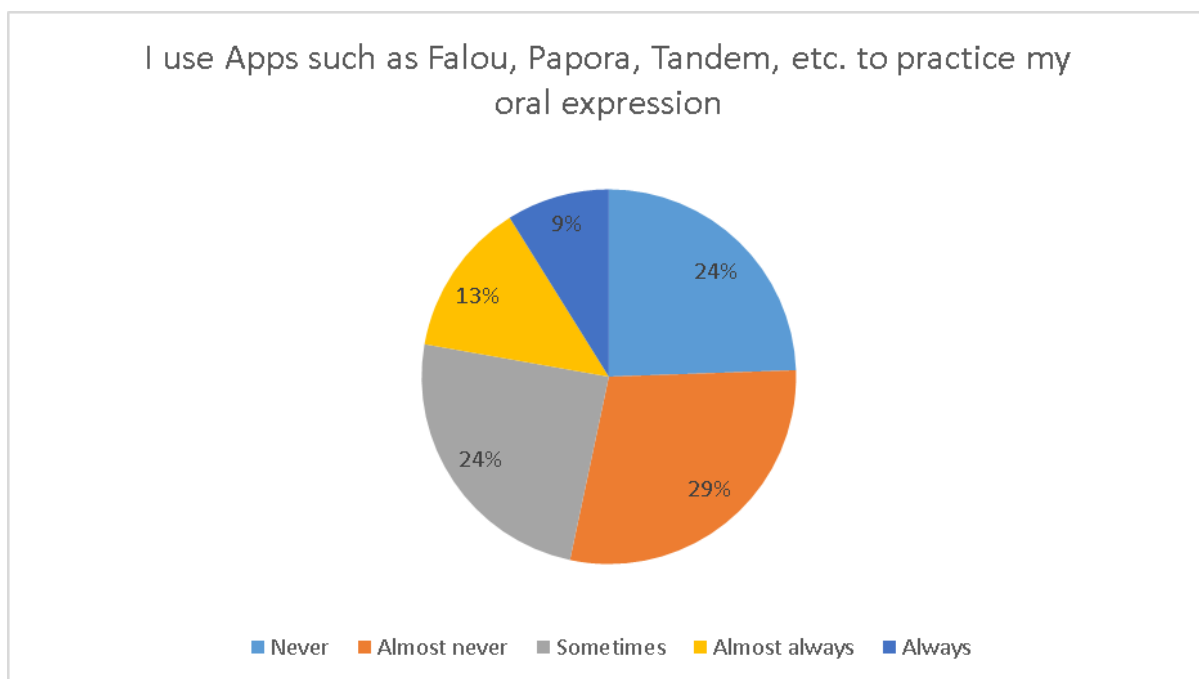
I look for online exercises to practice my speaking skills.



36% *sometimes* search for online exercises to improve their speaking while 31% *almost never* put it into practice. On the other hand, 16% *almost always* look for online exercises as a good technique. 13% *never* consider it useful for learning and 4% mention the opposite and say that they *always* look to further improve their speaking. It can be observed that a large part of the participants hardly ever considers searching for online activities to improve their speaking.

Figure 31.

I use Apps such as Falou, Papora, Tandem, etc. to practice my oral expression.



According to the results, 29% *almost never* practice with Apps for speaking while 24% have *never* considered using them. On the other hand, 24% *sometimes* use them and 13% are *almost always* looking to implement them in their learning. Likewise, 9% *always* use them for practice. It is perceived that many participants do not use Apps to promote their speaking skills and do not consider it an available tool to practice their oral development.

Figure 32.

I practice my speaking with myself.

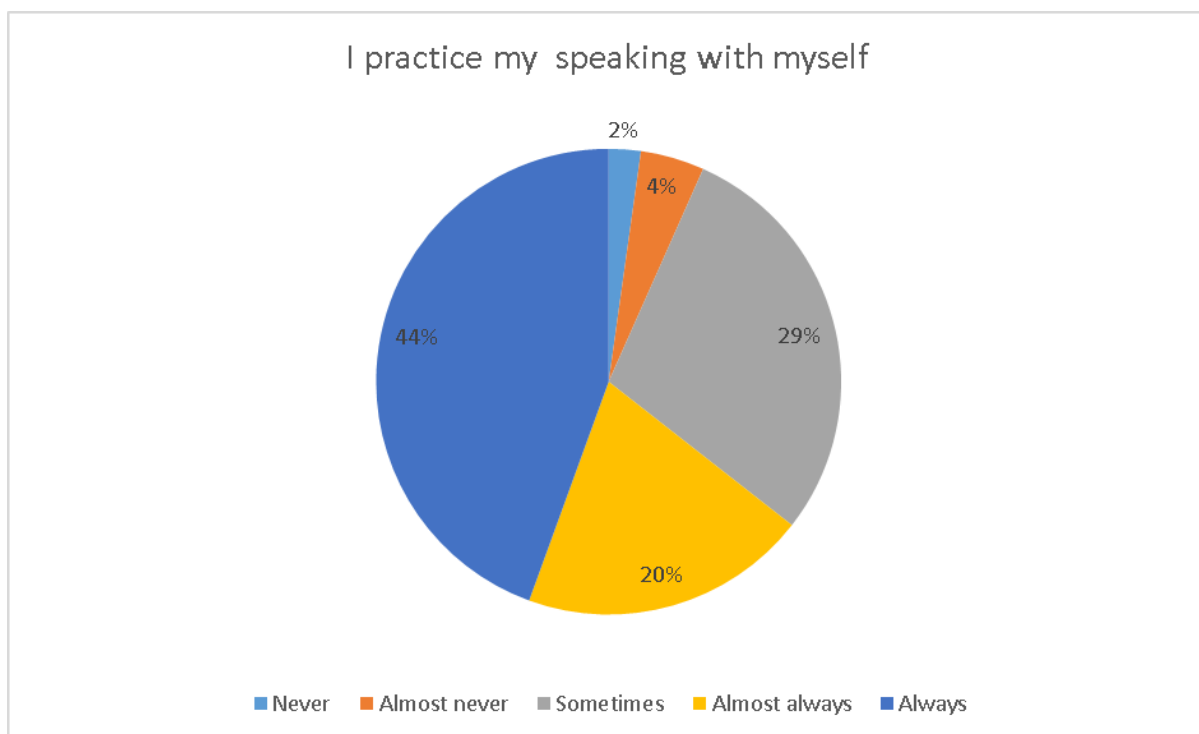
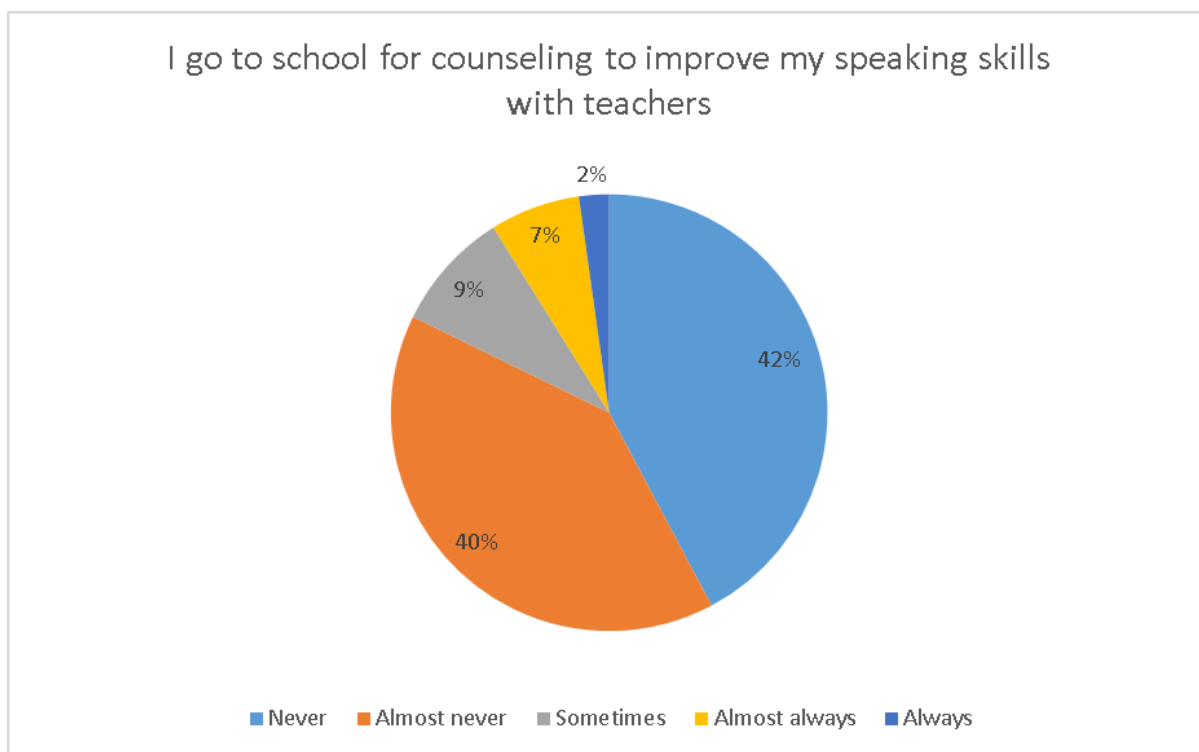


Figure 32 shows that 44% of the participants *always* practice their oral skills with themselves while 29% said that they *sometimes* do practice. 20% are *almost always* aware of taking advantage of doing this, 4% *almost never* practice speaking with themselves, and 2% have *never* tried or planned to do it. Most participants are aware of exercising their skills on their own to determine their mistakes and what to improve for the future.

