



BENEMÉRITA UNIVERSIDAD
AUTÓNOMA DE PUEBLA



FACULTAD DE LENGUAS

ATTITUDES THAT CAUSE SPEAKING DIFFICULTIES TO EFL
LEARNERS

A CASE STUDY WITH TEN STUDENTS FROM “ENRIQUE CABRERA
BARROSO Y URBANA HIGH SCHOOL” BUAP

A THESIS SUBMITTED TO THE SCHOOL OF LANGUAGES
FOR THE DEGREE OF
LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

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PUEBLA, PUE

NOVIEMBRE, 2023

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requirement for the degree of

LICENCIADO EN LA ENSEÑANZA DEL INGLÉS

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Noviembre, 2023

ACKNOWLEDGEMENTS

I want to thank M.E.I. Áurea Rivera Mendoza for her help, feedback, time, and support which was important to conclude the process of this project.

Also, I want to thanks to Mtra. María Magdalena Ortega Ortega and to Dr. José Cesar Aquino García for their help to the accomplishment of this research.

Thank you.

DEDICATIONS

I want to dedicate this thesis to God, my family, siblings, and people who accompanied me during my university studies, especially my parents who have been my support throughout my whole life.

This thesis would not have been possible without the help of friends and family who, directly or indirectly, helped me through the development of it.

ABSTRACT

Attitudes that Cause Speaking Difficulties to EFL Learners

A case study with ten students from “Enrique Cabrera Barroso y Urbana high school” BUAP

This study was based on a qualitative method approach and answered the following research questions:

1. What are the attitudes students show while they are talking in public in English Language?
2. What are the possible reasons for those attitudes?

This research addresses the speaking difficulties faced by English as a Foreign Language (EFL) students, aiming to identify the attitudes contributing to these challenges. Conducted in a high school in Puebla, Mexico, the study involves ten participants aged 14-15. The methodology is qualitative, utilizing a case study approach with two instruments: a behavior checklist and a survey. Key results, including behavior patterns and identified attitudes, are highlighted. Pedagogical implications are discussed, emphasizing the importance of strategies fostering positive attitudes in the EFL classroom. This study contributes to students' personal and cultural development, providing insights for future research on language learning attitudes. A list of references is provided for further exploration.

Key words: research, attitudes, speaking, reasons, difficulties, pronunciation.

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Attitudes that Cause Speaking Difficulties to EFL Learners

A case study with ten students from “Enrique Cabrera Barroso y Urbana high school”
BUAP

Chapter I

Introduction

The present work will explore some of the speaking difficulties students may encounter when learning English. It is important to identify these difficulties in order to find possible solutions. This study consists of five chapters. The first chapter will describe speaking difficulties, public and place in which the study took place, the research questions and delimitations and limitations. The second chapter will explain the importance of improving the speaking skill in teaching English as a second language. The third chapter will demonstrate the research methodology used in this paper. In the fourth chapter the results of the study will be presented. Finally, the fifth chapter will communicate the conclusions of this investigation.

Learning a foreign language requires investment in the practice of linguistic skills. “Speaking in a second language has often been viewed as the most demanding of the four skills” (Bailey and Savage, 1993, p. 8). It is considered a main language skill that students should improve. However, it has been widely noticed that they face many difficulties in speaking English.

Although, language learners acknowledge the importance of oral practice to achieve communicative competence, linguistic problems, and the reactions they trigger, often cause students to avoid oral participation or remain passive when they are asked to express their ideas or opinions in language class. Some studies have reported that most language learners

are concerned about making pronunciation or grammar mistakes when participating in classes because they fear teachers' negative judgment or most of the time their peers' mockery.

This study aims to perform research with the purpose of discovering what the main attitudes that cause speaking difficulties of a group of students in a high school in Puebla are when speaking in public in English language. This research mainly seeks to find out what the reasons for those attitudes are. It is of great importance for teachers to recognize learners' real emotions and how they affect their motivation to speak in foreign language class. This research was made in order to seek for strategies that encourage and help students to develop in the best way speaking skill and in consequence they may become better speakers.

This study has been guided by the following research questions:

- 2 What are the attitudes students show while they are talking in public in English Language?
- 3 What are the possible reasons for those attitudes?

Delimitations and limitations.

This research was performed with ten students from Enrique Cabrera Barroso y Urbana High School (BUAP). The participants involved in this project were teenagers around fourteen and fifteen years old.

To hold this study, the researcher needed about a month and two weeks. From which, she went one hour per week (three classes) just to observe and then the rest of the weeks she applied her instruments.

At the beginning, the researcher's idea was to apply the instruments to the whole group. After the third class, the teacher in charge of the group told the researcher that the following week would be an evaluation week so she could not apply her instrument until the week after evaluations.

As a result, the researcher had to make a change. This consisted of no longer applying the instrument to the whole group, only to ten participants to speed up the collection of information. The ten participants were chosen randomly by the teacher in charge.

Chapter II

Literature Review

2.1 Introduction

This chapter will explain the importance of improving the speaking skill in teaching English as a second language. The following review of literature is divided into five sections, each one verifying a specific domain in the research. The five sections are the following:

- 4 Teaching speaking skill.
- 5 Oral Language acquisition.
- 6 Oral Language Learning.
- 7 Factors that cause speaking difficulties to EFL learners.
- 8 Review of related studies.

2.1.1 Teaching Speaking Skill

It is widely accepted that English language functions as a lingua franca, i.e. it is used for international communication all over the world. Widiati and Cahyono claim that “The position of English as a language for international communication, the teaching of speaking skill has become increasingly important in the English as a second or foreign language (ESL/EFL) context” (2006, p. 269). The use of English as a second language (ESL) or foreign language (EFL) in oral communication is, “without a doubt, one of the most common but highly complex activities necessary to be considered when teaching the English Language” (Al-Sibai,2004, p.3).

