



**Benemérita Universidad Autónoma de
Puebla Facultad de Lenguas**

**Low English-speaking performance factors that
students face in Target Language IV section 004 at
LEI - BUAP**

A Thesis Submitted to the Faculty of Languages for the
Degree of Licenciatura en la Enseñanza del Inglés

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Abstract

This investigation is concentrated on explaining and describing the main factors of low English-speaking performance that Target Language IV students face at Licenciatura en la Enseñanza del Inglés (LEI) in Benemérita Universidad Autónoma de Puebla (BUAP).

Before the examination of the factors of low English-speaking performance, it was mandatory to obtain relevant information about theories and then, further details were considered, like the communicative approach and speaking generalizations. To learn a language, there are four macro skills to accomplish the target, which are reading, writing, listening, and the most important one above the rest of them, speaking, which this research is about.

Based on the theory about speaking difficulties in different contexts and perceptions, a structured interview was created. Also, the interview, personal conclusions, and analysis of the responses are explained. The results were related to the theory and matched successfully, such as the need to have more challenging activities in speaking class and practice outside school. In the end, the factors of low English-speaking performance are determined by responding to the research questions.

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CHAPTER I: INTRODUCTION

1.1 Introduction

Nowadays, the English language is the most dominant language in the world. There is not any part of the globe where the English language is not spoken. Therefore, we can communicate with people wherever we go. But firstly, the English language must be learned perfectly. There are four macro skills to learn a language which are listening, writing, reading, and speaking. However, the last one, speaking, is significantly the most important of the four skills. The speaking skill is, as Kuśnierek (2015) defines, “the ability to communicate effectively with other users of the target language.” (Page. 23) Indeed, the one who is capable of speaking English is able to communicate with the entire world without a doubt and mainly if people are learning it to become English teachers in the future.

This investigation is not the only one worried about the speaking level. Professor Yazid (2019) in his investigation “The Reasons for Poor Speaking Skills Among Turkish EFL Learners” discusses speaking ability and how it is significantly important for students in the moment of facing the real world. So, it is a massive international issue.

With time, the English-speaking performance in Mexico has been increasing with the guidance of technology. Nevertheless, according to the EF English Proficiency Index (EPI), (2020), claims that “Mexico is the number 18 in Latin America, but on a global scale, Mexico is the number 82 with a 48.99 grade in speaking performance.” Therefore, in our country, there is an exceptionally low English-speaking performance, and it is a huge problem due to the English language providing a lot of advantages, such as personal growth, and better options for future jobs.

1.2 The problem

The Licenciatura en la Enseñanza del Inglés (LEI) from the Faculty of Languages, BUAP is a program where students are trained to become English teachers. The program of the English-speaking level at English Teaching Degree (LEI) in Benemérita Universidad Autónoma de Puebla, (BUAP), includes five subjects that are called “Target language,” from levels 1 to 5. They are especially concerned about teaching the English language to students considering the four skills: listening, writing, reading, and speaking and students have to show an appropriate competence in each target language according to the level they are taking. In particular, the speaking skill is the most important of the rest of them since this is the skill the future teacher will use when going to an interview to obtain a job or when he/she gives the classes or even when presenting their professional exam. According to Gillis (2013), speaking affords “to put words together in a meaningful way to reflect thoughts, opinions, and feelings provides the speaker with important advantages”. Being part of LEI BUAP is part of our academic life so that it is vital to dominate and have a proper fluency in speaking production according to the Common European Framework of Reference of languages because we will become teachers and a lot of students, will be in our charge, and only our knowledge will speak for us. Therefore, speaking ability is the most important of the rest of them.

As it was said, students should improve in the skills and sub skills related to learning a language according to the Target language subject they are taking. However, it was noticed that it did not happen in Target Language IV sección 004 taken in spring 2021 since it was observed that students had problems to communicate in English. Subsequently, there are factors that affect the English-speaking performance that students face in Target Language

IV in section 004, and I have been a witness and part of the problem. For this reason, I decided to identify what factors were the ones that prevented students from improving in the speaking skill. Bashir (2011) claims that speech exchanges occur because of a discrepancy in the information exchange between the participants. Communicative output activities require a similar truthful information gap. The whole problem starts when only few students practice speaking.

To summarize, the English language is the most dominant language in the entire world due to globalization and with English, we can communicate with anyone wherever we go. The speaking ability is not enough here in Mexico and for that reason, we are in the number 82 at the global performance, which is quite disappointing. At LEI BUAP, the speaking ability is also lacking mainly because of the little speaking practice. In the end, that problem is huge, because LEI is a school for future teachers and speaking ability is the most important because in the future, those students will be teachers and in charge of many students and speaking will be the ability future teachers will communicate with their students.

Therefore, based on the previous information, the purpose of this study is to determine the factors of low English-speaking performance that students face in target language IV in section 004 at LEI BUAP.

1.3 Justification

First of all, the purpose of this document is to study the problem that students have with an English teaching degree in section 004 at BUAP. In the face of speaking English according to the Common European Framework of Reference for Languages (CEFR) level, the necessity of the students to have a suitable English-speaking performance is quite important in their academic and professional lives. In the future, they will be teachers, and as teachers,

they must be aware and expert when they share their knowledge by speaking because they will be such an example to follow. The importance of a proper English-speaking performance according to the CEFR in the students at LEI BUAP is essential in the present and future time because their academic experiences and practices are the basis for their professional's careers.

A communicative environment in which students can practice their communicative abilities is essential for their improvement because later, when they become teachers, they will have their own students, and as Joyce Meyer claims in his speech "Teachers can change lives with just the right mix of chalk and challenges." Therefore, a low English-speaking performance is a complication for LEI students in their academic lives and future professional lives. In addition, oral production must be practiced all the time, because as Bahadorfa (2014) claims "Speaking is a crucial part of second language learning and being a master of speaking is a priority advantage for many second language learners". (Page. 10)

The following research emanates from the necessity of studying the speaking ability in a degree with the purpose to determine the factors of low English-speaking performance that students face in Target language IV at LEI BUAP. The benefits of this research seek to provide information that will be particularly useful for all the people who want to improve their speaking ability. However, this study will be extremely useful for the entire community of students of LEI BUAP to develop the knowledge about at school and additionally the ways to prevent low English-speaking performance. The following research is convenient to consolidate a proper performance that CEFR agrees about speaking ability knowledge.

This study is dealing with speaking ability; therefore, this study follows the ideas of the communicative approach because this approach provides maximum importance to the

interaction which in this approach effective communication is the final objective to learn a language.

Finally, the research contributes to enlarging the main factors that students face in order to not develop a low English-speaking performance. This study has methodological usefulness since future researchers will be able to compare, analyze, and conclude new statements and conclusions since knowledge advances with time in the same way as English level difficulties.

1.4 General objective

Explain the factors of low English-speaking performance that students face in target language IV in section 004 at LEI BUAP.

1.4.1 Specific objectives

- Identify the academic factors that affect students' lives with low English-speaking performance in Target Language IV at LEI BUAP in section 004.
- Analyze the issues of low English-speaking performance in students of Target Language IV at LEI BUAP in section 004.
- Understand the factors of the low English-speaking performance in Target Language IV at LEI BUAP in section 004.

1.5 Research questions

- What are the factors of low English-speaking performance in Target Language IV at LEI BUAP in section 004?
- What is the impact of the low English-speaking performance when students take Target Language IV at LEI BUAP in section 004?

- What is Target IV students' perception of their English-speaking classes at LEI BUAP in section 004?

1.6 Premise

Target Language IV students show a low English-speaking performance mainly provoked by little academic initiative to practice during and after classes at LEI BUAP in section 004.

1.7 Methodology

This study is conducted following a qualitative approach because it is intended to obtain the main factors of low English-speaking performance that students face in target language IV according to students' opinion. According to QuestionPro (2021), "Qualitative research is defined as a market research method that focuses on obtaining data through open-ended and conversational communication". This investigation is at the English teaching degree of Benemérita Universidad Autónoma de Puebla. The participants of this study will be all the fourth semester students at the English teaching degree of Benemérita Universidad Autónoma de Puebla from target language IV in section 004 who got the lowest grades in speaking exercises. This investigation is looking for students who have issues in speaking activities. Those students will be taking target language IV. The study will focus on five students selected from twenty-five students in the 004 section, especially selected by their target language IV teacher.

1.8 Limitations

This study has potential limitations. First, this investigation is only focused on target language IV students from the 004 section, which does not include target language students

from I to V and their respective sections. Then, the study only takes students from one section from Target Language 4th who assist in the morning, which does not include the students from the other sections from Target Language 4th neither the sections that attend in the afternoon. Another limitation is this study only contemplates students, and the teachers are not considered. This research only contemplates the students from Puebla and especially, the ones who are taking the English teaching degree. Finally, this investigation only considers the speaking ability, which means the other three macro skills are not considered.

1.9 Implications

A proper speaking performance is one of the most evident factors of effective performance in a language learning process. Speaking is considered a factor that permits suitable communication with people who are learning a language. The perception of the factors that provoke low English-speaking performance in students involved the changes in the system related to speaking might adjust the teaching and learning manner at LEI or at any other school that the results of this research reveal.

In addition, this investigation can change the point of view about how speaking ability is really taught and lead professors to mandatory issues to avoid low English-speaking performance in students. Hence, it is significant to know the difficulties of the students in their fluency in speaking. Also, this research is profitable for international readers who are interested in learning a second language, particularly Spanish native speakers who want to learn the English language.

1.10 Research organization

This study is organized into five chapters. In the first chapter, speaking ability and its importance in international, national, and regional views introduce the main aspects of this thesis. Furthermore, the main objectives and research questions to authenticate the purpose of the present investigation are presented in a general but significant view.

The second chapter is about supplying the arguments to validate this theory. In this fragment, general and specific information about teaching, second language acquisition, speaking ability with linguistic aspects are discussed to provide a global overview of the main factors students face that pronunciation involves. So, the communicative approach is mentioned, the speaking ability and its aims, and aspects. Finally, factors of low English-speaking performance, such as student's factors; internal, external, and institutional factors.

Then, in the third chapter, the instrument, subjects, and data are explained, which is the methodology. In addition, the method to examine the data is described. Finally, the results are presented and discussed with the help of the theory.

The fourth chapter includes the presentation of the data collected by the research instrument. All the information is represented in statements and arguments related to the theoretical framework. All the data was collected by target language IV students' points of view in section 004.

Finally, the last chapter consists of gathering data analysis results, and the research questions are answered in this part with the support and arguments from the theoretical framework, and at the end, the proper conclusions of this research are presented.

1.11 Key terms

Speaking: “The ability to communicate effectively with other users of the target language”. (Kuśnierek, 2015, p.6)

Fluency: “Fluency in a language means speaking easily, reasonably quickly and without having to stop and pause a lot”. (British Council, 2014, p.3)

Performance: “Performance is how well a person, machine, etc. does a piece of work or an activity”. (Cambridge, 2021, p.4)

Communicative approach: “The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning”. (British Council, 2021, p. 5)

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Acquisition: “Something that emerges spontaneously when learners engage in normal interaction in the L2, where the focus is on meaning” (Meyer, J., 2019, p.78).