Figure 33.

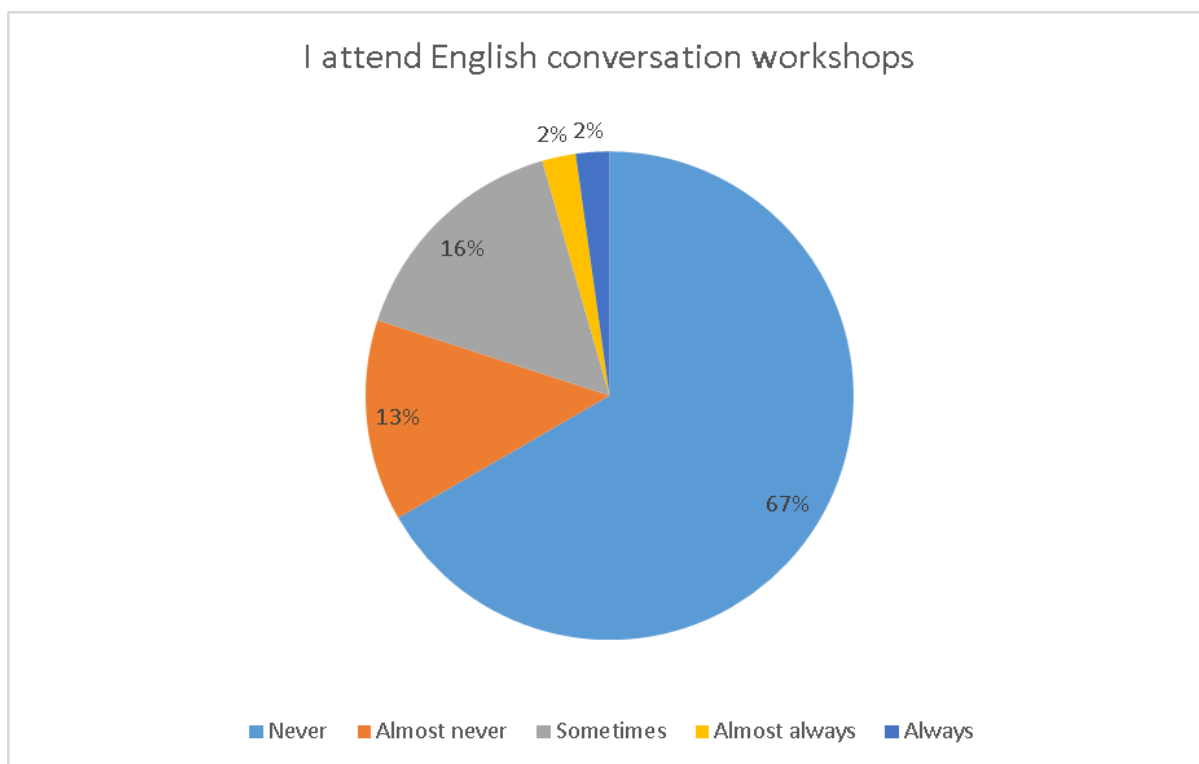
I go to school for counseling to improve my speaking skills with teachers.



42% have *never* attended counseling sessions to improve their oral expression while 40% have *almost never* attended. Thus, 9% say that they have *sometimes* attended. On the other hand, 7% are *almost always* in constant school counseling and 2% comment that they *always* do this type of strategy because it strengthens their skills. Most participants do not consider attending counseling with teachers as a strategy to improve oral expression.

Figure 34.

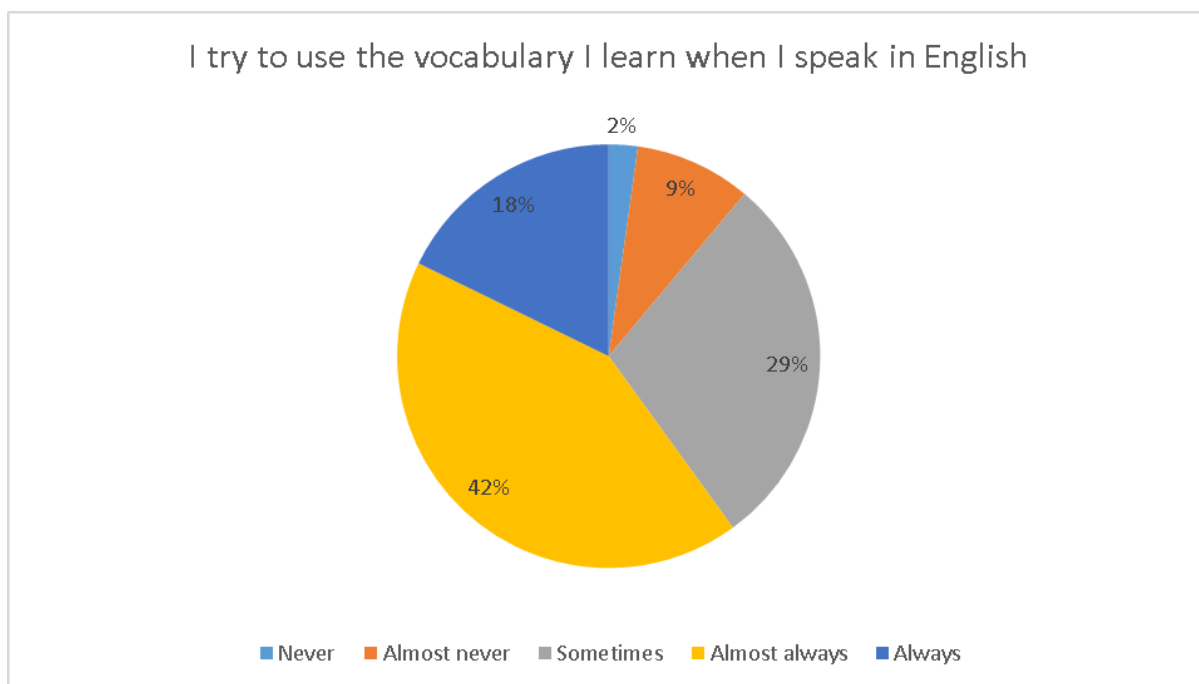
I attend English conversation workshops.



As shown in Figure 34, 67% have *never* attended conversation workshops, while 16% *sometimes* consider them attending. Thus, 13% are *almost never* aware of implementing them in their practice. 2% *almost always* attend such workshops and 2% *always* consider attending them. It can be inferred that attendance at conversation workshops is not a common practice for participants. This may be a sign of no motivation, lack of interest or even having some fear.

Figure 35.

I try to use the vocabulary I learn when I speak in English.



The results show that 42% *almost always* try to use what they have learnt. 19% *sometimes* incorporate this learning into their language practice. 18% say they *always* implement what they have learnt while having conversations. On the other hand, 9% *almost never* implement it. 2% have *never* applied this strategy. It is implied that most of the learners implement what they have learnt while conversing by using their knowledge which enriches their oral expression.

Figure 36.

I practice with topics of interest with friends, acquaintances or foreigners.