Burns (2019, p.20) argues that “speaking is a complex and dynamic skill that involves the use of several simultaneous processes - cognitive, physical and socio-cultural - and the speaker’s knowledge and skills have to be activated rapidly in real-time.” In other words, speaking is a compound skill in which many factors are involved, and it is needed to be triggered in real-time to achieve a better expression of what is meant.

Although teaching speaking remains challenging for many English teachers, it is of great importance to find the best techniques to enable students to improve. The focus of teaching speaking, of course, is to enhance the English-speaking proficiency and the success in the fluency of the students who want to study English to be able to use it for communicative purposes. Therefore, language teaching activities in the classroom should aim at maximizing individual language use.

Moreover, Ur (1996) considered “speaking as the most important skill among the four skills (listening, speaking, reading, and writing) because people who know a language are referred to as speakers of that Language”. In other words, this indicates that using a language is more important than just knowing about it because there is no point knowing a lot about language if you cannot use it.

2.1.2 Oral Language Acquisition

Oral language acquisition is a natural process for children. It occurs almost without effort. Children acquire language to give meaning to things and use speech to communicate with others. If that is the case, children are active agents in the learning process, as they are immersed in language from the moment they are born. (Audet, 2015). “The ability to speak grows with age, but it does not mean that such growth will automatically lead to perfection”

(Al, 2014, p. 23). Therefore, this is the system in which the spoken words are used to express knowledge, ideas, and feelings. Developing ELs' oral language, then, means developing the skills and knowledge that go into listening and speaking—all of which have a strong relationship to reading comprehension and to writing.

To speak in more effective ways requires particular attention and constant practice (Zhang et al., 1995). Oral language is made up of at least five key components (Moats 2010): phonological skills, pragmatics, syntax, morphological skills, and vocabulary (also referred to as semantics). All these components of oral language are necessary to communicate and learn through conversation and spoken interaction. They are all connected in oral language acquisition, i.e., they influence each other. This process makes it possible for the learners to internalize what they have learned and experienced (Zhang, 2009).

2.1.3 Oral Language Learning

Speaking is very important in second language learning. Despite its importance, speaking has been overlooked in schools and universities due to different reasons like emphasis on grammar and unfavorable teacher-student proportions in speaking time during the class. “Speaking has been absent from testing because of the problem in assessing it objectively and the time it takes to carry out speaking tests” (Clifford, 1987, p.490). Speaking is a skill which is worthy of attention in both first and second language because it not only needs a variety of vocabulary, but also critical thinking and cultural background. “Learning the speaking skill is the most important aspect of learning a second or foreign language and success is measured based on the ability to perform a conversation in the language” (Nunan, 1995, p. 593).

For language learning to take place, there are four conditions that should exist: the exposure, opportunities to use the language, motivation, and instruction. Learners need chances to say what they think or feel and to experiment in a supportive atmosphere using a language they have heard or seen without feeling threatened (Willis, 1996). With increased exposure to the English language, students' progress from acquiring social language to more complex academic language (Collier, 1995). Social language is considered conversational, contextualized language and can be developed within two to three years of contact with the target language. Academic language is defined as the combination of cognitive skills and content knowledge necessary for successful academic performance at secondary and university levels (Thomas & Collier, 2002).

This can be done by involving learners in performing communicative tasks. This kind of tasks seek to engage learners in using language pragmatically rather than displaying language and, to develop language proficiency through communication. "Through communication learners can integrate separate structures into a creative system for expressing meaning" (Littlewood, 1984, p.91).

2.1.4 Factors that Cause Speaking Difficulties to EFL Learners

Definition of terms:

Speaking difficulties: for the scope of this study, speaking difficulties refer to the difficulties that can be affected by the student's emotional state and hinder them from speaking in English class. Among those difficulties are the students' fear of making mistakes, fear of criticism, feel shy to speak, the use of the mother tongue (to feel safe), the disability to think of anything to say (lack of motivation).

Zhang (2009) argued that speaking remains the most difficult skill to master for most English learners, and they are still incompetent in communicating orally in English. According to Ur (1996), there are many factors that cause difficulty in speaking, and they are the following:

1. *Attitude*. The way in which a person thinks or feels about somebody or something. Attitudes determine whether people like or dislike things and therefore how they behave towards them.

2. *Inhibition*. According to (Ur, 1996), there are many factors that cause difficulty in speaking including inhibition, students are worried about making mistakes, fearful of criticism, or simply shy. The fear of committing mistakes is linked to the issue of inappropriate correction and negative evaluation. In addition, this is also highly influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, "students commonly stop participating in the speaking activity" (Hieu, 2011, p.36).

3. *Motivation*. The existence of motivation is quite important as a key consideration in determining communication on student preparation. Studies say motivation can increase students' interest in learning which results in their achievement scores to improve. As a consequence, if there is no motivation inside the learning process, speaking is very possible to become a burden for students because there is no interest in this language skill. In this extent, Littlewood (1984) mentions that "motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it, and how long he perseveres" (p.53).

4.Low or uneven participation. This issue refers to limited participation or when only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.

5.Mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue. There are some reasons why students use mother- tongue in class. First, at the point when students are getting some information about a subject, they are not linguistically armed for discussing in the foreign language. Another reason is that the use of native language is a normal thing to do. In addition, some students may resort to the first language to disclose something to others if there is no support from instructors to stick to utilizing the target language. Finally, at the point when teachers every now and then use the students' first tongue, students will consequently feel good to utilize it. (Harmer, 1991).

In brief, these are important aspects in learning speaking skill that teachers should identify to be able to help learners to overcome their difficulties in learning that skill.

2.1.5 Review of Related Studies

There are some studies which have investigated the speaking difficulties encountered by EFL learners. For example, one study Samira Al Hosni (2014) investigated that the main speaking difficulties encountered by grade 5 students at Oman University, are linguistic difficulties, mother tongue use, and inhibition. Students are unable to speak in English because they lack the necessary vocabulary items and grammar structures. They also lack sentence formation skills, which result in using their mother tongue. Students also consider

making mistakes in speaking in front of their classmates very embarrassing, which results in preferring not to speak to avoid such situations.