CHAPTER II: THEORETICAL FRAMEWORK

In this chapter, all the theory that was considered in this research was presented. The aspects to consider are shown, it was taken from the most general to the most particular. The second chapter is guided by communication and everything that involves its production and relationship to give a clear message. Also, the theoretical framework includes information about speaking and how it is connected with the challenges involved to develop the oral production.

2.1 Second language teaching

The function of a mentor in the process of Second Language acquisition may vary depending on strategies, approaches, and students' necessities; however, the real objective of a teacher will always be to assure that students obtain input most finely. According to Cook (2008), the input can be assumed as the principal way in SLA. Input is considered difficult to acquire or comprehend for any kind of learner, therefore teachers have to make more manageable the acquisition, thus students move to the next learning step. Additionally, the main goal of a Second Language Learner is to accomplish communication in L2; that depends on how the oral production is instructed, and in this process, the first language can be considered a lifelike help. As Haycraft (1995) affirms, teachers determine what type of English they are going to teach, this can be their own English. Nevertheless, they try to teach some other styles of the language so students can learn how to speak and understand most of the oral production, and it is very important to contemplate divergences in spoken English; Hanycraft also states that teachers can compare or distinguish L1 with L2 to make students aware of the differences and similarities between them. However, it is crucial not to use the

translation technique because this may be an impediment to the L2 student. The L2 must always be the central position in a Second Language classroom.

2.2 Second Language Learning

Second Language Learning is the process by which a person learns a foreign language to get communicatively qualified and fluent at the speaking time. Dukel (1948) asserts that each student is a world, so they need detailed communicative prerequisites that have to be specified in the curriculum and the learning process, constructing learners as the main protagonists of the class. Also, Dukel states that this type of class trains students to face pedagogical determinations via the development of the abilities they must make those essential alternatives, as a result, the students evolve the matter of reference to select the components of the curriculum. Similarly, in Second Language Learning, some elements construct it more challenging, and more manageable for the student. Focusing on adults Dastpak (2017) claims that the age of a learner is a very fundamental factor that decides a learner's acquisition of the capabilities they require to develop L2. In this case, adults have fewer benefits because when the critical period concludes, puberty begins, and as a consequence, this step of human development creates emotional interference. The ego is a concept of the language that is related to the fear of making mistakes, hence, adult students could not feel the confidence to practice in the presence of other people, so they do not generate the spoken production.

2.3 Phonetics and Phonology in L2

The function of Phonetics and Phonology in the process of Second Language Acquisition is remarkably pertinent, particularly in the development of the students' oral production. As Clark (2007) declares, phonetics and phonology are extremely associated

with speech and how people create and sense it, phonetics and phonology are also involved with oral ability since humans develop it via the distinction of others. Clark defines phonetics as the analysis of organs that permit the production of speech like the tongue, larynx, and so forth; phonetics also concentrates on the sounds of speech, and how the sound is communicated. In addition, Mott (2011) asserts that phonetics is separated into three parts. Those elements are articulatory phonetics, which is associated with the production of speech; acoustic phonetics, which is concerned with the study of material elements of the speech at the time of transmission; and auditory phonetics, which are related to the reaction to speech sounds and what occurs from the brain to the ear. Likewise, Clark (2007) states that phonology is occasionally associated with the construction of speech and the systems of detailed languages. Additionally, Odden (2013) remarks that phonetics and phonology analyze the sounds of languages, but particularly, phonology studies what the sounds of a certain language are the restrictions of mixing sounds; far from phonetics, phonology concentrates on mental interference sounds, which describe the sounds made by people. Besides, phonology studies how cognitive divisions of sounds, characterized by marks, act in grammar.

2.4 Communicative approach

The communicative approach, also called Communicative Language Teaching (CLT), remodeled the way languages were taught, since the main idea was to teach only grammar as stated in the previous methodologies. As McDonough, Shaw & Masuhara (2013) claim, the communicative approach modified the purpose of language teaching from only focusing on grammar to focusing on communicative competencies. In addition to this, William Littlewood (2013) declares that this approach was widely seen as the ultimate response to the

deficiencies of earlier methods and a sign to learners to develop communicative skills more than grammar in this globalized world. Moreover, as Jabeen (2014) suggests, for learners to use the language properly, they do not have to focus on grammatical competence but should be involved in real communication activities. In summary, teaching methods lead immediately to students' second language learning performance, and the communicative learning teaching approach was the perfect response to change the way that languages were taught because they focused on grammar and CA focused more on communicative production.

As Jabeen (2014) affirms, the answer to producing talkative skills to become qualified in any language is the communicative approach because it must be an essential tool in any second language classroom. In conclusion, the approaches that are used in classes form directly the second language acquisition of any student, however, all learners may have diverse needs, and the role of the teacher is to identify his students' needs and apply a suitable method for a greater benefit to the curriculum and the students.

2.4.1 Characteristics of communicative approach

Communicative language teaching performs the use of real-life communication between people. One of the characteristics of the communicative approach is as Jabeen (2014) states, in the CA, it is important to learn the receptive competencies, but it is more important to comprehend, and practice loquacious skills and social meanings. Another feature is that, according to the British Council (2021), the communicative approach is always taught in the target language, which helps students focus on the class. Finally, in the words of Irmawati (2012), the communicative approach is known to concentrate both on eloquence and precision at the time of the speaking production. In summary, the communicative approach possesses several characteristics, which involve giving more importance to communicative production, always using the language to achieve, and focusing on fluency and accuracy.

2.4.2 Roles in the communicative approach

In the communicative learning language, some roles must be achieved, such roles involve the teacher and the students. According to Maryslessor (2014), the purpose of the teacher is to stand as a facilitator of his learning pupils, which means the teacher is not anymore, the protagonist of the class. In addition to this, Irmawati, (2012) affirms that the pupils are communicators. They learn to communicate by interacting with each other, which means that they are the attention center in the target language class, since they are the ones who must practice the language. Therefore, in the communicative approach, there are two roles; teacher and student role. The teacher becomes a facilitator, in a manner that motivates students, and the pupils are the protagonists in this approach since they must practice the communicative competencies.

2.5 Speaking ability

Speaking is the action or ability to deliver communication on a public occasion. According to Torky (2006) speaking is an interactive procedure of building meaning that requires giving, getting, and processing data using the mouth. However, the fact of speaking does not end by just producing sounds with the mouth, in the words of Mandarasi (2020) speaking concerns a mental procedure, material, cultural, and the speaker's wisdom that stands in genuine situations and time; all involved to give a useful message. Simultaneously, Laksana (2016) states that speaking is the process that people expose or share their ideas, opinions, or beliefs to someone. Speaking is not simply creating words and sounds, but also it is a process of accomplishing goals that include transporting meaningful communication through a channel. Therefore, speaking can be described as a productive process that creates sounds through the oral system to share ideas, opinions with experience, grammar knowledge, and cultural beliefs with the main goal to provide a clear message to someone.

The Evolution of oral production in a Second Language Acquisition is complicated for educators and students since this aptitude is presumably the most wanted second language capacity to obtain by foreign students. Speaking may be believed to be more challenging to achieve than other skills, like writing. According to Renandya (2016) argues that in spoken communication, contrasting written communication, there are components like fillers, idioms, not formal language which might cause a more complex acquisition of this ability. Besides, Folse (2006) affirms that it is mandatory to determine why students desire to learn how to speak a second language, and the materials and contents ought to be based on this. Folse also points out that teachers must prepare a communicative functional class

concentrated on diction, coherence, and precision of the speech. Those types of classes are called discussion, talking, or public speaking.

2.5.1 The aims of speaking

The central objective of speaking is delivering effective information to someone through a channel to share ideas and concrete messages, as it was mentioned before. Thus, as Laksana (2016) states, speaking is an essential instrument to communicate or to give thought notions about what the speaker will be declaring with people. That is why speaking is essential in communication. Moreover, Kadamovna, (2021) claims that without oral communication, a language is reduced to an insignificant chirography that does not deliver the entire meaning. Therefore, speaking is an action that necessitates the confines of our society. In addition, Rao, (2019) declares that speaking is the skill that learners will use to defend their language knowledge in real-life situations. In summary, speaking ability is vital for daily communication to give a clear message to someone and speaking is the main aspect to show how a person dominates a language.

Thus, speaking is part of the entire transmission of information that everyone needs, according to Tomak (2021) claims that humans must express themselves adequately so the whole world may be able to comprehend what they really want to transmit, not only to own a position in the civilization but to provide facts about a detailed matter and to transfer thoughts and feelings with the rest of the world. Moreover, Kehing (2021) states that speaking is not only important for daily life, but also, it is really essential in future life as a crucial tool to have a job; firstly, to create students with suitable speaking skills, it is mandatory to comprehend students' learning strategies, and also a suitable scholar program must be presented.

2.5.2 Speaking to inform

Information may be risky, powerful, and dangerous since it is indispensable in our civilization because of information problems, misunderstandings, and events that may affect reality. Using speaking to inform means that the purpose of using oral production is to present to witnesses with information they know a bit or do not know yet about a topic. According to Laksana (2016), speaking to inform means that the speaker desires to inform and share knowledge, or opinions to the listener and provide information for a special intention. The one who talks only wants to communicate a singular fact. In addition, as Lucas (2012) mentions, speaking to inform happens in an extended area of our daily circumstances. Also, informative talks are grouped into four divisions: speeches about things, speeches about processes, speeches about certain events, and speeches about notions.

Thus, speaking to inform is when a person has the desire to transmit his knowledge or socialize to someone and that person can talk about things, processes, events, and notions. In the words of McCornack (2009) speaking to inform is not just a matter of giving and receiving information, but the question of reflection in a person about his environment since once a person starts philosophizing, that person is able to change his context. In conclusion, it is not just giving a wealth of information to certain people, but that knowledge becomes something to think about, discuss, and inspire from just a person to many people to the goal of making people think and philosophize.

2.5.3 Speaking to persuade

Persuasion holds a significantly close relationship with rhetoric and like the last one, many times it is used to convince someone to do something in a positive way or a negative

way. Speaking to persuade refers to making people perform or think something by presenting them with an immeasurable idea to produce it or by communicating to that individual and making people believe it. As Lucas (2012), states that persuasion is the manner of forming, augmenting, or switching people's ideas, behaviors, and points of view, so the person who listens can believe us. In addition to this, Hogan (2010) claims that to persuade the speaker must possess the capacity to influence ideas in people by altering their philosophies and ideas through tactics. Similarly, Frymier (2021) argues that persuasion is used to make a person act in a way or adopt an idea related to statements that he agrees with or not.

The act of speaking to persuade in the words of Altikriti (2016) is an ancient representation that has existed in the whole history, from the Greeks to the present with the goal of power because a message can be so powerful that can make wars.