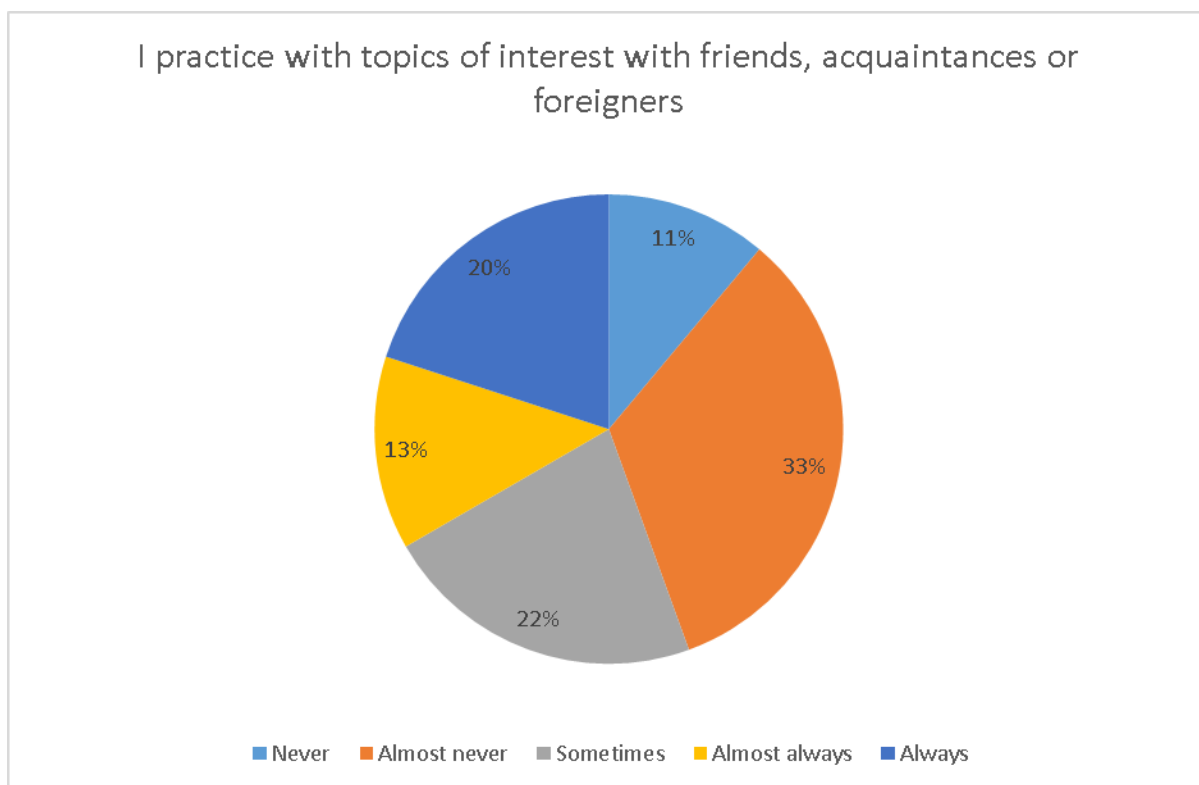
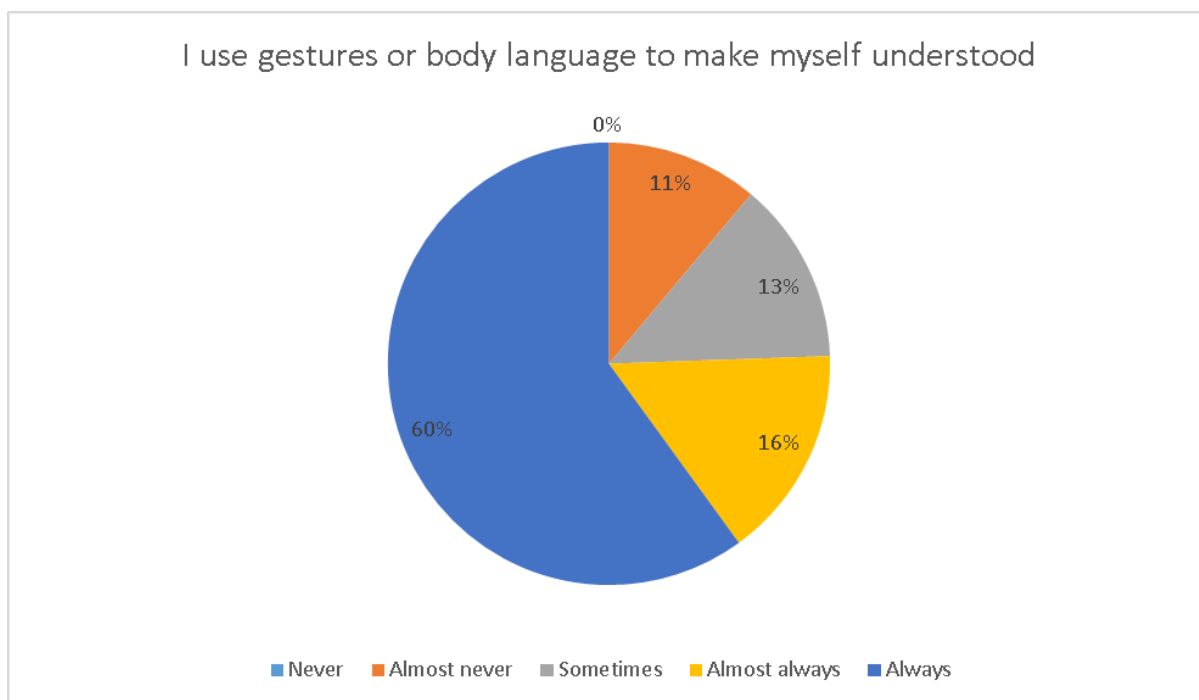


Figure 36 shows that 33% of participants *almost never* practice their oral skills with acquaintances or friends. Thus, 22% *sometimes* do it. On the other hand, 20% *always* could engage in conversations with friends while 13% *almost always* carry out this type of strategy. On the other hand, 11% have *never* had the opportunity to practice or experience this type of practice. It can be noted that the opportunities to engage in conversations with others is not available to most learners, which means that this oral practice is not common among participants.

Figure 37.

I use gestures or body language to make myself understood.



60% say that they *always* use body language to make themselves understood while 16% say that they *almost always* use it. On the other hand, 13% *sometimes* use this strategy of using body language and 11% *almost never* use body language. 0% chose *never*. It can be inferred that the majority agrees that when expressing themselves verbally they need to use gestures and body language. This means that participants are aware that this strategy helps their oral expression.

4.2 Qualitative data results

At the end of the Likert scale, two open questions were added to complement the previous answers. The objective of these questions is to gather the personal perceptions of each of the participants about the difficulties they encounter when speaking in English and what

type of strategy they use to solve them and continue speaking along the conversation. The answers that were analyzed and classified into eight main categories will be described below.

4.2.1 Factors LEI students perceive inhibit them from expressing themselves orally in English

In this section, the first four categories that emerged during analysis are described. These four categories are: *Psychological Factors*, *Affective Factors*, *Vocabulary and Grammar* which are in relation to the difficulties that arise when speaking English. The *Psychological Factors* category plays an important role in the participants since it can influence whether they are willing to continue or are in a negative state to continue speaking. The *Affective factors* category influences the feelings of the learners: emotions, attitudes, feelings, etc. The *Vocabulary* category covers all those new words that must be learned, understood and known how to be used correctly in well-formulated sentences. Finally, the *Grammar* category indicates how to make correct and coherent sentences.

4.2.1.1 Psychological Factors

Psychological Factors are defined as fundamental beliefs, emotions, anxieties, and self-perceptions that influence a person's behavior and well-being. They cause reactions in different situations that affect human behavior (Thomas et al., 2020). This includes aspects such as motivation, anxiety, extroversion and introversion. For example, Horwitz et al., (1986) mention that during the learning of a foreign language learners may experience negative emotions such as anxiety, fear, tension, shame, exhaustion, anger, shyness, boredom, nervousness, etc. This affects or demonstrates security during learning, this depends on the environment and mood where each learner is speaking of learning terms. The following are some quotes from participants that exemplify this:

"Fear and shyness, because I'm afraid of making a mistake and being scolded or laughed at." (Participant 2).

"I feel very nervous, and I start to get stuck, which makes me feel worse." (Participant 9).

"I'm starting to get nervous and that affects my performance." (Participant 14).

Participants 2, 9, and 14 affirm that psychological factors are detrimental when they want to express their ideas. For example, participant 2 agrees and considers that the emotion of fear and shyness are a disadvantage in their speaking performance and worries about what they will say, thus failing to express themselves as they should. On the other hand, participants 9 and 14 consider that nervousness is the main cause, and this prevents them from continuing with their conversation practices. Finally, it can be stated that psychological factors may become a difficulty during learning, causing learners to fail to express themselves as they wish, and this prevents them from continuing.

4.2.1.2 Affective factors

Students' affective side is the most important domain for the success or failure of language learning (Oxford, 1990) where these affective factors, related to a foreign language, are related to emotions such as self-esteem, empathy, attitude, feelings and moods. Arnold, (2000), for example, explains that affective factors are important because by paying attention to them may "lead to more effective language learning" (p. 2) as these affective aspects contribute to the integral development of the person "beyond language teaching and the academic environment" (p. 2). Therefore, affective factors (motivation, self-confidence and anxiety) play a significant role in the process of learning a language. Along the same lines, Brown (1994) mentions that learning a foreign language is a difficult task since, when expressing oral skills, it is associated with feelings of restlessness, frustration, insecurity and apprehension. It is for this reason that the speaker fails to adequately transmit the message in front of an audience or during classroom practices. The following are some quotes from participants that exemplify this:

"Embarrassed by what others might say about my level or having a very low level."