Mariza G. Méndez & Moisés Bautista (2017) Mariza G. Méndez & Moisés Bautista (2017) also investigated ELT students' motivation and performance while learning a foreign language. It was found that males and females are influenced by being in a supportive classroom community. This was a motivating factor for participating in language class. Thus, it is important that teachers encourage a positive classroom atmosphere enabling students to interact with one another and learn from the experience. Given that classroom interactions permit "learners to receive comprehensible input and provide opportunities to negotiate for meaning and produce modified output" (Rassaei & Moinzadeh, 2011, p. 97), the more students interact with one another, the more they will practice and improve their speaking skills.

Another study, Boudreau, MacIntyre & Dewaele (2018) found that sometimes Enjoyment and anxiety emotions in second language communication, move in converging patterns in relation to specific events. Sometimes they operate independently from one another, moving forward and following unpredictable trajectories. Both the presence and the strength of positive and negative emotions impact the individual's subjective experience. The dynamic relationship of enjoyment and anxiety has been shown to impact the speaker's experience in meaningful ways in the context of second language communication. We are making inroads to a better understanding of the moment-to-moment experience of emotion and how it relates to language, but there is much more yet to be learned.

Additionally, James (2020) found important to speak with parents or provide training to teachers and other professionals around the language that needs to be used to make learning

experiences and/or social interactions successful. Understanding how students communicate and finding ways to facilitate language may reduce the emotions stirred up by disruptive behaviors, as these behaviors start to be potentially viewed as the students' way to express themselves, instead of simply viewing their behaviors as negative. This information can also help the student to better understand why learning and social situations may be difficult.

Finally, Al-Abri (2008) argued that the lack of oral activities in textbooks is a strong reason for students' difficulties in speaking, and thus he recommended including some oral activities in the form of songs, rhymes, and simple stories and more conversational language to enable students to have more fun and enjoy learning to improve their speaking skill.

III Chapter

Research Methodology

3.1 Approach

Firstly, before starting the description of the research methodology used in this study, it is important to know what Research is. According to Kothari (2004):

The term 'research' refers to the systematic method consisting of enunciating the problem, formulating a hypothesis, collecting the facts or data, analyzing the facts, and reaching certain conclusions either in the form of solutions(s) towards the concerned problem or in certain generalizations for some theoretical formulation. (p. 1-2)

In other words, research is a scientific and systematic search for information on a specific topic. This process involves the design of a research instrument to get the data collection which intends to answer the research question posed by the researcher, then to make an analysis and interpretation of that data / information, and finally to reach a conclusion, or in the best case, propose a solution.

It is also important to mention that there are three basic approaches to research, quantitative, qualitative, and mixed approach.

The research method employed for this research is **qualitative**. Kothari (2004) says "Qualitative approach to research is concerned with subjective assessment of attitudes, opinions and behaviors" (p. 5). It means that qualitative research employs an approach in which the researcher first collects data and then attempts to derive explanations from those data.

Specifically, this research is a *case study* because through interviews and observations, the researcher got the data of a limited group of participants at a Preparatory

school in Puebla and then was able to do a deeper investigation, focusing on attitudes and behaviors that participants showed.

3.1.1 Research Methodology

There are different types of research: descriptive, analytical, applied, fundamental, correlational, ethnographic, conceptual, empirical, experimental, exploratory, ground theory, historical and phenomenological. The ones that match with this project are Descriptive and Analytical research.

First, the main characteristic of Descriptive research according to Kothari (2004) “is that the researcher has no control over the variables; he can only report what has happened or what is happening” (p. 3). In other words, it aims to describe an observed situation, not having a prior hypothesis or probable answer to the research question or questions. For example, in this project, the researcher observed a class, and she did not interact with it, she just observed and then wrote down in the researchers’ notes what was being observed.

Meanwhile, in Analytical Research Kothari (2004) explains that “the researcher has to use facts or information already available and analyze these to make a critical evaluation of the material” (p. 3). It implies that, from analytical research, a person finds out critical details to add new ideas to the material being produced. For example, in this investigation, the researcher applied a questionnaire to ten participants and then, once the information was obtained, she made an analysis about it.

3.2 Context

The description of the context is also an important aspect to mention here. The place where this research was conducted was in the Enrique Cabrera Barroso and Urbana high school BUAP. “The Benemérita Universidad Autónoma, is the only educational institution in our country that has its roots in the 16th century, and which recognizes its origins in the College of the Holy Spirit, founded by the Jesuits in 1587”. (Esparza, 2016, para. 1). So, BUAP is a Mexican and autonomous public higher education institution, which also has high schools and whose headquarters are the city of Puebla, capital of the state of the same name.

Enrique Cabrera Barroso y Urbana High School is one of the twenty-four high schools that the BUAP has, and it is located in Río Sabinas 6109, Jardines de San Manuel, 72570 Puebla, Puebla. There are about twenty-one groups, which go from first to sixth semester. The classrooms do not have their own digital material, if the teacher needs one, he must request it in the digital materials room. The group on which this investigation was supported was from first semester, with around forty-seven students who are between fourteen and sixteen years old. Of which only ten of them collaborated with this project, all of them are from Puebla.

3.3 Participants

To start, what does the concept *participants* mean? “The *participants* are the people or things that intervene with others in the accomplishment of an activity or thing.” (Collins, 2019). As mentioned before, the participants were randomly selected by the teacher in charge of the group and the researcher conducted the study with their consent.