In addition, Mapes (2021) states that speaking to persuade is a daily thing in our lives since it is a great opportunity to share a piece of certain knowledge with someone, but the real goal of persuasion is to convince someone to do what we want and the key to achieve that is to add the feelings and beliefs of the other person in the speech to make it more credible. In conclusion, speaking to persuade means when a speaker desires to change the ideas, beliefs, and behaviors of someone through different methods and strategies, which in those strategies beliefs, feelings, and subjective experiences must be included in the speech in order to convince people.

2.5.4 Speaking to entertain

Speaking to entertain is to retain a crowd of individuals interested or enjoying the time they are sharing. According to Laksana (2016), to entertain means that the one who speaks desires to make the listener feels more pleased or happier with the elements which are chosen

principally based on their likes and topics to discuss and then, make them funny or entertaining to the audience. Also, as Anon (2020) mentions, an entertaining speech is produced to fascinate people's concentration and delight or cheer them while the speaker is giving a clear thought. Similarly, Shen (2019) agrees that entertaining speeches give understandable information, however, the way of oral production practice is normally mixed because every speaker possesses his manner to express, but the main purpose of an entertaining speech is to excite crowd's feelings. Therefore, speaking to entertain seeks that the speaker makes the listeners have an enjoyable time and make them excited by talking about topics of mutual interests.

2.6 Fluency

When we overhear someone talking about a topic, and he calls our attention, in many cases it is because of the content of what he is explaining; however, the real thing that reaches our attention in the first place is the capability in a speech to communicate accurately with a certain ease and spontaneity. Fluency is the capacity to communicate in a language clearly, suitable, and immediately. In fact, Shahin, (2017) states that fluency is the application of happening communication when a speaker employs and manages significant information to someone effectively. In addition, Albino (2017) claims that fluency is the speed of how we produce the language. The learner may make a grammatical mistake, but he is understood in what he tries to produce.

At the same time, Jong (2012) agrees that fluency is a role response about the person who listens in a mental manner of communication by preparing the oral creation with a proper speed, which leads to a manner of giving a suitable speech to someone for whom the attention was taken. Besides, Oppenheimer (2008) claims that the action of fluency is not all about not

having notable mistakes at the time of giving the message, but it is also a cognitive task in which information about the topic must be considered before talking, giving the truthful information that a person desires to share. Therefore, fluency is the ability to manage oral production with a clear message through previous information to deliver to someone, including a proper speed in the speech.

2.6.1 Pronunciation in L2

The concept of pronunciation is used to name the way in which words are spoken, so pronunciation is the process in which a letter, word, phrases, sentences are spoken accurately. According to Gilakjani, (2016) pronunciation is the ability to produce certain sounds as they are sounded in such a language using repetition. Moreover, Wei (2010) states that pronunciation is how a language is spoken, and its words are produced correctly. In addition to this, Cruttenden, (2014) argues that pronunciation is the way we produce noises of the language and how we use stress and intonation to show how we dominate the language. Besides, in education, as Hansen (2008) proposes, in the scholar speech area, communication is the main objective and pronunciation states a crucial function to reach that goal; pronunciation pushes students to reach their most elevated grade of communicative accomplishment. Nevertheless, precise articulation is sufficient to communicate; it is not essential to speak like a native person in L2; in the view of Bohn (2007) claims that it is not necessary to speak formally, but the way where a learner is since the context controls everything. In addition to this, Baker (2003) asserts that an L2 student requires to maintain an accurate pronunciation sufficiently to comprehend any information from other people.

Even though there are so many types of spoken English, it is pertinent to accumulate reciprocal understandings. Baker also implies that pronunciation needs students comprehend

and practice the sounds of daily English in order to familiarize themselves with every spoken English talker. Similarly, pronunciation teaching is important in any phase of Second Language Acquisition; Pennington (1996) indicates that teachers should not take care of the age of their students, but what they need to consider is the correct instruction of the pronunciation so they can receive understanding and fluency. In short, second-language teachers and students require pronunciation to be qualified to encounter oral-spoken situations which demand understanding and a high speech exhibition, however, it is not essential to talk like a native person but to talk how is spoken in the area where the student is to give a clear message because pronunciation will always be the way we use the proper sounds of a language accurately.

2.6.2 Speech rhythm

Speech rhythm is a crucial element in reaching the ability to be comprehended hence mistakes in speech rhythm in a second language produce the oral communication more difficult. As Thomas (2006) defines "rhythm in language refers to the periodic recurrence of certain patterns of sound in utterances. Syllables take the place of musical notes or beats, and in many languages, the stressed syllables determine the rhythm" so English is by far, one of the languages in which rhythm is controlled by stress. Speech rhythm is one of the prosodic elements, in the words of Gut (2009) some events may impact the proper usage of rhythm in second-language students, which are the inadequate time duration for stressed syllables, the long pauses, ignoring linking words, and the reduction of vowel English words.

Furthermore, connected to tempo, and how quickly someone speaks has been connected to fluency, and the mastery of language, and also, the personality of the person can be influenced by velocity.

According to Yurtbaşı (2016), the majority of language students seek speaking velocity rather than precision, and on top of that, an emotional time when they get through changes in their way of speech. Related to tempo, besides speed, pauses change the speech rhythm, and those aspects are sensed in the talker's fluency. Martinez (2017) claims that pronunciation fluency concerns elements that define fluency, especially, interruption fluency which is involved with the constant intonation of speech, and the pauses calculate for it. In summary, the accurate speech rhythm creates viable more realistic pronunciation and then spoken skills, mainly in languages where the rhythm is so noteworthy to give the real meaning of what someone has said, so misinterpretations are avoided, and successful transmission of information is earned.

2.6.3 Stress

Stress is an aspect of the production of comprehensible given information since in all the languages around the planet, the distinction is constructed in various manners and where the prominence is powerful is where the stress is found. In the words of Bian (2013), stress means “the greater prominence or loudness that a vowel or syllable exhibits within a word, in at least two degrees: strong/weak (or primary/secondary)”. Also, Dalton (1994) describes stress, at a status of oration, as how a sound is highlighted, which likewise points to the distinction presented in the speech. Dalton claims that stress may likewise be current in the sounds of speech and people can notice that. Similarly, this author describes two roles of stress: linguistic foregrounding function, which means the lack of correlation which leads us to loudness; and firm effort in the exhibition, which is about how people achieve the appearance of distinction. Ultimately, the vowel term implies that some vowels are briefer, which occurs in unstressed exact words and syllables than other syllables.

2.7 Factor view definition

Factor is considered as the vital element that is the cause of something. In the words of Horthy (2012) factor is a legal significance that creates events. In addition, according to Lexico (2021) factor states as an influence to provide a result. Moreover, in the definition of factor, Vocabulary (2021) affirms that it supplies a consequence. Therefore, a factor is an essence that contributes to the elaboration and result of an entity or consequence.

2.8 Factors of low English-speaking performance

Communication is how humans express what we feel. With time, communication has been changing, from painting on walls to sending messages by devices. Communication is divided into two types; nonverbal and verbal, in which verbal communication involves speaking. Speaking is the way we express what we want to say by our mouths, and it is a human quality. At the same time, every country or region possesses a language. Learning languages is an art that many people are interested in. They face four macro abilities to learn a language, listening, reading, writing, and speaking.

Speaking skill is the most challenging and important, above the rest of them. In the words of Afebri (2019), speaking is considered the most difficult ability above the rest of them to acquire because it requires so much time to develop, unlike writing. Thus, speaking involves a lot of things to take into account to be acquired, Afebri also states that speaking holds a cognitive way to process the information, and with such information, the message becomes complex because it considers feelings, previous knowledge, and accents so the person who delivers the message can be understood by others.

This ability must be acquired to be competent in a second language to the main goal of successful communication, however, as in all learning cases; to achieve something, there must be obstacles to prolong the achievement, in this case, there are challenges and factors that affect and delay the achievement of this vital skill; these factors are internal factors, external factors, and institutional factors that a learner must face to achieve an adequate speaking communication. These factors are deeper discussed in the following pages.

2.8.1 Language factors students face

There are a lot of reasons in the minds of the learners who want to learn a foreign language; to develop a second language, the most important thing is to communicate with others, so it is so important that the speaking ability must be acquired. Correspondingly, the desire that all language learners want to achieve is to speak fluently. But there are factors which delay the achievement of speaking ability, so students have to face them in their performance process to develop the oral communication. These factors are external factors, internal factors, and institutional factors.

In the first factor, in a general view, according to Hemerka (2009), students are hesitant in the time of speaking, and they avoid that out of school, which leads us to the external factor. The second factor, in the words of Hosni (2014) states that students are troubled about making errors, and nervous about being judged by their classmates, which involves an internal factor. And at the end, Heriansyah (2017) claims that students are not convinced and satisfied at school, which is associated with the institutional factor. These factors are discussed in a deeper way in the next pages to contextualize the different views. In conclusion, all language learners in spoken production face three factors that delay them

producing their learning performance in oral production, which are external, internal, and institutional factors.

2.8.2 Speaking internal factor

Foremost, people are the most evolved beings, we think, and have the power of reasoning, unlike animals. Thus, people have had the control to create their own identity. People can be characterized depending on their culture, first place, and physically, a person can be described, however, the internal factors are the ones who distinguish completely a person. Thus, internal factors are about intelligence, values, beliefs, and feelings and personality. Internal factor can be considered all the elements involved and developed inside of something, in this case, in the mind of a human being, which is when the traits of a person are enjoyed in loneliness and such person is not interested in socializing, which in education happens on several occasions.

At school, as Heriansyah (2017) states that when the personality of students is timid, shy, and not confident affects proper participation in class, which explains that an introverted personality harms oral production just because when a student does not participate in active communication, the teacher cannot correct him, and as a result, the student keeps with the same mistake until he is finally corrected by another person, but not anymore in a classroom. Heriansyah also mentions that a student should make any type of mistake inside of the classroom since the teacher only corrects him for his sake, and to get better at his second language, but when a student makes a mistake outside the classroom, the student is judged terribly by his environment. In the end, Heriansyah mentions that teachers' attitudes affect the way students participate orally since when a teacher does not measure his voice and harmful comments to the learner, it could sound and mean hostile to the student, and when a

shy student is exposed to the front of everyone by the teacher, it is difficult that student participates again due to fear to share his opinion.

In addition, Hosni (2014) supports that students are worried about committing errors so that they do not speak in class, which is a physiological matter since students are so terrified about being judged or being the center of the fun of their classmates that they do not speak in communicative activities, and because of that, their oral production decreases and the production is lower than the medium.

Moreover, in his investigation about factors affecting students' speaking performance, Qasemi (2021), states that students simply do not have anything to say in class and they are not interested in the subject, which is a very important problem due to English is required to everything in this time, not only for scholar purposes but for future job purposes. In this case, motivation is what is missing because students do not see the importance that the second language has in their future lives, and as Qasemi also mentions, a lazy mind is the poison of a competent student since going to school is about giving everything because a brilliant future is built with effort, but students just conform with the grammar part and they are not interested in the speaking ability.