(Participant 11).

"Insecurity when speaking and fear that other people will not understand what you say."

(Participant 20).

"I hesitate and doubt a lot of what I say, tending to be repetitive." (Participant 29).

"I start stuttering or my words get tangled up and I want to say something but, in the end, because of my anxiety, I don't make myself understood and it takes me a while to get my main ideas back when I want to express myself in English." (Participant 44).

Participants 11 and 20 believe that the main difficulty is that others may judge or question their language level or that they may not be understood which causes them to distrust their level. Meanwhile, participants 29 and 44 show their anxiety and lack of self-confidence, questioning what they want to express. It can be said that anxiety, lack of confidence and the environment in which they find themselves are the main causes of not being able to express themselves as they wish.

4.2.1.3 Vocabulary

Vocabulary is an important element in learning, especially when learning a second language. Nation (2001) mentions that vocabulary is the basis of effective communication because it helps achieving understanding and developing the message in a correct and appropriate manner as this is reflected in speaking, listening, reading and writing. The following are some quotes from participants that illustrate this:

"I don't have knowledge of the subject; I get more nervous, and I forget the vocabulary of the subject." (Participant 34).

"When I speak, I look for vocabulary and automatically search for the words I need in my head, but when I can't find an adequate word, I try to replace it and if I can't identify it I feel like I lose credibility, after that I unconsciously forget vocabulary." (Participant 36).

"I think the main thing is that I can't use all the vocabulary I know. It's like I'm in the clear." (Participant 37).

Participants express that vocabulary is an important element, but it is also difficult to use it in speech. Participant 34 thinks he does not have enough previous knowledge which affects

his expression of ideas, a mixture of nervousness and forgetfulness makes him unable to use the vocabulary for certain topics. While participant 36 expresses that if he does not find the appropriate words or vocabulary to continue speaking, he loses credibility while having a conversation. Finally, participant 37 mentions that if he does not know how to use vocabulary, he is unable to express what he wants to say. It can be inferred that participants know vocabulary, but sometimes they do not know how to use it or they do not find the necessary words in certain situations.

4.2.1.4 Grammar

Grammar is a fundamental tool when learning a second language. Ur, (1991) defines grammar as “the way in which language manipulates and combines words or fragments to form longer and distinct units of meaning” (p. 4) Likewise, Crystal (2004) comments that grammar is the structural basis for expressing oneself. The more conscious one is about the rules, the more one can control the meaning and the way in which language is used. The following are some quotes from participants that exemplify this:

“I am afraid of making grammatical mistakes, my nerves win.” (Participant 15).

“My lack of grammatical knowledge (verb tenses, structures).” (Participant 38).

“The correct structuring of the sentences I use, the way to connect them and the appropriate grammatical tenses.” (Participant 42).

Participants express that making grammatical mistakes is an issue when expressing orally. For example, participants 15 and 42 do not structure correctly and do not connect the different types of tenses, making mistakes, which poses a difficulty to continue expressing themselves. On the other hand, participant 38 has the same thought because of his lack of grammatical knowledge by not being able to structure correctly as this affects his speaking ability. It is concluded that grammar is a relevant difficulty as it affects their speaking ability, as well as other skills.

4.2.2 Strategies LEI students perceive to be helpful when speaking in English

In this section, the other four salient categories are described regarding the strategies participants use to continue with any conversation: Affective strategies, social strategies, Memory strategies and Compensation strategies. The category of *affective strategies* is the techniques to motivate learners to get deeply involved in their learning environment. *Social strategies* focus on the environment where the participants are located and get socially engaged, which leads to communication and the construction of relationships during learning. The *memory strategy* relates to the efforts to learn and store what participants have learned and how to use it when necessary. Finally, the *compensation strategy* has to do with all those activities that encourage speaking and are practical during learning.

4.2.2.1 Affective strategies

Affective strategies are related to the management of feelings so that learners can motivate themselves in second language learning (Mandasari & Oktaviani, 2018). For example, Oxford, (1990) mentions some of these affective strategies to better progress during learning: *Reducing anxiety* (relaxation exercises, deep breathing, listening to music and laughing), *Controlling emotions* (listening to your body, writing a language learning diary, talking about your feelings and using a checklist) and *Self-encouragement* (taking risks wisely, rewarding yourself and making positive statements). With these strategies, the learner will be able to feel relaxed, confident and motivated to continue learning, achieving good results and these will be reflected in their speaking skill. In general, an affective strategy empowers students to better learn during the teaching process (Rossiter, 2003) which means that learners can solve any problems they face while learning the language for the improvement of their speaking. The following are some quotes from participants that show this:

“I correct myself in all aspects such as pronunciation, fluency, syntax and I analyze my words before speaking.” (Participant 7).

"I use listening activities to better understand people and I try to find more vocabulary to use later." (Participant 26).

"In the case of vocabulary, I try to replace a word or phrase in case I don't know it. And as for nerves, I think it's something that needs to be worked on, currently I'm not as nervous as I was two years ago." (Participant 40).

Participants 7, 26, and 40 agree that performing in activities that help them solve their speaking difficulties is beneficial. For example, participant 7 considers that correcting their own mistakes that affect speaking is a type of strategy that allows them to continue with the conversation. While participants 26 and 40 seek to solve their vocabulary difficulties by doing activities, replacing words, and controlling themselves to improve and speak with more confidence. Most participants consider that self-correction and class tasks/activities encourage their speaking, especially to practice what they have learned which becomes beneficial to solve their difficulties during learning.

4.2.2.2 Social strategies

Oxford, (1990) defines a social strategy in language learning as "a form of social behaviour; it is communication that takes place between people and such social strategies in language learning are important" (p. 145). Therefore, social strategies help to improve and increase opportunities during foreign language learning. Social strategies (Oxford, 1990) are divided into three categories; *asking questions*: asking peers, teachers or someone for clarification, verification or correction. *Cooperating with others*: interacting with one or more people to improve language skills, for example, working with pairs or groups. Lastly, *empathizing with others*: considering the beliefs and thoughts of others. The strategies help to create a comfortable environment and improve mutual support among learners. The following are some quotes from participants that exemplify this:

"I ask for help to know how to say what I want to express; I correct my mistakes and accept the teacher's corrections." (Participant 12).

"I speak slowly and try to pronounce each word I say well, I ask for help to know how to say what I want to express." (Participant 20).

"I stop, pause, ask for what they said to be repeated so I have more time and can organize my thoughts. I ask if they understood me or if I should say it with other words." (Participant 30).

Participants express that the social strategy is fundamental in their environment. For example: participants 12 and 20 solve their difficulties during their speech by asking for help from teachers or classmates to pronounce well and they speak slowly to better express what they mean. Participant 30 considers that for improvement he asks his listeners if they understand the message and if not, he can have a little more time and rephrase it for a better understanding. Accepting their mistakes, asking for help from experts and asking their audience is a strategy that benefits participants to make themselves understood when relating to others socially.

4.2.2.3 Memory strategies

Memory strategies serve to store information and use it when it is required. According to Oxford, (1990) memory strategies involve mental processes to store new information and retrieve it when necessary. This strategy involves four steps: create mental links, apply images and sounds, review well and put them into action. For example, Schmitt (2000) mentions that "combining words with previously stored knowledge can help activate some form of imagery or grouping." (p. 135). This type of strategy helps with long-term retention. Likewise, when using keywords, learners associate them and group them, for example, fishing: fishmonger, fish market, and fish. Organizing them in a systematic way improves the memory of such words. The following are some quotes from participants that exemplify this:

"I try to keep quiet and remember the word instead of using filler words because they distract me." (Participant 13).

"I try to remember the words so I can try to keep the conversation going." (Participant 14).

"I try to remember commonly used words." (Participant 27).

Participants 13, 14, and 27 believe that recalling learned words helps them solve problems in their conversations. For example, they mention that memorizing previously learned phrases and words improves their speaking skills, allowing them to continue improving. Memorizing what they've learned helps students succeed in conversations, allowing them to continue fluently, offering their opinions through the appropriate use of memory strategies when necessary.

4.2.2.4 Compensation strategies

Compensatory strategies help compensate for the lack of knowledge of grammar and vocabulary. Oxford, (1990) explains these strategies are classified into intelligent guessing from different types of clues such as linguistic ones to overcome limitations in speaking and writing. Compensatory strategies contribute to learning by allowing learners to stay in conversations by getting help from others, using synonyms, miming or gestures, avoiding partial communication and selecting the topic themselves. These strategies are commonly applied during listening, reading, speaking, writing by helping learners overcome knowledge gaps and continue with communication. The following are some quotes from participants that exemplify this:

"I try to find synonyms so I can say what I think but with different words. I also try to stay calm, so I don't face more fear." (Participant 10).