Participant list number	Age	Level of English	Origin
#2	15	A1 beginner	Puebla
#4	14	B2	Puebla
#11	14	B2	Puebla
#12	14	A1 beginner	Puebla
#18	14	A1 beginner	Puebla
#30	15	A1 beginner	Puebla
#36	14	A1 beginner	Puebla
#45	15	A1 beginner	Puebla
#46	14	A1 beginner	Puebla
#47	14	A1 beginner	Puebla

The ten participants involved in this project were teenagers around fourteen and fifteen years old. Three of them are fifteen and the rest are fourteen. All of them are Mexican and they all are from Puebla. The English level of two of them is B2, but the rest of them are A2 beginners. And they all were friendly and respectful.

3.4 Instruments

The instruments used in this project were a behavior checklist and a survey. A *checklist* “is a type of instrument, which can be presented in the form of a chart, which has aspects of a specific subject according to the information that the researcher wishes to obtain.” (Ferretti, 2013). For example, in this investigation a checklist was made based on behaviors, this kind of checklist is also called *behavior checklist*. This instrument “is a list of behaviors and events that are recorded as they occur” (Burns, 2010, p. 63). The purpose of using that was to know what kind of behaviors the participants could show while they speak in public.

On the other hand, a *survey* “is an instrument with the purpose to gather the opinions, beliefs and feelings of certain selected groups of people, through questions either in person, on paper, by phone or online.” (Qualtrics, 2019). This instrument is made up by different kinds of items, for example: closed-ended items, yes/no items, rating scales, numerical scales, multiple choice items, rank order items, open-ended items, open items, guided items and structured items.

In this investigation, only two types of items were used. They are multiple choice items and open-ended items.

The multiple-choice *items* “are a kind of question in which the participants are able to choose, most of the time, one option: but sometimes, more than one option” (Burns, 2010, p. 84). And *open items*, “those are the kind of items employed to participants express freely” (Burns, 2010, p. 86). Those questions are especially useful in giving the participants an opportunity to say things they feel.

Chapter IV

Discussion of Results

4.1 Description for the Overall Research Design

This part of the project explains the process used to apply this instrument. First of all, the researcher went to Enrique Cabrera High School, already mentioned above, to request permission to apply the instrument with some of the students. She spoke with the school coordinator, Professor Guillermo, who gave the permission in a very kind manner. He asked her to return the next day to introduce her to the teacher in charge of the group she would be working with. Then, the researcher returned the next day and Professor Guillermo introduced teacher in charge of the group (teacher Alma Guadalupe), who oversees the first semester A-III group. The researcher showed her the instrument that she wanted to apply with her students and explained the purpose of the investigation, the teacher in charge accepted very kindly.

This project took the researcher about a month and a week. Of which she only occupied one hour per week. She went three classes just to observe, with the purpose that the students would become familiar with her presence in the classroom, so in this way when she applied her instrument the participants would show their behaviors in a natural way.

After the third class, teacher Alma told the researcher that the following week would be an evaluation week so she could not apply her instrument until the week after evaluations. So, the researcher had to make a change. This consisted of no longer applying the instrument to the entire group, only to ten participants to speed up the collection of information.

Then, once the evaluation week was over, the researcher went to apply her first instrument which was a checklist. This instrument was applied with the help of teacher Alma

because it consisted of observing students' behaviors when speaking in public. Afterwards, the teacher asked ten students to come forward and form three sentences using the simple present, which was the subject she was working with. The researcher only observed the behaviors of the students, but she did not interact with them. So, when a student came forward, teacher Alma gave the participant's list number, age, and English level to the researcher.

Once that information was collected, it was only necessary to confirm it, so for this the researcher needed apply her second instrument, which was a survey. This instrument was applied the following week. It was delivered to the ten participants, already mentioned, and they were given a time of 15 min to answer it. This intrigued the students a bit and they asked questions such as: “Will this affect my grades?” to which the researcher told them that it would not affect them at all, that it was only for research that she was doing so they were calmer and collaborated answering it.

4.2 Data Analysis

To analyze the results obtained through the instruments explained before in this investigation, it was necessary to organize it in two tables.

In the first one, the information was obtained in the behavioral checklist. This was classified in a table, in the first column the participants' list numbers were written down, in the second one their age, in the third one the attitudes that they showed at that moment of speaking in class and in the last one some comments. With the purpose of knowing what

types of behaviors the students showed and how many participants showed positive behaviors and how many negative ones. Then, two colors were used, red to highlight negative behaviors and green to highlight positive ones.

Instrument 1: Behavioral Checklist

Participant list number	Age	Attitudes/ feelings shown. While participating in class	Comments
#2	15	Ashamed, afraid, doubtful, worried, frustrated and nervous.	She cried.
#4	14	Ashamed, anxious, doubtful and nervous.	
#11	14	Relaxed, interested and free.	
#12	14	Relaxed, serene and interested.	
#18	14	Ashamed, anxious, doubtful and nervous.	
#30	15	Indifferent.	
#36	14	Ashamed, doubtful, worried and nervous.	
#45	15	Ashamed, doubtful, worried and nervous.	He didn't understand the question, but he asked to his classmate.
#46	14	Doubtful and nervous.	
#47	14	Ashamed, doubtful, disgruntled and nervous.	She didn't understand the question.

Therefore, the information gathered in the survey was also organized in a table because the items were open questions. In the first file, all the questions were written down; then, in the first column, the participants and in the following columns their corresponding answers for each question. They all gave different answers, so only the keywords were underlined to better understand the reasons why they showed certain behaviors before.

As it is seen, this research was done in two parts, using two instruments. The purpose of the first one was to know what types of behavior or feelings the participants showed while

speaking in public. And the purpose of the second one is to know what the reasons for those behaviors are.