In summary, the internal factors concerned with the non-physical aspects of an individual, and related to acquiring speaking ability an introverted personality, worry, laziness, teachers' attitude, and disinterest in the second language subject affect the communicative development of a learner because they do not practice oral production based in their internal aspects as people.

2.8.3 Speaking external factor

First, people are socialized beings who have multiple paths to express what they need to say to the entire world since communication must be transmitted to someone through separate ways like art. Art can be represented by poetry, music, or sculpture; every masterpiece gives a message. With time, people have had diverse backgrounds to transmit information; those are called environments and are external factors. External factors are the ones that derive from our surroundings; they can include family, friends, cultural stereotypes, and responsibilities to the society. External factors can be considered as all the events that happen in the environment that such a person lives, which occur the same in education.

In the scholarly field, according to Hemerka (2009), students avoid speaking outside of school because their environment does not force them to do so and as a result, they do not practice, which explains that outside the classroom learners present disinterest and it becomes a matter of lack of motivation to learn the second language since students' environment is out of any kind of communicative production. Hemerka also claims that students who were better at the end of the investigation at speaking were because of their regular contact with the second language production, but they did with something they enjoy like listening to music or playing video games.

Besides, as Honsi (2014) states, students do not see an authentic need to speak English since in their context is not necessary to practice oral production, this becomes another problem because students do not see a future view, since it does not exist any motivation to learn the second language and support from their families is out of their lives, this is a very vital view because external motivation determines if someone learns. Also, Honsi adds that some of the students do not find someone to talk to when they are not at school and this

becomes another issue since some of them concerned about to learning, but they do not find a person to transmit what they know.

In addition, in his study about poor speaking skills, another external factor, Iraqi, (2019) declares that students do not have support to perform oral production with friends and family, this statement enhances the part that students do not find extra motivation that is not from school, which is a problem because learners are conformers with their knowledge that only receive at school. Iraqi also declares that students with high communicative skills are self-taught since they see the second language as a better opportunity to have their dream jobs.

In conclusion, the main external factor occurs when students do not practice oral production outside the classroom because their contexts do not force them to challenge themselves, also they do not have the need to practice, and in their family and friendly context do not have support to produce speaking ability, and finally, there might be students who care about learning, but they do not have someone to talk outside school and as a result, the practice never exists.

2.8.4 Speaking institutional factor

Firstly, throughout history, human beings had distinct kinds of knowledge, like religious, empiric, mythical, and scientific, all of them have been taught to transmit knowledge to someone. This statement is mostly effectuated in a specific place, which is the institution to educate people depending on their age, objective, and culture, which is far better called a school. The role of the school is to educate people in different subjects which helps students to have a general or specific knowledge about them. Thus, it leads to the institutional factor, which is considered as all the elements that engage in the scholarly environment.

In his investigation, Qasemi (2021) claims that students need to have more speaking activities provided by teachers at school to increase their oral production, this becomes a central problem because students are used to having general, standard, and boring activities to develop the speaking ability, and it results in conflict since students are not interested in the same speaking activities. In addition, Qasemi declares that old activities like students creating a dialogue and then speaking it or memorizing a famous person's deeds do not help in the present; students should general things about their context and a few minutes of public speaking to practice with their level.

Furthermore, Shen (2019) states that at school, teachers should make more real oral activities for students to manifest themselves with more time. Here, the matter in activities is that they must be real speaking tasks because one problem that students deal with speaking is the use of formal and informal second language. The overuse of standard-formal language makes students in a comfort zone in that they are not aware they stand, and this makes them untrained in the informal second language. The other speaking problem at school is the question of time, this matter is important since it does not help students to practice the speaking activities with enough time and teachers do not have the opportunity to correct all of them some mistakes they have at the moment to speak since they may be competent in writing, but they would not be as competent in the communicative skills as they are in writing.

In addition, in her investigation of speaking difficulties, Honsi (2014) affirms that teachers are mostly concerned about teaching grammar (structure, but function) exercises and they do not consider speaking ability this matter is implemented in beginners, but the problem states when it becomes in all levels in a school students have and they do not have

the opportunity to practice the oral production because grammar is everything they have in class. Another thing is the overuse of the mother tongue, this becomes a bigger problem because students do not have any spoken English words to process, and as a result of this, learners struggle in the next levels because it demands to express orally.

In conclusion, the institutional factor occurs when a person stands in a scholarly context and the reasons for speaking difficulties at school are that students need to have more difficult oral tasks, the teacher should implement more strategies with more time to practice oral production, and finally, teachers miss the speaking ability by just focusing on grammar than taking care of communicative tasks and the overuse of speaking in the mother tongue in class.

CHAPTER III: METHODOLOGY

In this chapter the characteristics of the participants who engaged in the instrument are presented and the pertinent reasons why they were chosen from the English teaching degree of Target Language IV in section 004. Also, the evolution of the instrument is described as well as its structure and the suitable process to create it more appropriate for this study. Then, the stages to apply the instrument and the information obtained from the interviews are presented and described to be analyzed.

3.1 The setting

The research was conducted in Mexico, especially in a public Autonomous University in Puebla city (BUAP) which allows students to professionalize in two programs: English teaching degree or French teaching degree. The English teaching degree possesses nine optional subjects to achieve during the program, which are Formación General Universitaria, Lingüística, Escritura Española, Cursos Opcionales, Cultura, Enseñanza, Investigación. The last one is Lengua Meta, which is divided in five levels. In this case, Target language IV is in the Target language extension. The reason Target Language IV was chosen among the rest of the others was because Target Language IV is the last stage to leave grammar apart and students are supposed to be prepared to face complex oral in Target language V.

3.2 Participants

In this study, five students from Target Language IV class at English teaching degree (LEI) In Benemérita Universidad Autónoma de Puebla (BUAP) were chosen to be interviewed. The participants were selected by their Target Language teacher because they were facing issues in the time to speak the English language. Five people; four women and

one man between 20–26 years old were considered. All the participants have never failed a target language course. In addition, participants are from Puebla City, and they possess a solid economy at home. These participants answered a structured interview online through Zoom meetings to achieve the purpose of this research, which is to explain the factors of low English-speaking performance that students face in target language IV in section 004 at LEI BUAP.

3.3 Methodology

This study was focused on a qualitative perspective, that according to Bhandari (2020) qualitative research involves comprehending ideas, statements, or knowledge. Qualitative research is mostly employed in social sciences, in matters such as sociology, politics, education, among others. Thus, in this study, the opinions and answers of students will be data collected since it is intended to obtain the main factors of low English-speaking performance that students face in target language IV according to students' opinions.

In this research, the case study is used to study social science. This study belongs to the educational and collective field. In addition, according to Press Academia (2018) case studies refer to examination of individuals, crowds, occasions, judgments, duration, procedures, organizations, or different strategies. Therefore, this research fits perfectly with a case study with the relationship of social science and the analysis of people to discover something since in this research, students are the ones who compose the results.

In this investigation, the research design was the diagnostic one since according to QuestionPro (2022), the investigator seeks to estimate the specific reason for an exact matter or phenomenon. Therefore, it fits with this research since this design allows learning more

about the factors that cause such a problem, and this study focuses on the factors of low English-speaking performance that students face.

Pretending to do the descriptive type of case study, which focuses on the details of a study and gets a detailed perspective of the problem. In addition, McCombes (2019) claims that from a descriptive perspective certain people, crises, or sensation according to the field. So, that is what this research wants to achieve by studying the low English-speaking level based on the opinions of the students to prove such phenomenon.

3.4 Instrument

The technique that this research was applied is the interview, and as Fraenkel and Wallen (2009) pointed out that interview is a vital path for an investigator to study the precision of confirming or denying the feelings and thoughts participants have accumulated through observation because only with an interview, all thoughts that participants have can be represented by how they think. In addition, the interview is the most important data collection technique that a qualitative researcher possesses, since it provides the exact thoughts and opinions of the participants they have in their minds. Therefore, in this research the perfect technique to be applied is the interview since what is needed is the opinions of the learners.

Moreover, in this study, the technique was the interview. However, the instrument was the structured interview. In the words of Zojceska (2018), a structured interview is a kind of interview in which the interviewer asks questions that are already made especially for the occasion unlike spontaneous interviews in which the questions are not previously made. In the study, it was a structured interview since the questions to be presented are already done and well prepared in advance to be fluent and the time is acquired. This instrument was

developed in a spoken interaction by online connection through zoom meetings app. In addition, the structured interview was recorded with the permission of the participants, and they signed a responsive letter to be aware they were filmed. This structured interview has fourteen questions developed during the time of asking.

The structured interview was designed by the author of the thesis, Ismael Hernández Limón and was checked by PhD. Benjamín Gutiérrez. It consisted of fourteen open questions made to get all students' opinions about factors to provoke low English-speaking performance. The original instrument can be seen in Appendix I. The interview was translated into Spanish to give the participants the confidence and freedom to answer their opinions without hesitations since they have issues expressing themselves in the second language, which in this case is English. It was assessed that answering in English might have made participants fearful, therefore the best option to answer was in Spanish. The finalized structured interview that was applied can be seen in Appendix II. In the first check of the interview, the questions three, five, ten, and eleven were changed to open questions so the students could express their whole opinion and some words were changed to be clear in the interview according to Ph.D. Benjamin's experience in the educational field.

3.5 Procedures

To apply for the instrument, it was mandatory to contact a target language IV teacher to ask for help and her permission to apply the instrument to her target language students. Once that the permission was allowed and the participants were selected by the teacher, since they present difficulties in the oral production according to the target language teacher, which perfectly fit since the aim of this research is to explain the factors of low English-speaking performance that students face in target language IV in section 004 at LEI BUAP.

After that, WhatsApp personally contacted them to ask for their participation. Then, when the participants agreed to collaborate, a date was programmed according to the participants' time and schedule to have the interview. The interviews were applied on February 9th and 10th at different hours for the participants. To keep participants' identity, they were not assigned by their name, but they were assigned a code for each one of them, by calling them: participant 1 (P1), participant 2 (P2) and so on. On February 9th P1 and P2 had the interview, P1 at 6:00 pm, P2 at 7:00 pm. On February 10th P3, P4, and P5 had the interview. P3 at 11:00 am, P4 at 12:00 pm, and P5 at 2:00 pm. The participants answered the interview from five to ten minutes, it is important to mention that no one asked for help about the interview or presented any inconvenience with the instrument. The participants did not have any technological issue, however, P5 had some problems with the internet connection and there were parts in which her information was not clear, to fix the problem, the question was questioned again in order she repeated her answer. The interviews were recorded with the permission of the participants, and they signed a consent letter to use their information in this investigation (see Appendix III).

Afterwards, the interview results were registered in different text processors, by using Word and then copied into an Excel table to have a clear organization for the data analysis (see appendix IV). In this study, the aim in interview was full expression so the transcriptions were exact about what the participants legitimate answer.

3.5 Design and data analysis

Once the answers were collected, they were transcribed in a Word file. An Excel chart was created to have a general view about all the answers by each one of the items and they were expressed by the participants See chart 3.1.