"I look for similar words, use a translator or use my body language." (Participant 18).

"If I don't know a word, I will describe it. I don't spend a lot of time thinking. I use body language." (Participant 23).

Participants agree that the use of physical objects and verbal cues helps them to continue advancing and improving their speaking. Participant 10 believes that looking for synonyms is a strategy she uses to be understood and remain calm. Participant 18 uses similar

words or synonyms or uses a translator and body language. Thanks to these techniques, this participant manages to transmit their ideas and continue communicating. Participant 23 comments that describing the words, not thinking too much and using body language are some strategies used in conversations to get the message across. Compensatory strategies contribute to carrying out activities that encourage participants to continue speaking through cues or techniques during speech rather than feeling limited.

Summary

This chapter presented the results on the difficulties and strategies that LEI learners have when speaking in English. There are different types of difficulties participants express they encounter when speaking. One difficulty is emotions such as nerves, shyness and fear that affect the mood and performance of the learners. Another difficulty has to do with affective factors that generate anxiety, lack of motivation and little confidence in the participants. Vocabulary limits participants when speaking as well as grammar as participants perceive they do not use these two elements correctly. To compensate for their speech limitations, learners apply different strategies. These strategies help them get motivated and trust in themselves, and achieve a positive mindset, empowering them to solve any problem. These strategies also help them to relate to others, solve different difficulties by remembering and storing information to manage their speaking skills, and overcoming the gaps that arise. In the next chapter, the key findings will be described along with the limitations and directions for further research besides a final reflection.

CHAPTER V: CONCLUSIONS

5.0 Introduction

This chapter presents a summary of the key findings on the different difficulties that students report having when speaking English. In addition, limitations of the study are mentioned. Finally, the different future directions for improvement are provided, concluding with a reflection on the research.

5.1 Summary of key findings

A key finding was how emotional factors can limit participants' oral expression during speaking practice. Participants felt their oral performance was limited because they felt exposed, under the spotlight, which made them vulnerable when speaking. This vulnerability made them feel judged by their audience; although this is not necessarily true, participants ended up feeling restless, frustrated, insecure, and powerless, with low self-esteem (Brown, 1994). It is clear that, as participants experience these different emotions, they may have difficulty managing them, which, in turn, leads them to interrupt their oral expression or make mistakes, repeat things excessively, and not make themselves understood.

These types of feelings are known as affective factors that show how relevant it is for participants to build their self-esteem and develop the sense that mistakes are part of the learning process (Oxford, 1990). Besides that, if the learning environment is friendly, participants may struggle to communicate better and be able to generate more positive thoughts when speaking. It can be observed that most participants experience similar emotional issues which stem from not building self-assurance which leads to nervousness, anxiety or fear causing them to fail to engage in conversations or whenever they speak in public.

Perhaps the promotion of exercises during speaking practice to learn how to build security and how to control their anxiety could help participants reduce the arousal of negative

emotions. In this regard, applying certain affective strategies (Oxford, 1990) could offer learners, with low self-esteem or insecure, the chance to keep up with the continuity of oral expression and get accustomed to feeling exposed knowing how to handle such emotions. For example, affective strategies may promote confidence in students while social strategies may help learners develop better adaptation and greater empathy. These types of strategies can be applied in classrooms since they can help students continue developing their speaking skills. This may help LEI students to engage in speaking activities or conversations successfully, since building up confidence may enhance students' motivation to take part in speaking practice to favor their learning process as they also learn how to manage emotions.

A second key finding has to do with language limitations. Participants are aware of their language limitations, which is a relevant aspect because this leads them to search for those strategies to handle language speaking problems. Students implement strategies to continue with their speaking as this fosters their independence to continue to develop their oral skills (Oxford, 1990). This also shows the importance students give to other skills connected with speaking and how these improve alongside as evidence of their language learning. Participants demonstrate a strategic personality based on knowing a range of strategies they can use when it comes to solving their speaking challenges.

This shows that participants do not remain helpless because they act and make decisions to compensate for their limitations. They develop their agency as they oversee changing their language learning circumstances since they know which strategy to apply when necessary. Even if the use of strategies may fail them or if the strategies are not the most effective, what remains true is that they move forward. This means that they are autonomous, independent, conscious, and capable of making those necessary decisions to achieve a goal when engaging in conversation so they can express themselves efficiently and effectively. It is deduced that participants are empowered enough to face different language problems knowing how to deal with them with their speaking skills.

Finally, a third relevant key finding was related to language as a linguistic structure. Although participants struggle with their emotions and can use varied strategies to come out successfully when speaking, they highly rely on one aspect: the mastery of the linguistic structure of the language. This means that participants consider that by knowing how to structure the language properly, in terms of grammar and vocabulary, they will be able to handle their speaking better. Psychological factors (Schwartz, 2005) can impact participants while performing speaking; therefore, becoming aware of the language structure may allow participants to control emotions better since their confidence builds up as part of the concrete knowledge (Harris, 1974) they have of the language structure. Then, the structure of the language gives them a sense of safety to be able to express their oral ability.

Participants strongly rely on the linguistic structure of the language since the organization of phrases, words and sentences in a correct structure and with the appropriate pronunciation is key to speaking correctly and being understood by others (Paulston y Burder, 1976). In their perception, participants believe that to transmit a message it is necessary to know the grammar to be understood in any speaking event without mistakes (Nguyen, 2019). Participants are aware of the importance of the linguistic structure of the language, otherwise if they do not know it, they cannot speak it. Participants are aware that knowing the language structure in depth can ease their oral ability and allow them to overcome their oral learning barriers and communicate accordingly.

5.2 Limitations

Although the objective of this research was fulfilled, there were some aspects during the research process that could have been improved. The following are some of the limitations this study encountered.

The first limitation was the time constraint regarding the application of the questionnaire. Even when the teacher kindly provided twenty minutes at the end of her class for the

participants to answer the questionnaire, the time was not enough since the researcher had to provide instructions and answer doubts before the application of the instrument. This consumed time for the participants to answer and this may have caused participants to respond quickly without providing detailed answers. Another factor that could have caused the participants not to provide more elaborate answers could have been their school activities. For example, after answering the questionnaire they had to rush to another class, which probably affected how their answers were not as in-depth as necessary because of the little time to think and fill out every question.

Another limitation was the number of participants. The sample population was small and even when the data they provided was meaningful for the analysis, a larger sample would have provided this research with a more ample range of opinions. The questionnaire was applied to only two groups, the first group had thirty students, but the second one only had fifteen students since some did not attend classes the day of application. This reduced the amount of collected data. Also, these two groups were students of my thesis advisor and because of my job's time availability there was no opportunity to ask other teachers for permission to apply the instrument.

A third limitation, connected to the above in terms of time, was the lack of interviews. Not conducting individual interviews with participants was due to the short time the researcher had; therefore, two open questions were included in the survey to compensate for this. These two open questions were included to gather more personal information from participants since individual interviews were not feasible at the time of this research. However, I am aware that the two open questions may not have been the best or the most complete ones, resulting in the participants not reporting detailed information. The lack of interviews limited me to speak personally with participants and record more elaborate answers, which caused me not to know in more detail what they had answered in the questionnaire.

A fourth limitation was the fact that the perspectives of the teachers were not considered. Teachers' perspectives could have offered insights into students' speaking since they are the ones interacting, most of the time, with learners in the classroom. This could have helped triangulate data so the researcher may have comprehended better why students report certain difficulties when speaking English. However, interviewing teachers was not considered for this study due to time availability and planning on the part of the researcher.

Finally, the last limitation was the focus of this research on speaking. I focused on speaking as a productive skill, excluding the other skills since they are all interconnected for learning a foreign language. Some questions regarding the other skills could have been included in the questionnaire to explore whether the participants mastered the other skills or not, and how the other skills may impact their speaking. This could have allowed me to obtain more detailed and precise data about the problems participants deal with in each skill and what specific strategies they use to move forward in their second language learning process.

5.3 Directions for further research

The results of this research revealed how participants deal with their language learning and how they solve emerging issues when practicing speaking. It was also revealed that despite their concerns and limitations they manage to move forward by using strategies they implement to successfully perform in speaking situations. However, there is more to explore in the future, and some directions for further research are presented below.

For future research, it is worth considering planning to explore more in depth other types of difficulties learners face while speaking. These difficulties, which may go beyond affective factors, could be learning styles (visual, auditory, and kinesthetic). These learning styles are main promoters that help students to process, understand and retain information, allowing them to develop their language knowledge. Therefore, each person learns differently, and investigating learning styles would help us understand and get to know students' learning

process in depth in connection to the way students may better develop their speaking skills. LEI students learn the language in different ways and it is evident that they hold varied learning styles, therefore, encouraging the deployment of those different learning styles in the classroom during oral language practice may boost their confidence and improve their language performance. Although the issue of learning styles was not addressed in depth during the research, it triggered a reflection whether learning styles could also play an important role in speaking. This was brought to attention because participants reported using different types of strategies when speaking the language especially when they mentioned all sorts of solutions to overcome conversational difficulties. Perhaps their personal learning styles also had a role in solving difficulties despite the speaking challenges posed in front of them.