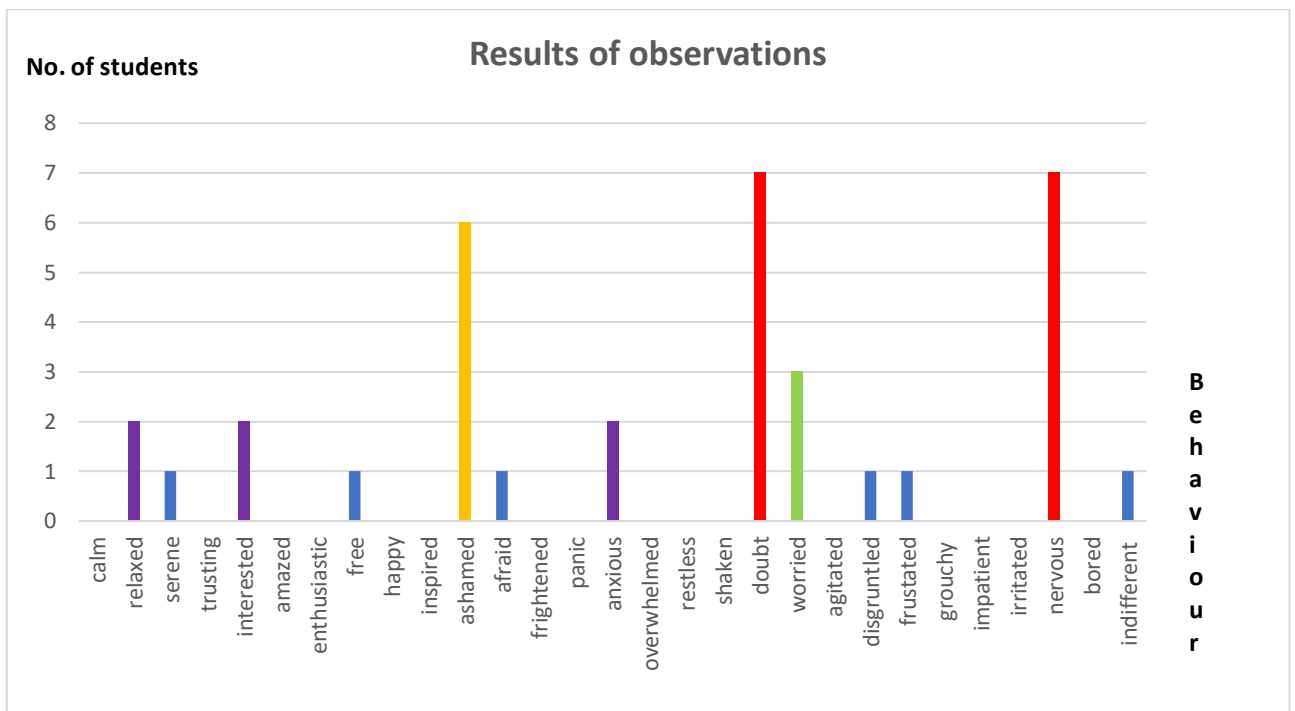
Instrument 2: Survey

Participante	¿Qué tan importante te parece aprender inglés?	¿Qué tanto te gustan las actividades en las que te tienes que expresar oralmente?	¿Por qué?	¿Cómo te sientes al hablar en inglés?	¿Por qué?	¿Cuáles actividades realiza tu profesora para practicar el habla?	¿Qué actividades te gustaría que se aplicaran en clase para que practiques el idioma inglés?
#2	Muy importante	Me son indiferentes	Realmente no participo en la clase así que me da igual .	Preocupada y nerviosa	Porque no sé inglés	Toda la clase	Retener lo básico
#4	Muy importante	Me gustan	Nos vemos obligados a tener que hablar en inglés	Avergonzado, preocupado y nervioso	Creo que lo hablo mal	Nos pregunta sobre el tema que estamos viendo en el momento	Que pudieramos hablar más
#11	Muy importante	Me gustan	Porque se me hacen entretenidas y dinámicas .	Preocupado	Siento que a veces no soy bueno en algunas palabras	El que elige a alguien para decir algo relacionado al tema	Pues yo creo que estas están bien para aprender.
#12	Muy importante	Me gustan	Siento que si estudio lo suficiente para la actividad me puede salir muy bien	Relajado	Creo que más o menos tengo buena pronunciación	A veces nos hace preguntas con el tema de la clase para que contestemos correctamente	Hacer temáticas divertidas conforme a un tema en inglés.
#18	Muy importante	No me gustan	A veces me cuesta mucho pronunciar	Avergonzado	Tengo vergüenza que se burlen de mí	Con cada tema nos da vocabulario y trata de que le digamos oraciones con ello	Que sea más dinámico
#30	Neutral	Me son indiferentes	Simplemente no me gusta este idioma	Avergonzado, preocupado y disgustado	No domino esa lengua	Hace preguntas	Videos
#36	Muy importante	No me gustan	Porque no se pronunciar	Avergonzada, preocupada y nerviosa	Pues mi léxico es muy malo	Pone actividades dinámicas como	Hacer oraciones del

			las palabras bien			juegos y nos pregunta cosas relacionadas con el tema	tema que se explique
#45	Neutral	Me gustan	Porque son dinámicas y participamos la mayoría	Avergonzado, preocupado y nervioso	No soy muy bueno hablando en inglés	Entabla conversaciones	Que vieramos algún recurso digital
#46	Muy importante	No me gustan	Me pongo nervioso y me equivoco	Nervioso	Por inseguridad	Hace preguntas	Deletreo, ver vídeos, ect.
#47	Muy importante	No me gustan	Porque me pongo muy nerviosa y me siento incómoda	Avergonzado y disgustado	Porque no tengo una pronunciación adecuada	Participaciones	No tengo idea
Total	8/10 participantes consideran Muy Importante aprender inglés. 2/10 participantes lo consideran Neutral	A 4/10 participantes les gusta A 4/10 participantes no les gusta A 2/10 les es indiferente.		6 participantes se sienten preocupados Nerviosos:5 Avergonzados:6 Relajado:1 Disgustados:2			