CHAPTER IV: FINDINGS

In this chapter, the whole data that were collected from the instrument used for this investigation is presented, which is related to the English-speaking performance challenges that students face in Target language IV at LEI in Benemérita Universidad Autónoma de Puebla. This information is divided into three stages. The first section is the speaking internal factor, which involves the personality, fears, personal arguments, and disinterest. The second section is the speaking external factor, which involves students' environment, authentic need to practice, and support from close people. Lastly, the third section is the speaking institutional factor, which involves more activities in class, more time for speaking activities, grammar, the focus of learning, and overuse of native language.

After having presented, and conducted the interview, the whole data were transcribed by using the following codification in a Word document:

Interview Annotations	
Bold	Indicates word spoken emphatically and it is the remarkable for analysis
(unintelligible)	Utterances that could not be understood
<u> </u>	Noticeable pause in the speech

4.1 Speaking internal factors

Internal factors can be considered all the elements involved and developed inside of someone, in this case, in the mind of a human being, that is when the traits of a person are enjoyed in loneliness and such person is not interested in socializing, which in education happens on several occasion, also internal factors are about intelligence, values, beliefs, feelings and personality of the person. Several authors (Honsi, 2014; Heriansyah, 2017; Qasemi, 2021) have studied how internal factors negatively influence the speaking ability in distinct kinds of students which do not make them talk in class.

The first seven questions of the interview were obtained from the speaking internal factors. At the end of each response, an analysis and discussion of the results were done.

4.1.1 Introvert personality

Three questions were developed for this first stage. The three of them were made to know the students' perception about what they think and feel when speaking in class to seek information that can be used in the literature review. The first question was to learn the students' point of view about why an introvert personality affects the speaking skill to analyze their perception and confidence in an academic speaking expression. The results were written as the participants expressed them to be analyzed, it is important to mention that the whole answer was not written in this study but the actual and relevant information that was useful to the benefit of this research.

4.1.1.1 General self-esteem

The first question: Why do you think that a timid personality affects students' speaking performance?

Answers:

*Q1P1: "... Porque no se sienten lo **suficientemente segura** para compartir sus emociones, eh, o **no encuentran la forma** en la que pueden compartir lo que siente, lo que piensan, a través del idioma _____"*

Q1P2: "... Por lo mismo que la persona está, o sea, no tienes la facilidad de ___ palabra, tiene miedo a equivocarse o que los demás lo vean mal..."

Q1P3: "Porque no tiene conocimiento ante algún tema..."

*Q1P4: "Porque una **personalidad tímida** no permite que te desarrolles tanto en el lenguaje con en el audio. **No eres tanto tímido** para preguntar como para desarrollarte hablándolo..."*

*Q1P5: "Pues yo pienso que la, lo que influye ahí es la **seguridad** y tal vez **un bloqueo mental**, eh, pues a lo mejor, en sí mismo, tiene **miedo en hablar delante de sus compañeros** ___ a cometer errores gramaticalmente de las estructuras, y pienso que la timidez influye..."*

Based on the answers to the first question, students seem to agree about how an introverted personality affects English speaking performance. It implies that fear of sharing their thoughts, preoccupation about making mistakes, self-esteem about not being able to speak with people and teacher, and in the end, cognitive issues to speak in front of people even though they are their classmates, this stops them from sharing what they think fluently in class in the moment of speaking. They do not expand such practice to improve their

speaking skills and their performance does not go on provoking a low communicative production.

This finding confirms what Heriansyah (2017) claims when a student suffers from an introverted personality he struggles with oral production as he does not practice it and his abilities to communicate are deficient because deep inside him there is a will to participate, but his way of doing let him. The whole information reveals that shy students suffer from oral communication due to fear, preoccupation, shyness, self-esteem, ignorance of the second language, and cognitive issues. In sum, if the students want to improve their oral production, they need to participate more actively so their communicative skills increase gradually, but with positive comments when they talk, so they can have the will to participate more.

Afterwards, the second question involves the students' feelings in the time to participate in communicative exercises which implicates how students think in class, especially in their speaking activities. All the answers were transcribed as how the participants expressed.

4.1.1.2 Speaking self esteem

Second question: how do you feel at the moment to participate in English-speaking exercises?

Answers:

*P1Q2: "...no me incomoda, **no me siento mal**, al contrario, es como que me hace sentir parte de la clase..."*

*P2Q2: "...como que sientes con temor de que alguien te vaya a decir algo o que el profe **te vaya a corregir de manera agresiva.**"*

*P3Q2: "...Un poco **insegura** porque no practico seguido el inglés, entonces **_____** a veces me da miedo y **dejo que los demás hablen.**"*

*P4Q2: "...yo soy **tímida**, soy de esas personas tímidas, entonces no me siento con la confianza o con la seguridad de desarrollar mi inglés **enfrente de la gente.**"*

*P5Q2: "... pensaba que no podía transmitir el mensaje como se debía por mis conocimientos en las primeras clases, **_____** pero pues ahora cuando participaba con los ejercicios, **me siento un poco más como capaz porque **comprendo de lo que están hablando**** y hablo más cada día."*

According to the students' answers, like the first question, they agreed about an introverted personality affects English speaking performance, but in this case, is about how they feel when the time to participate comes, they declared they are afraid of the target language teacher and his reaction for correcting them in a harmful way in front of the class and as a result, they stay quiet. The next thing they shared is low self-esteem since inside

them, they are not sufficient for speaking a question the whole and they prefer someone else speaks. Lastly, it was obtained in the interviews that in the first classes, they stayed without speaking because they did not feel ready with their previous knowledge, but with time, they started speaking little by little.

Based on the students, low self-esteem, previous target language knowledge, and the teacher's personality made them not participate or feel less safe then, which involves students not practicing oral production and keeping silent in class. This finding confirms what Hosni (2014) states that students are worried about committing communicative errors so that they do not speak in class because of diverse factors, like; fear of the second language teacher and his reaction, fear to commit mistakes in front of the whole class and they can be criticized by the rest of the class.

All the information reveals that students' general fear makes them not feel ready to speak, also, their insecurity is a vital part of not being able to participate in class since they feel insufficient to transmit their knowledge, and lastly, target language teachers' attitude intimidate students and that does not encourage them to participate since teachers' correction make them feel uncomfortable, and students do not practice at the end.

Then, question number three had the purpose to find students' point of view about what they feel when they do not have any arguments or ideas to participate orally in class. Everything students reported was written as they answered, and those responses were analyzed.

4.1.1.3 Frustrated communication

Third question: how do you feel when you do not have arguments to participate in class?

Answers:

*P1Q3: “Pues _____ me siento como **insuficiente**, por así decirlo, que, pues siento que **me veo mal**, que no estoy estudiando o poniendo de mi parte...”*

*P2Q3: “Por una parte, te sientes **nervioso** porque no tienes nada que decir, _____ pero pues te motiva a por lo menos investigar...”*

*P3Q3: “**Insegura** porque pues no tengo como cosas que decir sobre los temas que estamos abordando y dejo que el compañero que más habla lo haga.”*

*P4Q3: “Es un poco estresante o frustrante porque **no puedo desarrollarme** como yo quisiera ya que sí quiero, pero nada más no.”*

*P5Q3: “... porque no soy capaz de participar en esa conversación, **muy independiente**, tengo miedo a cometer un error, _____ pero sí me siento **un poco rara** al no saber qué decir...”*

Based on the previous statements about not participating when arguments do not exist, students present once again low self-esteem related to feelings of being insufficient in the time of speaking, and at the same time, they are talking so much about what their classmates would say. Further, another thing about how they feel is nervous, but at the same time, the willingness to investigate things becomes bigger, insecure deep inside of them and that

causes that another classmate participates instead of them, frustrated because they want to participate, however their knowledge does not let them and with fear in the time of speaking.

This finding in the interview affirms what Heriansyah (2017) and Honsi (2014) say that internal problems such as insecurity and frustration make students think about something else, and they will not talk because they feel uncomfortable. They agreed that students who are pressed by the context, in this case, their classmates, and potential laziness affect their English-speaking ability. The students' responses and the literature review show that students need to be more understanding about what they feel since all the internal emotions are vital to develop a language and if their mind is not clear, their communicative production will be worse.

4.1.2 Students' concern making mistakes

Three questions were developed for this stage which had the purpose to explore students' concern about making mistakes. The questions were designed to know the students' perception about what they think and feel when speaking in class related to their classmates to relate the answers and the literature review. So, the first question had the purpose to know the students' point of view about why they do not have the desire to participate in oral exercises in class. The results were written as the participants expressed them to be analyzed.

4.1.2.1 Second language antipathy

Fourth question: why don't you have the desire to participate orally in an active way during your English classes?

Answers:

*P1Q4: "... porque **no encuentro la forma** de decir lo que yo quiero decir ____ utilizando el idioma, por ejemplo ____, de repente **quiero traducir del español al inglés...**"*

*P2Q4: "En ocasiones porque no sé o porque **me vale.**"*

*P3Q4: "**Por cometer errores** quizá, ____ el no poder usar bien el idioma puede que me afecte un poco y las ganas desaparecen."*

*P4Q4: "Tal vez porque **no tengo las herramientas suficientes** y eso aunado a que soy una persona tímida, ____ no me deja participar y **pierdo interés.**"*

P5Q4: "Quizá porque no quiera, a mí, medio me gusta participar, pero igual a lo mejor no activamente, porque pues no sé a lo mejor yo me estoy enfocando en lo que yo quiero ver y ____no dejo escuchar a las personas..."

The students share their similarities about why they do not have the desire to participate in speaking exercises, which are; not finding the way to express what they want to have in mind, which denotes a cognitive problem process and they recur to the mother tongue for translation, also, sometimes, they do not care about the second language and it becomes a matter of antipathy. Furthermore, the fear of making mistakes about not being sure how to use the target language in front of the whole group makes them lose interest in participating. Lastly, curiosity to know what their fellow classmates think of them implies students do not participate actively in class.

This finding proves what Qasemi (2021) claims about students not participating in class because they do not have anything to say and sometimes, they are not interested in the class because of antipathy, so it matches with the answers since students present a disinterest in the English class. The literature review and students' answers reveal that in speaking

exercises, students must be motivated to participate by encouraging them with positive comments, so their confidence increases, and eventually, they practice more.

Afterwards, the next question was made to comprehend students' perceptions about how their classmates react when someone commits oral mistakes in class. This is a particularly important statement because most of the time, students do not talk because of their environment. The results were transcripts as the participants spoke to them to be analyzed.

4.1.2.2 Lack of empathy between colleagues

Fifth question: how do your classmates react when someone makes an oral mistake?

Answers:

P1Q5: "... en mi clase dicen algo al respecto, de hecho, son, bueno, lo toman como lo que estamos aprendiendo es normal, pero _____, en lo personal, he escuchado burlas..."

P2Q5: "En muchas ocasiones, hacen burla."

P3Q5: "Reaccionan como temerosos, podría decirse, pues tienen miedo a cometer errores, que no hablen bien el idioma o que quizá _____ compañeros se burlen."