Asking teachers about learning styles and how they promote them in the EFL classroom may be a start to understand how the language learning process could be enhanced in the language classroom. Although teachers use a variety of activities and materials to encourage students to practice with the language, getting more specific insights about how they use such materials and activities could shed light on which learning styles are promoted and which ones are left out. Identifying those recurrent activities and materials that help students practice speaking could help teachers not only to improve their teaching but also by knowing, in detail, what learning styles can work for students during speaking practice may improve the language learning experience. Conducting a detailed investigation of this topic could give us different perspectives on improving teaching practices and provide possible solutions to enhance EFL learners' oral language development as teachers can implement a wider range of activities and materials during speaking practices.

Another important aspect to further study could be to consider teachers' perspectives on those affective aspects that take place in their students during speaking activities. Since this study presented those affective aspects that impact students emotionally during their oral practice it would be advisable to research what teachers think about this. Exploring what

teachers consider to be those affective factors affecting students could offer ample perspectives regarding how emotions could be used in the benefit of the student especially when teachers are the ones who spend the most time with students in the classroom.

This could help to know what the teachers think of their language learners and compare their perspectives with those of students. Teachers' views and opinions can enrich the study by adding information about what teachers consider to be students' attitudes, conflicts, actions, strategies or behaviors during their language learning. Teachers' opinions can provide a deeper understanding of the reasons why these affective aspects affect EFL students and how to design speaking activities that take into consideration such emotions into the learning process. This could facilitate a broader analysis to understand both parties involved in the study: students and teachers.

Another suggestion for further research could explore the link among speaking and other skills. Specifically this focus can lay on how the oral expression and other skills are connected and how they are affected or impacted by affective factors by exploring which strategies are used and if these strategies are similar to those learners use when speaking. Perhaps a transversality could be identified in the strategies they use across all skills. This, in turn, could allow us to understand what strategies are used for each skill and how this can be useful for students to improve during their language learning process. This could provide teachers with extra information to implement certain activities and strategies for the benefit of students' learning as they become aware of the relationship between oral expression and the other skills.

Now, another future investigation could be the importance given to grammar during the learning of a foreign language, since the majority of learners who train to be future teachers can consider it of great value to be understood during conversations, as well as the meaning they give it and the correct handling. Learning the grammatical structure is considered relevant because mastering it in its entirety can improve the capacity for oral expression since knowing the correct structure helps learners form sentences, develop the structure and communicate in a

professional manner. Therefore, it is important to question whether English teaching at the faculty prioritizes grammar in relation to communication and to know if this is an impediment to speaking the language. It is also crucial to question whether the grammar that teachers teach in English teaching is relevant to how they process and apply it in order to obtain favorable results for students during their speaking practices.

Finally, an aspect to be considered for further research could be to investigate intelligibility when learning a foreign language. Grammar learning is relevant but it may not fully compensate for what learners do not know when communicating. Therefore, learning to speak a foreign language should be taught with those strategies that facilitate communication despite grammar knowledge. Applying different strategies in the classroom to foster foreign language learning with the purpose of also promoting intelligibility can greatly influence the way in which teachers teach the language. Grammatical knowledge is a must when learning a foreign language but researching about what strategies teachers apply to not only foster grammar but also fluency and speech intelligibility remains an interesting issue to consider for future research.

5.4 Reflection

The path of this research was difficult because I faced different obstacles such as academic writing struggles, time constraints, frustration, etc. For example, from the beginning it was difficult to outline my research topic and questions, however, with the help of my thesis advisor I was able to define them. Also, the thesis writing process was challenging because searching and reading for information, analyzing and writing appropriate and concise information was not easy. Searching for information was a struggle because the data I found was not satisfactory in terms of matching my research objective. This made it difficult for me to develop my thesis chapters especially when writing as I tried hard to reflect my understanding of the theory in my own words.

Another aspect had to do with time because I could not dedicate enough time to write my thesis and finish it as soon as possible. As I mentioned before, I found it hard sometimes to read and I struggled to find appropriate information, which stressed me out. Also, because of my job, I had little time available to dedicate the required concentration to my thesis. Doing a thesis made me experience nervousness, shyness and fear since I was not familiar with this type of academic writing. Likewise, I experienced frustration for not knowing if I was on the right track. Due to all these issues I experienced, I was always nervous when meeting with my thesis advisor.

However, I never expected to discover that the emotional aspect is an important factor in learning a language since it greatly influences how students learn. It was revealing to me how fear, anger, nervousness and anxiety affect students' language knowledge and how by promoting their motivation they can manage to continue learning and change their attitude. Thanks to this research, I was able to develop new knowledge, acquire new vocabulary, know how to select information and show my creativity. Although I initially faced different challenges, I was patient and learned to relax. I also had the dedication to continue improving and developing my skills and, above all, being responsible for completing this research.

Finally, although this thesis was a requirement to get my BA diploma, I must say I feel proud of my effort to show the results obtained which reflect my participants' perspectives regarding their language learning. I also feel proud of knowing how to write a professional thesis as it helped me to boost my academic skills to progress both personally and professionally.

Bibliography

- Al Hosni, S. (2014). Speaking difficulties encountered by young EFL learners. *International Journal on Studies in English Language and Literature*, 2(6), 22-30.
<https://www.arcjournals.org/pdfs/ijSELL/v2-i6/4.pdf>
- Al Nakhalah, A. M. M. (2016). 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. [https://www.ijhssi.org/papers/v5\(12\)/version-3/O5120396101.pdf](https://www.ijhssi.org/papers/v5(12)/version-3/O5120396101.pdf)
- Anuradha, R.V., Raman, G., & Hema Malini, H. C. (2014). *Methods of teaching English*. Neelkamal Publications.
- Ariyanti, A. (2016). Psychological factors affecting EFL students' speaking performance. *ASIAN TEFL Journal of Language Teaching and Applied Linguistics*, 1(1), 77–88.
- Arnold, J. (2000). *Affect in language learning*. Foreign Language Teaching and Research Press.
- Aydin, S. (2008). An investigation on the language anxiety and fear of negative evaluation among Turkish EFL Learners. *Asian EFL Journal*, 30(1), 421-444.
https://www.researchgate.net/publication/274704333_An_investigation_on_the_language_anxiety_and_fear_of_negative_evaluation_among_Turkish_EFL_Learners
- Baker, J., & Westrup, H. (2003). *Essential speaking skills*. A&C Black.
- Basic, L. (2011). *Speaking anxiety: An obstacle to second language learning?* Universidad de Gävle.
- Bozorgian, H. (2012). The relationship between listening and other language skills in International English Language Testing System. *Theory and Practice in Language Studies*, 2(4), 657-663. <https://doi.org/10.4304/tpls.2.4.657-663>
- Brice, A. E., & Montgomery, J. (1996). *Adolescent pragmatic skills: A comparison of Latino students in ESL and speech and language programs*. *Language, Speech, and Hearing Services in Schools*, 27(1), 68-81.
https://digitalcommons.chapman.edu/comm_science_articles/1/
- Brown, G., & Yule, G. (1983). *Teaching the spoken language* (Vol. 2). Cambridge University Press.
- Brown, H. D. (1994). *Principles of language learning and teaching*. Prentice Hall.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. Longman.

- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. Longman.
- Brown, H.D., & Lee, H. (2015). *Teaching by principles: An interactive approach to language pedagogy*. Pearson Education.
- Budge, A. (2019). *Active vs. Passive language learning*. Leonardo English.
<https://www.leonardoenglish.com/blog/active-vs-passive-language-learning>
- Bueno, A., D. Madrid, D., & McLaren, N. (2006). *TEFL in secondary education*. Editorial Universidad de Granada.
- Byrne, D. (1980). *English teaching perspectives*. Longman.
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press.
- Cherry, K. (2023). *Motivation: The driving force behind our actions*. Verywell Mind.
<http://psychology.about.com/od/mindex/g/motivation-definition.htm>
- Creswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative approaches to research* (3rd ed.). Pearson Education.
- Crystal, D. (2004). *The language revolution*. Polity Press.
- Davies, P. (1990). The use of drama in English language teaching. *TESL Canada Journal*, 8(1), 87-99. <https://doi.org/10.18806/tesl.v8i1.581>
- Davies, P., & Pearse, E. (2000). *Success in English teaching: A complete introduction to teaching English at secondary school level and above*. Oxford University Press.
- Derwing, T. M., & Munro, M. J. (2005). Second language accent and pronunciation teaching: A research-based approach. *TESOL Quarterly*, 39(3), 379-397.
<https://doi.org/10.2307/3588486>
- Dörnyei, Z. & Ushioda, E. (2009). *Motivation, language identity and the L2 self*. Multilingual Matters.
- Elgort, I. (2007). *The role of intentional contextualized learning in second language vocabulary acquisition: Evidence from primed lexical decision tasks with advanced bilinguals*. University of Wellington.
- Elhadi, N. (2015). Psychological factors affecting Sudanese EFL learners' oral performance. *World Applied Sciences Journal*, 17(10), 1287-1297.
<https://www.semanticscholar.org/paper/Psychological-Factors-Affecting-Sudanese-EFL-Oral-Mustafa/7e9d5d7e4f222ace84638c9cb7a687d463cff651>
- Emiroğlu, S., & Pınar, F. N. (2013). Dinleme becerisinin diğer beceri alanları ile ilişkisi / Relationship between listening and other skill types. *Turkish Studies. International*

- Periodical For The Languages, Literature and History of Turkish or Turkic*, 8(4), 769-782.
<https://doi.org/10.7827/TurkishStudies.4965>
- Erlangga, I., Suarnajaya, I., & Juniarta, P. (2019). An analysis of grammatical errors made by the seventh grade students of SMP Negeri 2 Sukawati in writing descriptive texts in the academic year 2018/2019. *Language and Education Journal Undiksha*, 2(1), 19-29.
<https://doi.org/10.23887/leju.v2i1.20276>
- Gebhard, G. J. (2000). *Teaching English as a foreign or second language*. The University of Michigan Press.
- Ginzburg, J., & Poesio, M. (2016). Grammar is a system that characterizes talk in interaction. *Frontiers in Psychology*, 7, Article 1938. <https://doi.org/10.3389/fpsyg.2016.01938>
- Goh, C. C. M., & Burns, A. (2012). *Teaching speaking: A holistic approach*. Cambridge University Press.
- Gordillo, L. M. (2011). Desarrollo de la comunicación oral en la clase de inglés [Development of oral communication in the English class]. *Revista Digital Innovación y Experiencias Educativas*, 38, 1-9.
https://archivos.csif.es/archivos/andalucia/ensenanza/revistas/csicsif/revista/pdf/Numero_38/LOURDES MARIA GORDILLO SANTOFIMIA_02.pdf
- Halliday, M. A. K. (1975). *Learning how to mean: Explorations in the development of language*. Edward Arnold.
- Hamouda, A. (2013). An investigation of listening comprehension problems encountered by Saudi students in the EL listening classroom. *International Journal of Academic Research in Progressive Education and Development*, 2(2), 113-155.
<https://www.semanticscholar.org/paper/An-Investigation-of-Listening-Comprehension-by-in-Hamouda/b811984d6e30068a62a970b1f75b2e701e0b159e?p2df>
- Hanifa, R. (2018). Factors generating anxiety when learning EFL speaking skill. *Studies in English Language and Education*, 5(2), 230-239.
https://www.researchgate.net/publication/328255660_Factors_generating_anxiety_when_learning_EFL_speaking_skills
- Harmer, J. (1984). *The practice of English language teaching*. Longman.
- Harmer, J. (2001). *The practice of English language teaching*. (3rd ed.). Longman.
- Harmer, J. (2007). *How to teach English*. Longman.
- Harris, D. (1974). *Testing English as a second language*. McGraw-Hill.

- Horwitz, E. (2001). Language anxiety and achievement. *Annual Review of Applied Linguistics*, 21 112-126. <https://doi.org/10.1017/S0267190501000071>
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125-132. <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Hu, L., & Wang, N. (2014). Anxiety in foreign language learning. *Proceedings of the International Conference on Global Economy, Commerce and Service Science*. 122-124. Atlantis Press. [10.2991/qecss-14.2014.31](https://doi.org/10.2991/qecss-14.2014.31)
- Humaera, I. (2015). Inhibition in speaking performance. *Journal of The Association for Arabic and English*, 131-50. <https://media.neliti.com/media/publications/223638-inhibition-in-speaking-performance.pdf>
- Khodadady, E. & Shamsaee, S. (2012). Formulaic sequences and their relationship with speaking and listening abilities. *English Language Teaching*, 5, 39-49. [10.5539/elt.v5n2p39](https://doi.org/10.5539/elt.v5n2p39)
- Kondrateva, I.G., Safina, M. S. & Valeev, A. A. (2016). Listening as a method of learning a foreign language at the non-language faculty of the university. *International Journal of Environmental & Science Education*, 11(6), 1049-1058. <https://files.eric.ed.gov/fulltext/EJ1114279.pdf>
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.
- Krieger, S. D. (2005). Teaching ESL versus EFL: Principles and practices. *English Teaching Forum*, 43, 8 -17.
- Lewis, R. (2020). *Listening to podcasts will help you speak English better - And we've got the science results To prove it*. Leonardo English. <https://www.leonardoenglish.com/blog/listening-to-podcasts-will-help-you-speak-english-better>
- Littlewood, W. (1981). *Communicative language teaching*. Cambridge University Press.
- Littlewood, W. (2007). *Communicative and task-based language teaching in East Asian classrooms*. Cambridge University Press.
- Liu, M. (2007). Anxiety in oral English classrooms: A case study in China. *Indonesian Journal of English Language Teaching*, 3(1), 119-137. <https://doi.org/10.25170/ijelt.v3i1.1587>
- Luoma, S. (2004). *Assessing speaking*. Cambridge University Press.
- Madonna, Jr., S., & Philpot, V. D. (2013). Motivation and learning strategies, and academic and student satisfaction in predicting self-efficacy in college seniors. *Quarterly Review of*

Distance Education, 14(3), 163-168.

<https://www.proquest.com/openview/27379acd5724897292cdebbebb87802671/1?pq-origsite=gscholar&cbl=29705>

Mandasari, B., & Oktaviani, L. (2018). English language learning strategies: An exploratory study of management and engineering students. *Premise: Journal of English Education and Applied Linguistics*, 7, 61-78. <https://doi.org/10.24127/pj.v7i2.1581>

Mulatsih, D. (2015). Pronunciation ability by using English song in Indonesian student of Unswagati Cirebon. *Academic Journal Perspective: Education, Language, and Literature*, 2(2), 294-299. [10.33603/perspective.v2i2.1665](https://doi.org/10.33603/perspective.v2i2.1665)

Nation, P. & Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. Routledge.

Nation, P. (2001). *Learning vocabulary in another language*. Cambridge University Press.

Nation, P. (2013). *Learning vocabulary in another language (2nd ed.)*. Cambridge University Press.

Nation, P. (2014). *What do you need to know to learn a foreign language?* Victoria University of Wellington. https://www.wgtn.ac.nz/lals/resources/paul-nations-resources/paul-nations-publications/publications/documents/foreign-language_1125.pdf

Nazara, S. (2011). Students' perception on EFL speaking skill development. *JET: Journal of English Teaching*, 1(1), 28-43. [10.13140/RG.2.2.13145.98401](https://doi.org/10.13140/RG.2.2.13145.98401)

Nguyen, P. V. (2019). *The relationship between grammar and speaking: Vietnamese EFL learners' perceptions and difficulties: Master's thesis, Vietnam National University, Ho Chi Minh City - University of Social Sciences and Humanities*. Google Books.

Norton, B. (2000). *Identity and language learning: Gender, ethnicity and educational change*. Pearson Education.

Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. Prentice Hall.

Nunan, D. (1995). *Language teaching methodology: A Textbook for Teachers*. Phoenix ELT.

Nunan, D. (1999). *Second language teaching and learning*. Heinle & Heinle Publisher.

O'Malley, J. M. & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge University Press.

Oppenheim, A. N. (1992). *Questionnaire design, interviewing and attitude measurement (New ed.)*. Pinter Publishers.