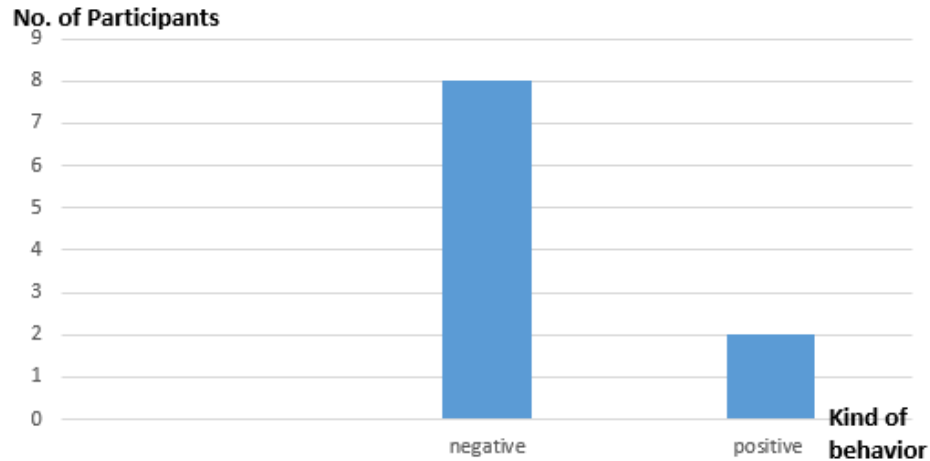
4.3 Obtained Results

After having organized the information in this way, a graph was made with the information obtained in the first instrument, showing what the behaviors that repeated most were and by how many students. It is important to remember that the total number of participants is ten.



The results are the following. The behaviors that were repeated the most were “doubt” and “nervousness” by seven participants and “shame” by 6. Then, “worried” was repeated by three participants. “Relaxed, interested and anxious” were repeated by two. Later, the behaviors that are not repeated and only one participant showed were: “serene, free, afraid, disgruntled, frustrated, and indifferent”. And finally, the behaviors that participants showed were “calm, trusting, amazed, enthusiastic, happy, inspired, frightened, panic, overwhelmed, restless, shaken, agitated, grouchy, impatient, irritated, and boredom”.

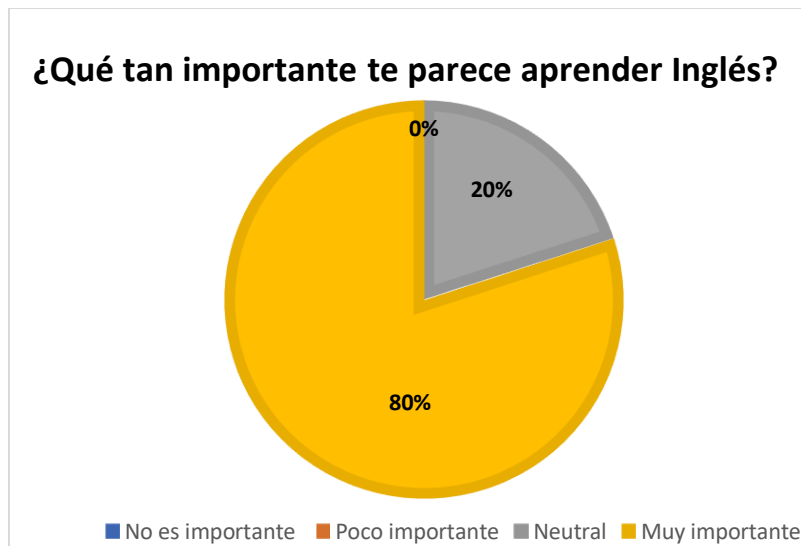
Then, these behaviors were classified as positive and negative. And a graph was also made to see how many of the participants had these kinds of behaviors.



As can be seen in the graph, of the ten participants, only two showed positive behaviors, the other eight showed negative behaviors.

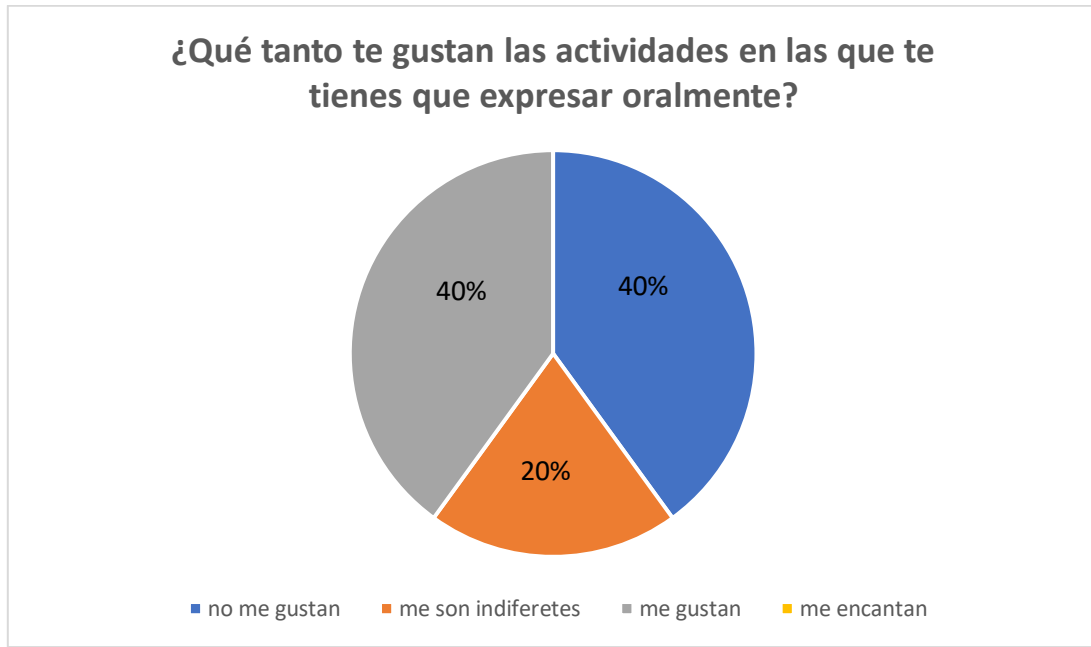
Then, a graph was made with the information obtained from each one of the questions in the survey. But before starting to describe them it is important to mention that in each one of them the participants equate 10% each.