P4Q5: "En algunas ocasiones son burlas o en otras son correcciones de una manera incorrecta."

P5Q5: "... yo pienso que se equivocó aquí, debería ser así, si soy ese compañero, pienso que reaccionan como analizándolo ellos mismos de cómo hacerlo mejor..."

Based on the previous results from the interview, the participants agreed that in the classroom where they belong, their classmates make fun of a person when he or she makes oral mistakes, which implies that students are bullied by their classmates, and it provokes that people who want to participate do not do it because of fear of awkward jokes. This finding confirms what Heriansyah (2017) and Honsi (2014) say about students avoiding participating in class due to comments by classmates that make them feel stupid or less intelligent than the rest of them since laughs made by harmful jokes provoke shy students to not ever participate in communicative exercises again. Students' answers and the theory indicate that learners do not participate in class, and especially, in oral tasks because of jokes of their classmates, which decreases their speaking performance since there is no practice in the classroom.

Then, question number six is related to question number five. The purpose of this question was made to comprehend students' feelings, and opinions about the statement of the previous question, which was about when a person commits oral mistakes in class. All the responses were transcript as the participants represented them to be analyzed below.

4.1.2.3 Comments torment communication

Sixth question: and how do you feel about that reaction?

Answers:

P1Q6: “A veces, me siento incómoda y apenada porque pues _____ es como que un poquito incómodo estar en esa situación y mis ganas de participar se van.”

P2Q6: “Pues te sientes con temor a de lo que los demás digan y me hace quedarme en silencio.”

P3Q6: “Me siento triste _____, podría decirse por cómo las personas reaccionan a mi habla.”

P4Q6: “... en lo personal esto hace que _____, en vez de querer participar, o querer expresarme más, como que no lo haga yo...”

P5Q6: “... pues lo analizo después y me siento así de cómo me equivoqué, pero me hace sentir triste por mis compañeros que se ríen de ellos.”

Based on the responses, as it was mentioned before, this question had the goal to know how they feel when their classmates make fun of someone when he or she commits a communicative mistake. According to the interview, students agreed about their feelings when a person makes an oral mistake and their classmates make jokes, they share the feeling of being in an awkward moment and being shamed. Also, they agreed that when there are unnecessary jokes in class, the feeling of participating disappears eventually. This finding confirms what Honsi (2014) says about students avoiding participating because of their classmates' rude attitudes, which is a major problem since when someone makes fun of another student when he participates in class, that student hardly participates again and his

role in class is just as a spectator and not as an active student. The literature review and students' answers reveal that jokes make them not participate communicatively, which implies their speaking performance decreases. This is a huge concern for teachers since the class must have a peaceful environment, where students are able to express and share what they know about any topic presented in class. Students who make fun of another student must have sanctions since harming a classmate's feelings makes him never talk again.

4.1.3 Students are not interested in the subject in class

One question was developed for this stage which had the purpose to explore the students' point of view of what they think English is a boring subject since in many parts of Mexico, the second language that in this case is English, is considered as a monotonous subject. The question was designed to comprehend students' general perception of English-speaking subjects. The results were written as the participants expressed them to be analyzed below.

4.1.3.1 Previous experience in English

Seventh question: why do you consider that people, in general, think English is a boring subject?

Answers:

P1Q7: "... depende de, los maestros que hayan tenido ..." **"yo tuve unos profesores que se enfocaban demasiado en gramática, mucho verbo to be en presente..."**

P2Q7: "...Siento que, en vez de dar un poquito más de práctica, _____ únicamente se enfocan en pura teoría y _____ pues creo que eso a la vez en un poquito tedioso."

*P3Q7: “Porque quizá no tenga conocimientos sobre el idioma o **la gramática** o el tema en específico que se esté abordando...”*” *tuve maestros que inglés no era su rama y aprendí muy poquito”*

*P4Q7: “Pues muchas personas porque **no la entienden** o porque les cuesta trabajo aprenderla.”*

*P5Q7: “...porque a lo mejor piensan que es **pura gramática, puro verbo to be**, aseveraciones y traducir...”*

According to the results from the interview, students expressed some similarities about why people in general consider English a boring subject. The first thing is because of their previous English teachers, according to their answers, their second language instructors, English was not their field, so their first contact with English was taught by a professor who barely knew English knowledge, and because of that, those students lost the desire to learn English and they considered it a boring class. The other thing is the use of grammar in a second language class, according to the students, the verb to be present in all courses they had, so that specific topic became repetitive for them, and as a result, they had that inaccurate statement of an English course about. Lastly, only translation of long texts was taught, this matter became tedious for most of the students because they considered that looking in the dictionary the words they did not know, which were almost all the words in the texts, was extremely boring, which implicates that people were not involved seriously in the subject since they considered boring. The students’ answers reveal that people in general basic education are not interested in English in general because of their unlucky previous experience, as a result, speaking ability is totally forgotten.

4.2 Speaking institutional factor

The role of the school is to educate people in different subjects which helps students to have a general or specific knowledge about them. The institutional factor is considered as all the elements that engage in the scholar environment, in this case, in the place where a student takes his second language course, focused on English, in other words, the institutional factor occurs when a person stands in a scholarly context. Multiple authors (Qasemi, 2021; Shen, 2019; Hosni 2014) have studied how institutional factors negatively influence the English-speaking ability in several kinds of students in their whole trajectories as teachers.

The next four questions of the interview were obtained from the speaking institutional factors. At the end of each answer, an analysis and discussion of the results were transcripts as the participants expressed them.

4.2.1 Students need more speaking activities

One question was developed for this stage which explored students' opinions about their speaking exercises at school and how much their target language teacher cares about their communicative skills. The question was designed to know the students' perception about what they have and when speaking is in class with the main goal to relate the answers and the literature review. The question had the purpose of getting information about the students' point of view on how their English teacher provides them with speaking activities. The results were written as the participants expressed them to be analyzed below.

4.2.1.1 Too formal English

Ninth question: can you explain what the teacher does to provide you with oral practice in class?

Answers:

*P1Q9: “Sí, _____ con las **actividades que tenemos en el libro**, y más aparte las actividades que nuestro profesor, este nos deja subir ya sea en **foros o grabarnos...**”*

*P2Q9: “Pues en sí, no nos provee de eso, **únicamente nos manda teoría**, no nos manda práctica.”*

*P3Q9: “Diferentes **exposiciones**, actividades que se requiera el uso de hablar en **audios...**”*

*P4Q9: “Pues prácticamente son **conversaciones, ejercicios de conversaciones del libro**, y aunado a ejercicios de repetir oraciones...”*

*P5Q9: “El docente **hace actividades de presentaciones**, _____ nos hacer presentar a nosotros mismos un tema, obviamente en la lengua meta y desarrollarnos frente a un público...”*

Based on the students' responses from the interview, mostly, they expressed that in their target language classes, they had concurrent speaking activities only related to the book's lesson activities to develop during the moment of speaking. According to the answers, students agreed that their speaking tasks are focused on the Cambridge book, which implies that they just developed formal, control, and artificial oral activities, but they do not develop real speaking tasks, which are about speaking informal communication. These findings confirm what Qasemi (2021) disagrees with since she claims that there must be more speaking activities in classes. Therefore, students' responses show that at school there are

speaking activities in class which help them to practice, but not to increase their communicative skills with situations of real life because the activities only focus on repetition or simulation, but not production producing a low language performance. There is no doubt that there are speaking activities in class, however, the matter is that the real second language is not considered teachable because of the rules of the Cambridge book. The next question was about the time of such activities.

4.2.2 Provide students with more time with speaking activities

One question was designed for this stage which comprehended students' opinions about their speaking activities in the class, since time is important to develop any activity that wanted to be acquired. The question was made to know students' perception about what they think in their speaking activities and to know if the time they have in speaking activities is enough to practice the oral production in their speaking activities at school. The participants' answers were written as they were spoken to be analyzed below.

4.2.2.1 Few speaking time

Tenth question: can you tell me how the time provided by the teacher gives you the chance to have enough practice?

Answers:

P1Q10: "...no, _____porque, por ejemplo, me ha tocado platicar o convivir con compañeros y tardan un poquito más, _____entonces se pierde tiempo..."

P2Q10: "No, no duran lo suficiente."

*P3Q10: "...es mínimo el hablar, _____no es como mucho porque hay diferentes alumnos, entonces cada uno debe tener su participación, pero considero que **no es como suficiente para practicar el idioma.**"*

*P4Q10: "Yo considero que **no duran lo suficiente**, _____pero siento que también tú tienes que practicarlo individualmente por tu cuenta."*

*P5Q10: "No, yo siento **que no** porque como dices_____ una actividad no solamente consta de unos minutos..." "... siento que **no es tan suficiente** como para llevar a cabo un desarrollo en la actividad _____siento que podríamos tener **un poco más de tiempo**..."*

Based on the learners' answers from the interview, they explained and agreed with each and all of them that they had speaking activities in class; however, they do not have enough time to practice their speaking ability, which indicates that they need to have more time to practice orally to help students to process the information and develop cognitive factors helping them to produce information. Also, students' responses shared that activities must be practiced outside school to have solid knowledge since the information and practice at school are not enough. Lastly, it is very important to analyze that students wanted to participate in communicative tasks; however, other students took so much time and they hogged time that was supposed to be for the rest of them, and as a result, most of them did not practice because the time was over.

This finding confirms what Shen (2019) says about the importance of time in speaking activities to practice longer since each student needs more time to have a real impact between the task and time since each student is different and some of them do not need much time to practice because of their experience with the second language. Other students need longer

time to practice because it is hard for them to develop oral production. The responses of the participants and the literature review indicate that the time to practice is not enough and as a result, the English-speaking performance decreases.

4.2.3 Teachers concern about grammar

One question was designed for this stage which had the purpose of comprehending students' opinion about their teachers' strategies in class focused on the use of grammar. The question was made to know students' perception about what they think related to teachers' concern to focus only on grammar rather than their speaking activities in class. The participants' answers were written as they were spoken to be analyzed below.

4.2.3.1 Speaking ability relegated

Eleventh question: why do you consider that most teachers focus on grammar more than oral production?

Answers:

P1Q11: "Porque yo creo que, piensan que es la parte fundamental de todo idioma, siempre he tenido demasiada gramática..."

P2P11: "... yo tengo el pensamiento que debes tener más desarrollada la habilidad oral que la escrita porque creo yo a mi parecer de que te va a ayudar mucho más en la vida..." "...quieren que aprendamos gramática por lo mismo que en un futuro no muy lejano vamos a ser profesores."

P3Q11: "Porque quizá tienen que entender cómo se estructura el idioma, como ya no tienen que entender cómo necesitamos elaborar nuestras frases para poder transmitir las..."

P4Q11: "Porque siento que la gramática es algo que se tiene que dar un profesor, y los ejercicios orales son algo más que tú tienes que practicar..."

P5Q11: “Es una base saber la gramática del idioma para todo principiante y en nuestro caso, porque el examen de la plataforma cuenta más en la calificación final...”