Ortíz, M. (2023). Estrategias y consejos para mejorar el listening en Inglés. *Stride*. <https://stride.com.co/blog/como-mejorar-mi-listening-en-ingles/>

- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Heinle & Heinle Publishers.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Sage Publications.
- Paulston, C. B., & Burder, M. N. (1976). *Teaching English as a second language: Techniques and Procedures*. Winthrop Publishers. <https://files.eric.ed.gov/fulltext/ED153499.pdf>
- Rao, V. K. (2002). *Methods of teaching English*. Neelkamal Publications.
- Reid, G. (2005). *Learning styles and inclusion*. SAGE Publications.
- Richards, J. C., & Richard, S. (2002). *Longman dictionary of language teaching and applied linguistics*. Pearson Education Limited.
- Rivers, W. (1968). *Teaching foreign language skills* (2nd ed.). University of Chicago Press.
- Rossiter, M. J. (2003). The effects of affective strategy training in the ESL classroom. *The Electronic Journal for English as a Second Language*, 7(2), 1-20. <https://tesl-ej.org/wordpress/issues/volume7/ej26/ej26a2/>
- Rubin, J. (1975). What the "good language learner" can teach us. *TESOL Quarterly*, 9, 41- 51. <https://doi.org/10.2307/3586011>
- Schmitt, N. (2000). *Vocabulary in language teaching*. Cambridge University Press.
- Schmitt, N. (2008). Instructed second language vocabulary learning. *Language Teaching Research*, 3, 329-363.
- Schwartz, R. L. (2005). *Taking a closer look at struggling ESOL learners* (NCSALL Report). National Center for the Study of Adult Learning and Literacy. <https://www.ncsall.net/index.php?id=994.html>
- Schwartz, S. H., & Tessler, R. C. (1972). A test of a model for reducing measured attitude-behavior discrepancies. *Journal of Personality and Social Psychology*, 24, 225–236. [10.1037/h0033365](https://doi.org/10.1037/h0033365)
- Skehan, P. (1996). A framework for the implementation of task-based instruction. *Applied linguistics*, 17(1), 38-62. <https://doi.org/10.1093/applin/17.1.38>
- Skehan, P. (2003). Task-based instruction. *Language teaching*, 36(1), 1-14. <https://doi.org/10.1017/S026144480200188X>
- Spielberger, C. D. (1983). *Manual for the State-Trait Anxiety Inventory (Form V)*. Consulting Psychological Press.

- Sreejesh, S., Mohapatra, S., & Anusree, M. R. (2014). *Business Research Methods: An Applied Orientation*. Springer.
- Tam, M. (1997) *Building fluency: A course for non-native speakers of English*. English Teaching Forum. 1 (26). <https://eric.ed.gov/?id=EJ593275>
- Tanveer, M. (2007). *Investigation of the Factors That Cause Language Anxiety for ESL/EFL Learners in Learning Speaking Skills and the Influence It Casts on Communication in the Target Language*. University of Glasgow. [10.13140/RG.2.1.1995.1129](https://doi.org/10.13140/RG.2.1.1995.1129)
- Teddlie, C., & Tashakkori, A. (2003). Major issues and controversies in the use of mixed methods in the social and behavioral sciences. In A. Tashakkori & C. Teddlie (Eds.), *Handbook on mixed methods in the behavioral and social sciences* (3–50). Sage Publications.
- Thomas, K., Nilsson, E., Festin, K., Henriksson, P., Lowén, M., Löf, M., & Kristenson, M. (2020). Associations of psychosocial factors with multiple health behaviors: A population-based study of middle-aged men and women. *International Journal of Environmental Research and Public Health*, 17(4), Article 1239. <https://doi.org/10.3390/ijerph17041239>
- Thornbury, S. (1999). *How to teach grammar*. Longman.
- Thornbury, S. (2002). *How to teach vocabulary*. Longman.
- Thornbury, S. (2005). *How to teach speaking*. Pearson Education Limited.
- Ur, P. (1991). *A course in language teaching: Practice and theory*. Cambridge University Press.
- Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge University Press.
- Wang, T., & Rajprasit, K. (2015). Identifying affirmative beliefs about English language learning: Self-perceptions of Thai learners with different language proficiency. *English Language Teaching*, 8(4), 1-13. [10.5539/elt.v8n4p1](https://doi.org/10.5539/elt.v8n4p1)
- Yang, Z. (2014). Strategies of improving spoken English for learners. *Atlantis Press*. [10.2991/icelaic-14.2014.84](https://doi.org/10.2991/icelaic-14.2014.84)
- Zhang, H., Alex, H., & Kortner, N. (1995). Oral language development across the curriculum, K12. *ERIC Digest*. ERIC Clearinghouse on Reading English and Communication. <https://files.eric.ed.gov/fulltext/ED389029.pdf>
- Zhang, S. (2009). The role of input, interaction, and output in the development of oral fluency. *English Language Teaching*, 2(4), 91–100. <https://files.eric.ed.gov/fulltext/EJ1083691.pdf>

Appendix A

Instrument

El presente cuestionario tiene la finalidad de recabar información de los estudiantes de la Facultad de Lenguas, BUAP, sobre sus percepciones al respecto de las dificultades que enfrentan al hablar en inglés como segundo idioma.

El manejo de la información será totalmente confidencial y utilizada para fines académicos exclusivamente.

Edad: _____

Género: _____

Semestre: _____

A) Instrucción: Lee los siguientes enunciados y marca con una “x” la casilla que mejor corresponda con tu opinión.

Cada vez que debo de hablar en inglés, me inhibo porque:	siempre 5	casi siempre 4	a veces 3	casi nunca 2	nunca 1
1. No tengo el nivel de inglés suficiente para expresarme.	5	4	3	2	1
2. Desconfío de mi habilidad oral.	5	4	3	2	1
3. No entiendo lo que me puedan decir o preguntar	5	4	3	2	1
4. No tengo suficiente gramática y vocabulario.	5	4	3	2	1
5. No puedo expresarse fluidamente.	5	4	3	2	1
6. La pronunciación se me dificulta.	5	4	3	2	1
7. No puedo encontrar las palabras apropiadas para responder.	5	4	3	2	1
8. Se me dificulta aplicar el vocabulario aprendido cuando hablo.	5	4	3	2	1

9. El miedo y la timidez interfieren cuando hablo en inglés.	5	4	3	2	1
10. Tengo que hablar enfrente de un público	5	4	3	2	1
11. Temo fracasar en actividades, tareas o exámenes orales.	5	4	3	2	1
12. Tengo dificultades para hablar sobre temas nuevos.	5	4	3	2	1
13. No tengo el conocimiento suficiente para mantener una conversación.	5	4	3	2	1
14. No me entusiasman las actividades orales en clase.	5	4	3	2	1
15. Las estrategias en clase (flashcards, juegos de palabras, o karaoke) no ayudan a mejorar mi oralidad.	5	4	3	2	1
16. Temo cometer errores cuando me expreso ante los demás.	5	4	3	2	1
17. Me siento expuesto en público durante las presentaciones orales.	5	4	3	2	1
18. Temo recibir retroalimentación negativa en mi habilidad oral por parte de docente o compañeros.	5	4	3	2	1
19. El ambiente de clase es estricto o poco amigable	5	4	3	2	1

Adaptado de Hanifa (2018) and Humaera (2015).

B) Instrucción: Lee los siguientes enunciados y marca con una "X" el número que corresponda a tu opinión.

Para mejorar mi habilidad oral en inglés:	siempre 5	casi siempre 4	a veces 3	casi nunca 2	nunca 1
1. Practico mi pronunciación con canciones al repetir las palabras que escucho.	5	4	3	2	1
2. Consumo contenido en redes y sitios web para practicar mi pronunciación en inglés.	5	4	3	2	1
3. Practico mi lectura en voz alta para mi pronunciación.	5	4	3	2	1
4. Veo películas o series en su versión original para la pronunciación.	5	4	3	2	1
5. Escucho canciones o podcasts para la pronunciación.	5	4	3	2	1
6. Práctico con actividades orales como conversaciones o exposiciones.	5	4	3	2	1
7. Me grabo para identificar errores de pronunciación o fluidez.	5	4	3	2	1
8. Práctico con actividades de fluidez como trabalenguas o imitando sonidos.	5	4	3	2	1
9. Uso diccionarios en línea para escuchar y pronunciar correctamente las palabras.	5	4	3	2	1
10. Practico frases cotidianas cuando hablo.	5	4	3	2	1
11. Busco ejercicios en línea para practicar mi habilidad oral.	5	4	3	2	1

12. Utilizo Apps para practicar mi expresión oral; como Falou, Papora, Tandem, etc.	5	4	3	2	1
13. Practico mi habilidad oral conmigo mismo (a).	5	4	3	2	1
14. Acudo a asesorías escolares para fomentar mi expresión oral con profesores.	5	4	3	2	1
15. Asisto a talleres de conversación en inglés	5	4	3	2	1
16. Procuo utilizar el vocabulario aprendido cuando hablo en inglés.	5	4	3	2	1
17. Práctico con amigos, conocidos o extranjeros sobre algún tema de interés.	5	4	3	2	1
18. Utilizo gestos o movimientos corporales para darme a entender	5	4	3	2	1

Adaptado de Yang, (2014).

C) Instrucción: Por favor, lee cuidadosamente las siguientes dos preguntas y responde brevemente de acuerdo con tu perspectiva.

Preguntas abiertas.

1. Cuando tienes que hablar en inglés, ¿Qué problemas enfrentas al momento de expresarte en inglés?
2. Cuando sientes que estás teniendo problemas al hablar en inglés ¿Qué estrategias utilizas para reponerse y poder mantener la conversación?