The first is a multiple-choice question, and is the following:



In this first question of the survey the 80% of the participants answered that for them it is very important to learn English and the 20% for them is neutral.

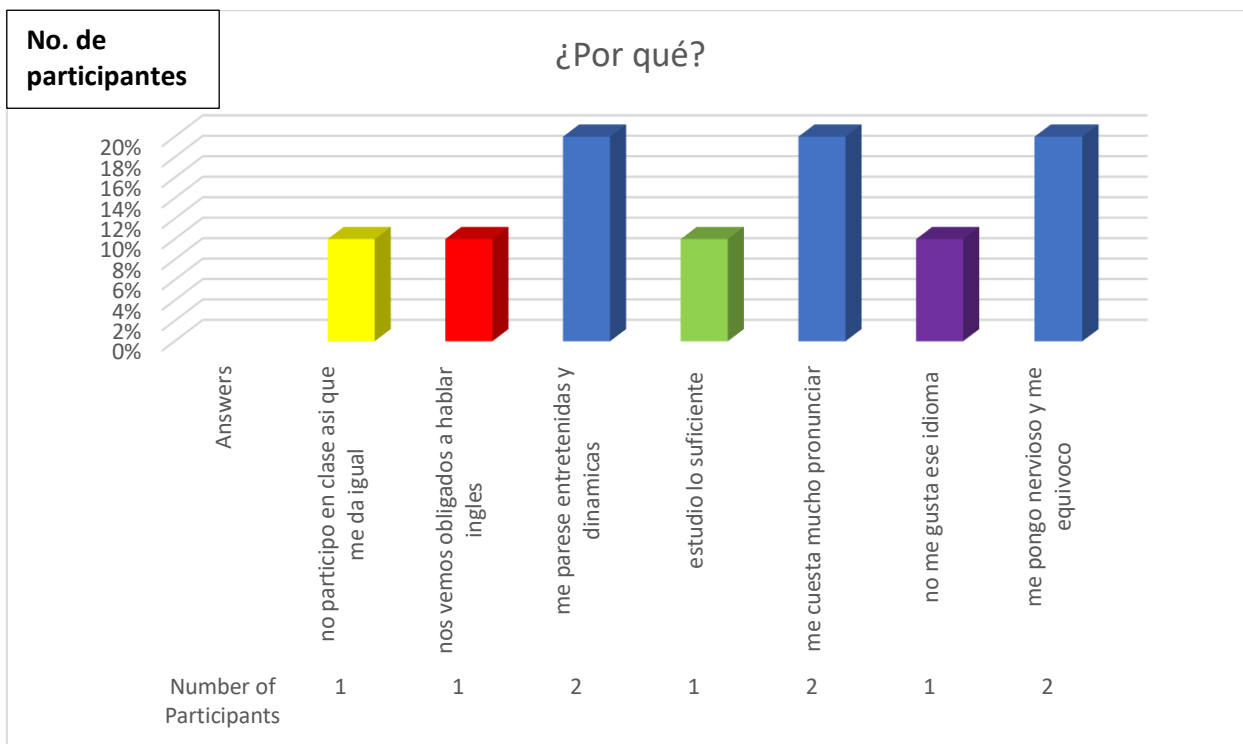
The second is also a multiple-choice question:



This graph shows that 40% of participants answered that they do not like expressing orally, other 40% said they like it, and 20% are indifferent.

From here, the following questions are open items except for the fourth question.

Third question:



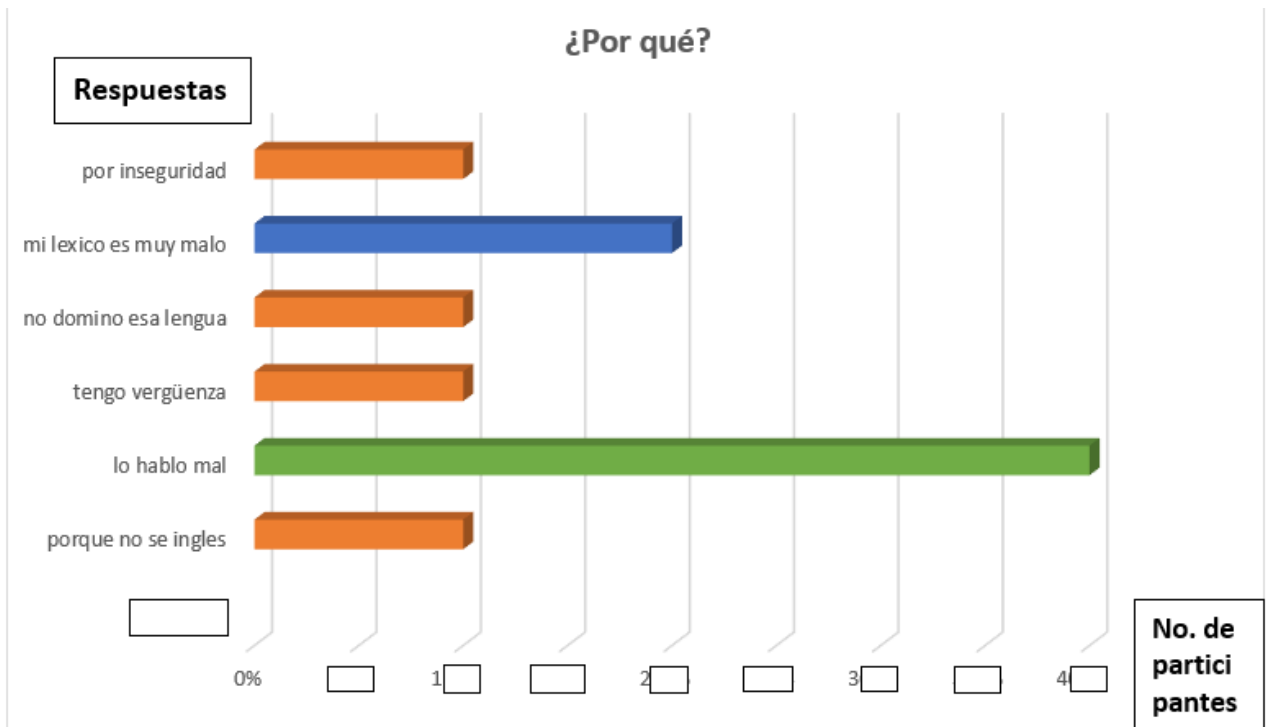
In this question the participants expressed the reasons why they chose those options in the previous question. Two participants coincided to answer, "I find them entertaining and dynamic", then two other participants coincided to answer, "It is hard for me to pronounce it" and finally two other participants said, "I get nervous and I am wrong." Then, the other four participants gave a different answer, which are: "I don't participate in class, so I don't care", "we are forced to speak in English", "I study hard enough" and "I don't like that language".