Based on the previous answers from the interview, the participants agreed that English teachers focus the most on grammar than communicative competence, which implies that speaking ability is relegated to the background and consequently students’ performance decreases considerably because this is unnatural due to teachers focus on written patterns before speaking patterns. Also, it is very essential to analyze that in target language courses, speaking ability is not especially evaluated, because the rest of the abilities are presented in the Cambridge test, so speaking skill is not taken into consideration. The final grade takes all the importance of the second language course.

This finding confirms what Honsi (2014) claims about the concern of the teachers to focus on grammar and speaking ability is not considered since in most programs, it is easier to assess the rest of the abilities, but oral production is forgotten by target language teachers. The responses and the literature review show that students have a proper base on grammar indeed, but speaking ability is not considered to be practice, the students get used to not practicing and when the time students want to produce it, they face their reality about not being able to speak in English as they wanted to do so.

4.2.4 Excessive use of the mother tongue

One question was made for this stage which had the purpose to comprehend students' opinion about their teachers' strategies in class. The question was made to know students' perception about what they think related to teachers' use of their mother tongue rather than the target language of their speaking activities in class. The results were written as the participants expressed them to be analyzed below.

4.2.4.1 Severity of excessive use of the mother tongue

Twelfth question: how do you consider that the overuse of the mother tongue affects students' speaking learning?

Answers:

P1Q12: "...creo que sí puede afectar cuando el oyente escucha otra cosa, especialmente si es nativo o bueno si en caso de que entiendan otra cosa..."

P2Q12: "Tal vez puede ser que te puedas confundir con tu idioma, _____ por lo que sí afecta a la larga, pero no te acostumbras a la lengua meta, eso es malo..."

P3Q12: ... sí tiene gran importancia porque si toda la vida nos pasamos traduciéndolo o intentando pensar en las ideas que queremos transmitir en inglés, es como nos enfocamos en eso y olvidamos que quizá no tenga que haber traducción..."

P4Q12: "Sí, ya que hay sonidos los cuales no están presentes en español, se debe estar en contacto con inglés en la escuela."

P5Q12: "...sí afecta mucho porque quizá nos valemos de la de la lengua materna cuando a lo mejor no queremos preguntar algo..." " ...pienso que disminuye nuestra habilidad tanto en pensar y hablar en inglés..."

Based on the participants' answers from the interview, they agreed that the overuse of their mother tongue affects their speaking performance in the long term because they are not familiarized with their speaking ability, which implies that the overuse of the mother tongue that students and teachers are getting used to provokes not practicing the target language. Also, students concluded that when teachers do not speak the second language and they use the mother tongue, the class becomes confusing because they start to think in Spanish and not in English since grammar in the second language is different from in the mother tongue. Lastly, students claimed that the use of their mother tongue affects their English learning since direct translation is not the way to learn the second language, that happens, as they said, with the sounds that are in Spanish and are not seen or corrected in English.

This finding proves what Honsi (2014), and Shen (2019) claim about school, the overuse of the mother tongue affects students' English-speaking performance since they get used to not practicing and the variation in the grammar and sounds are significantly different from the mother tongue to the second language. The answers and the literature review showed that students and teachers must stop speaking in their native language because they get used to speaking in their mother tongue and they will not master the target language. They may secure using their first language, but in the long term, it affects them since they are too used to speaking in English.

4.3. Speaking external factors

In a general view, external factors are the ones that derive from our surroundings; they can include family, friends, cultural stereotypes, and responsibilities to the society. Also, external factors can be considered as all the events that happen in the environment that such a person lives in, which in education occurs the same, in this case, the external factor involves

all the places but school. Several authors (Hemerka, 2009; Honsi 2014; Iraqi, 2019) have studied how external factors negatively influence the oral production in many students in their careers as teachers.

Three questions of the interview were obtained from the speaking external factors. At the end of each response, an analysis and discussion of the results were written as the participants expressed them.

4.3.1 Students do not have an authentic need to practice

One question was developed for this stage which had the purpose of exploring students' opinion about how much their necessity is to dominate speaking skill. The question had the purpose to know the students' point of view about why they need to master oral production. The results were written as the participants expressed them to be analyzed below.

4.3.1.1 Shared common purpose

Eighth question: can you explain your necessity to master oral production in English?

Answers:

*P1Q8: “estoy estudiando la licenciatura entonces **seré docente** en un futuro, _____entonces es necesario desarrollar esa habilidad para que posteriormente, yo pueda ayudar a mis alumnos...”*

*P2Q8: “Mi necesidad, para encontrar un buen trabajo **de docente**.”*

*P3Q8: “Pues para tener más fluidez, para poderme **comunicar con las personas** _____, y **futuros alumnos**”*

*P4Q8: “...es indispensable para dominar por completo el inglés, o sea, es súper indispensable para poder **comunicarte** con las demás personas y **alumnos**.”*

P5Q8: "...es el porqué estoy estudiando_____ y se supone que debo tener un nivel óptimo para mis alumnos..." ... mis alumnos deben de escuchar la correcta pronunciación..."

Based on the participants' answers, they agreed that their main purpose to master oral production is because of their future as English teachers because they want to become competent teachers and be role models for their future students, which implies that they are aware of the importance of the speaking production in their lives, so they are motivated to master communicative skills to become competent in the professional field. Also, students claimed that communication is another thing to master oral production since they need to talk to the world, and with the second language, which is English, they can speak to everyone since English is the most popular and dominant language in the entire world.

This finding confirms what Honsi (2014) states that students do not have an authentic need to speak in English, and when they have a future reason that benefits them, they have a high motivation for learning; however, LEI students are preparing professionally to become teachers, so they must have clear that necessity since they will have minds to form. The answers and the literature review matched because when students have an extra reason that is pointed out in future times, they have an extra motivation for learning everything they want, in this case, being competent future teachers and communicating with people in general and from other countries to establish a different kind of relationships.

4.3.2 The environment of the students

One question was developed for this stage which had the purpose to explore students' opinions about how their environments are outside of school to practice the oral production. The question had also the purpose of comprehending the students' points of view about why they practice speaking skills. The results were written as the participants expressed them to be analyzed below.

4.3.2.1 Online contact with English

Thirteenth question: can you tell me how you practice the oral production outside school?

Answers:

*P1Q13: "...sigo en videos en YouTube una página que se llama Oxford English Live..." "...yo trato de **simular que estoy hablando con alguien** más sobre mis gustos, _____y mis preferencias..."*

*P2Q13: "Yo en sí laboro **como mesero**..." "...en ocasiones llegan **personas del extranjero**, y pues ahora me dejan como encargado para **poder platicar con ellos**..."*

*P3Q13: "Practicando mediante el uso de **dispositivos, aplicaciones**..."*

*P4Q13: "Pues prácticamente es repetir oraciones y **entablar conversaciones a veces con audios**..."*

*P5Q13: "...me pongo a hablar en inglés con mis **peluches** _____y siempre se lo he dicho a todos o sea a lo mejor porque **no tengo aquí en mi alrededor como con quien platicar** o como con quien conversar e interactuar..."*

Based on the participants' responses, they agreed that they have speaking practice in the second language oral production because they have different online contacts with the English language such as apps that help them with the right pronunciation of the words, they produce their conversations with themselves so they can be fluent alone, also, it was claimed by one of them that she likes to speak English with her teddies to lose afraid of speaking in front of someone else since in her environment there are not people who talk with. Lastly, students claimed that their external jobs make them speak in English, which implies that they have English oral practice outside of school.

This finding confirms what Shen (2019) states that students' environments do not make them speak, however, he claims that only the ones who are more exposed to the target language achieve a considerable improvement in their speaking production, which is the case of these participants, they have trouble in speaking activities, but they are prone to improve eventually with the proper practice. The answers and the literature review showed that students do not have who to talk to in their environment, but they are at least exposed to the target language on their own, which implies that in a fleeting time, their speaking skills will improve with time and hard work.

Last question had the purpose to explore students' opinion about what they think is the main reason that students do not have an outstanding English-speaking performance in their academic life. The question had the purpose of comprehending the students' point of view about what they really think is the problem to achieve the speaking skill since it is the most difficult ability to acquire. The results were written as the participants expressed them to be analyzed below.

4.3.2.2 Low English-Speaking Performance

Fourteenth question: in your opinion, what is the main reason students do not have an English-speaking performance according to the target language?

Answers:

P1Q14: “Yo creo que es la práctica porque cuando tú estás expuesto y estás en contacto con el idioma, pues obviamente vas adquiriendo cierta agilidad...”

P2Q14: “Ahora sí, que no son responsables, el alumno no es responsable hace que le vale, entonces, la práctica.”

*P3Q14: “Más que nada se debe a que **no practican**...”*

P4Q14: “La falta de práctica, considero que es eso...”

P5Q14: “...no están constantemente en la producción oral y eso hace que no tengan la habilidad de hablarlo, entonces siento que la falta de constancia en el speaking es, es la razón del rendimiento oral.”

Based on the participants’ answers, they totally agreed that the main reason that students have challenges in oral production in the second language is the students’ low initiative of practice outside of school since they are not familiarized with the second language related to sounds, coherence, and fluency because school is the only place where they can practice orally since their environments outside school do not force them. This finding proves what Hemerka (2009) and Iraqi (2019) claim about students having issues with their speaking ability since they do not have contact with the target language. Besides, learners do not practice outside of a scholarly context because there must be time to dedicate

to the target language and even more time to oral production in order to achieve fluency in their speaking performance. The answers and the literature review demonstrated that students must practice more communicative practices outside of their institutions because to achieve fluency there must be real time spent in the second language.

CHAPTER V: CONCLUSIONS

In this chapter, a brief version was incorporated of the context of this investigation; including the conclusions, the research questions which were presented in chapter I. The implications and limitations that were encountered in the process of this study are also explained. Besides, some considerations for coming purposes are indicated based on the conclusions.

5.1 Research context

This investigation is concerned with the low English-speaking performance by target language IV students at LEI in Benemérita Universidad Autónoma de Puebla (BUAP). At the same time, in a global facet, this study is potentially related to communication with the entire world since the English language is considered at present as the most popular and the universal language. Therefore, the one who is capable of speaking English, can communicate with the entire world since English is spoken everywhere. However, the language must be learned first, and for that there are four macro skills to reach that objective; listening, reading, writing, and speaking; being the last one the most important, complex, and relevant for real life.

It is important to remember that referring to national aspects, according to the English proficiency (2020), claims that Mexico is the number 18 in Latin America, but on a global scale, Mexico is the number 82 with a 48.99 grade in speaking performance. Which means that, in our country, there is an extremely low English-speaking performance, and it is a significant problem due to the fact that the English language provides a lot of advantages for

students, such as personal growth, communicative relationships and better options for future jobs.