The fourth question was a multiple-choice question:



This graph shows the behaviors that were repeated most were ashamed and worried by six participants and nervous by 5. Then, disgruntled was repeated by two participants. Finally, the behavior that was not repeated and only one participant showed was “relaxed”.

Fifth question:



In this question the participants expressed the reasons why they showed those behaviors in the previous question. Four of the ten participants responded, "I speak badly" and two others said, "my lexicon is very bad". Then, the rest of the participants gave a different answer, which were: "because of insecurity", "I don't master that language", "I'm ashamed" and "because I don't know English".

Sixth question:



This graph shows the different answers that the participants gave to this question. Three of them coincided to answer, "ask questions" and two others said "participations". Then, the rest of the participants gave a different answer, which were: "the whole class", "choose someone to answer", "ask us to form sentences", "put activities" and "start conversations".

Seventh question:



Finally, in this graph it can be seen the ten participants gave a different response based on their needs.

All in all, the objective of this research was achieved. The two instruments applied were an essential part of this. It was possible to know what the factors that intervene are for a person to feel comfortable or not when speaking in public are.

Chapter IV

Conclusion

To sum up, this research allowed the researcher to find out which attitudes evidently cause difficulties in speaking in English as a foreign language (EFL) in students who participated in this project. Throughout this study, it was identified that the majority of attitudes are negative which are harmful in the process of acquiring speech in a second language. Furthermore, it is important to mention that these types of attitudes derive from individual, social and educational factors.

Therefore, the findings of this research highlight the importance of addressing these attitudes from a pedagogical perspective to help promote self-confidence in the EFL classroom. As well as, they express the need to implement specific strategies to promote positive attitudes towards learning and using English as a foreign language. This will not only benefit students' communicative competence, but will also contribute to their personal and cultural development in an increasingly interconnected world.

To end up, this study shows the relevance of understanding and approaching the attitudes that influence EFL learners' speaking difficulties, and provides a solid base for future research and pedagogical practices that seek to improve the quality of teaching and learning English as a foreign language.

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Appendix A

Observation: Behavioral Checklist

Participant: _____

Age: _____

Kind of Behaviours/feelings			Comment
Accepting / Open	Embarrassed /Shame	Angry /Annoyed	
<input type="radio"/> Calm	<input type="radio"/> Ashamed	<input type="radio"/> Agitated	
<input type="radio"/> Relaxed	<input type="radio"/> Afraid	<input type="radio"/> Disgruntled	
<input type="radio"/> Serene	<input type="radio"/> Frightened	<input type="radio"/> Frustrated	
<input type="radio"/> Trusting	<input type="radio"/> Panic	<input type="radio"/> Grouchy	
<input type="radio"/> Interested	Stressed /Tense	<input type="radio"/> Impatient	
Aliveness / Joy	<input type="radio"/> Anxious	<input type="radio"/> Irritated	
<input type="radio"/> Amazed	<input type="radio"/> Overwhelmed	<input type="radio"/> Nervous	
<input type="radio"/> Enthusiastic	<input type="radio"/> Restless	Disconnected/ Numb	
<input type="radio"/> Free	<input type="radio"/> Shaken	<input type="radio"/> Bored	
<input type="radio"/> Happy	<input type="radio"/> Doubt	<input type="radio"/> Indifferent	
<input type="radio"/> Inspired	<input type="radio"/> Worried		

Adapted from: Feelings List-Hoffman Institute. (2013). Hoffman Institute Foundation Rev. 03/15: Practices-FeelingsSensations.pdf. Recuperado de:
<https://www.hoffmaninstitute.org/wp-content/uploads/Practices-FeelingsSensations.pdf>

Appendix B

Survey

Instrucciones: Por favor, responde honestamente las siguientes preguntas. Marca o escribe tu respuesta.

1. Del 1 al 4 ¿Qué tan importante te parece aprender inglés?

1. *No es importante* 2. *Poco importante* 3. *Neutral* 4. *Muy importante*

1

2

3

4

2. Del 1 al 4, ¿Qué tanto te gustan las actividades en las que te tienes que expresar oralmente en inglés?

1. *No me gustan* 2. *Me son indiferentes* 3. *Me gustan* 4. *Me encantan*

1

2

3

4

3. ¿Por qué? _____

4. ¿Cómo te sientes al hablar en inglés?

<input type="radio"/> <i>Relajado</i>	<input type="radio"/> <i>Avergonzado</i>	<input type="radio"/> <i>Disgustado</i>	<i>Otro (menciónalo)</i>
<input type="radio"/> <i>Inspirado</i>	<input type="radio"/> <i>Preocupado</i>	<input type="radio"/> <i>Aburrido</i>	_____

5. ¿Por qué? _____

6. ¿Cuáles actividades realiza tu profesora para practicar el habla? _____

7. ¿Qué actividades te gustaría que se aplicaran en clase para que practiques el idioma inglés? _____