In the local context, in English teaching degree at BUAP possesses subjects that are called “Target language,” from level 1 to 5. They are especially concerned about teaching the English language to students considering the four macro skills. In particular, the speaking skill is the most important of the rest of them. According to Gillis (2013), speaking affords to place expressions jointly in a significant aspect to reminisce ideas, opinions, and sensations provides the lecturer with important benefits. Belong to LEI BUAP is part of specialized academic life so that it is vital to dominate and have a proper fluency in speaking production according to the Common European Framework of Reference of languages because students will become future teachers and a lot of students, will be in their charge, and only knowledge will speak for them. Therefore, speaking skill is the most important of the rest of them. Subsequently, there are factors that affect the English-speaking performance that students face in Target Language IV in section 004 at LEI BUAP, the whole problem begins simply with little speaking practice by the students when they are not in English classes. This study explains the challenges of low English-speaking performance through this question: What are the factors of low English-speaking performance that students face in target language IV at LEI BUAP?

This study is conducted following a qualitative approach because it is intended to obtain the main factors of low English-speaking performance that students face in target language IV according to students’ feelings opinions and perceptions. This investigation is at the English teaching degree of Benemérita Universidad Autónoma de Puebla. The participants of this study were fourth semester students at the English teaching degree of

Benemérita Universidad Autónoma de Puebla from target language IV section 004. This investigation was looking for students who have low performance and that they struggle in Speaking class. Those students were taking target language IV and the focus of the study was on five students that were selected from twenty-five students who belong to the 004 section who were chosen by their target language teacher since she was the one who knew them the most according to their weaknesses in speaking.

5.2 Conclusions

The first category belongs to speaking internal factors, which owns three indicators; introverted personality, students' concern about making mistakes, and no interest in English class. In the first indicator, which is introverted personality in this one there seems to be an agreement about how introverted personality affects English speaking performance. It implies that fear stops students from sharing what they think in a fluent way. They do not expand such practice to improve their speaking skills and their performance does not go on provoking a low communicative production. This confirms what Heriansyah (2017) claims when a student suffers from an introverted personality, he struggles with oral production as he does not practice it and his abilities to communicate are deficient. Additionally, an introverted personality affects students' performance which implicates in this case not being sure and feeling insufficient about what students know or if their teacher corrects them.

Based on the students, previous target language knowledge and the teacher's personality made them not participate or feel less safe in class then, which involves students not practicing oral production and keeping silent. This confirms what Hosni (2014) states about students are worried about committing errors so that they do not speak in class because of varied factors, like; fear of committing mistakes in front of the whole class and being

criticized by the rest of their classmates. Lastly, the feelings of being insufficient, nervous, insecure, stressful, and frustrated and with fear at the time of speaking, and because of laziness of not studying at home implies that students' performance decreases. So, this affirms what Heriansyah (2017) and Honsi (2014) say about those internal problems, being pressed by the context and laziness affecting the English-speaking ability. The students' responses and the literature review showed that students need to be more understood about what they feel since all the internal emotions are vital to develop a high cognitive process, while learning a second language is a significant cognitive process.

Then, in the second indicator, which belong to students concern about making mistakes reveals about why do not students have the desire to participate in speaking exercises, which are; not find the way to express what they want to have in mind, sometimes, they do not have an idea or do not care, fear to commit mistakes about not be sure or feel insufficient how to use the language in front of the whole group, and curiosity to know what their fellow classmates think which implicates students not participate actively in class. This proves what Qasemi (2021) claims about students not participating in class because they do not have anything to say and sometimes, they are not interested in the second language class. Equally, in the same indicator, it was agreed that in the classroom where students belong, their classmates make fun of a person when he makes oral mistakes, which implicates that students are bullied by their own classmates, and it provokes that people who want to participate next do not do it because of fear of awkward jokes. This confirms what Heriansyah (2017) and Honsi (2014) say about students avoiding participating in class due to comments by classmates that make them feel stupid or less intelligent. Students' answers indicate that they

do not participate in class because of jokes of their own classmates and that makes them not participate again, which decreases their speaking performance.

Lastly, it was arranged about when a person makes an oral mistake and students' classmates make jokes, the ones who spoke share the feeling of being in an awkward moment and being ashamed of that situation. Also, students agreed that when there are unnecessary jokes in class, the feeling of participating disappears eventually. This confirms what Honsi (2014) says about students avoiding participating because of their classmates' rude attitudes. The information reveals that jokes make students not participate communicatively, which implicates their speaking performance decreases not only in the class they were criticized by their classmates, but the rest of their classes.

In the next indicator, which is students are not interested in the subject in class, it was concluded that there are some causes about why people in general consider English a boring subject, which are because of their previous English teachers, grammar and theory are overuse in class, and only translation is taught, which implicates that people are not involved seriously in the subject and they consider it repetitive. This reveals that people in general are not interested in English because of their unlucky previous experience with the second language learning classes. As a result, speaking ability is totally forgotten because of the overuse of grammar and translation.

The second category belongs to speaking institutional factors, which owns four indicators; students need more speaking activities, provide students with more time with speaking activities, teachers only concern about grammar, excessive use of mother tongue. In the first indicator, which is students need more speaking activities reveals that they express in classes, students have speaking activities only related to the book's activities to develop

during the moment of speaking, which implies they just developed control and artificial oral activities, but they do not develop real speaking tasks. These findings confirm what Qasemi (2021) disagrees with since she claims that there must be more speaking activities in classes. Therefore, students' responses show that at school there are speaking activities, but not to increase their communicative skills because the activities focus on repetition or simulation, but not on real production provoking a low language performance.

The second indicator, which is provide students with more time with speaking activities, reveals that students have speaking activities, however, they do not have enough time to practice the speaking ability, which indicates that they need to have more time to practice orally in order to help students to process the information and develop cognitive factors helping them to produce information. This confirms what Shen (2019) says about the importance of time in speaking activities to practice longer since each student needs more time to have a real impact between the task and time. It indicates that the time to practice is not enough to master the language and as a result, the English-speaking performance decreases.

In the third indicator, it was agreed that English teachers focus the most on grammar than communicative competence, which implicates that speaking ability is relegated to the background and consequently students' performance decreases considerably because this is unnatural due to teachers focus on syntax's patterns before than speaking patterns. This confirms what Honsi (2014) claims about the concern of the teachers to focus on grammar and the speaking ability is not considered. It shows that students have a proper base on grammar, but oral production is not considered to be practice, the students get used to not

practice and when students want to produce it, they face their reality about not being able to speak in English.

In the last indicator of institutional factor reveals that it was they agreed that the overuse of mother tongue affects students' speaking performance in long term because they are not familiarized with speaking ability, which implicates that the overuse of mother tongue that students and teachers are get used to provokes not practicing the target language. This proves what Honsi (2014), and Shen (2019) claim about at school, the overuse of mother tongue affects students' English-speaking performance since they get used to not practicing or forcing them to use the foreign language to get familiarized with it. It indicates that students must stop speaking in their mother tongue because they get used to speaking in their mother tongue and they will not master the target language. They may secure employing their mother tongue, but in long term, it affects them since they are too used to speaking in English.

The third category belongs to speaking external factors, which possesses two indicators; students do not have an authentic need to practice and students' environment. In the first indicator, it was agreed that students' purpose to master the oral production is because of their future as English teachers since they want to become competent teachers and be models for their future students, which implicates that they are aware about the importance of the speaking production in their lives. This confirms what Honsi (2014) states students do not have an authentic need to speak in English, however LEI students are preparing professionally to become teachers, so they must have clear that necessity.

The second indicator, which is students' environment, reveals that they have practice in the English oral production because students have online contact with the English language, they produce their conversations with themselves, and their external jobs make them speak

in English, which implicates that they have English practice out of school. This confirms what Shen (2019) states that students' environments do not make them speak, however he claims that only the ones who are more exposed to the target language achieve a considerable improvement of their speaking production, which is the case of these participants, they have trouble in speaking activities, but they are prone to improve eventually.

5.3 Research questions

At the beginning of this work, three research questions were proposed, and they are answered below.

The first research question:

- What are the factors of low English-speaking performance in Target Language IV at LEI BUAP in section 004?

In this investigation, three categories were considered, and they were concluded as the factors of low English-speaking performance. These ones are speaking internal factors, speaking external factors, and speaking institutional factors. They were considered because, in a second language learning process, knowledge to learn a certain language, especially speaking, is presented everywhere. Once the main factors were considered, according to the theoretical framework and analyzing the structured interview used in the study, the main reason that students present low English-speaking performance is mainly provoked by little practice outside the scholarly environment since dominating the speaking skill is mandatory to be touched with the language, which means that a student must practice outside school.

The second research question:

- What is the impact of the low English-speaking performance when students take Target Language IV at LEI BUAP in section 004?

According to the interview and their target language teacher, most of the participants presented they had problems with oral production, which allowed the benefit of this study since students who dealt with communication skills were perfect for the instrument. Also, fourteen questions were developed to know in a deeper way how students deal with their speaking ability and their factors. In most of these items, the results showed that they struggled especially at school because they declared activities need to be initiative-taking. In addition, the participants claimed they had issues finding someone to practice with them in the oral production outside school, which contributes that communication in the second language does not even develop since we are social beings.

Afterwards, according to the instrument, the participants are aware of the problem they have and how it may affect their future, which implicates the impact they are suffering at this time. At the same time, the participants do their best to increase their speaking skills by using the technology on their advantage they possess at home to be prepared for the future, which makes them do something to improve eventually.

Third research question:

- What is Target Language IV students' perception of their English-speaking classes at LEI BUAP in section 004?

All the participants who were part of this investigation and their target language IV teacher declared that they had always had problems with their speaking ability, which implied

that their perception of the oral production was similar. According to the instrument used in this study, the results showed that participants consider challenging their English skills, especially, the oral production in the second language, however, they are in contact with the language to improve their speaking skill. At the same time, in their English-speaking classes, students declared that they indeed have speaking activities, however, students need more time to develop and that such activities, also, such there must be real communication activities and set aside a bit the Cambridge book, so they become more challenging to push themselves to practice more.

5.4 Implications

This investigation allowed us to define the factors involved in the development of English-speaking production, and the main reason which Target Language IV students at Licenciatura en la Enseñanza del Inglés (LEI) faced to provoke low English-speaking production was determined. This study was conducted through theoretical investigation and then, the application of an instrument, which in this case was a structured interview. The results obtained will be useful for English learners and teachers to reflect and predict challenges that they could face since these problems concern teachers and learners who engage in the English language learning process.

5.5 Limitations

This study had potential limitations. First, this investigation was only focused on Target Language IV students from the 004 section, which did not include Target Language students from I to V and their respective sections. Then, the study only took students who assist in the morning, which did not include the students who attend in the afternoon. Another limitation is this study only contemplated students, and the teachers are not considered. This

research only contemplated the students from Puebla and especially, the ones who are taking the English teaching degree. Finally, this investigation only considered the speaking ability, which means the other three macro skills were not considered. The results would have had a better range of answers if the investigation had a quantitative perspective, since it works with a lot of people. Also, since this study was made during pandemic time, the interaction was fully online and in the answers of a participant in the interview, she had some technological issues, which face to face would not be any problem.

5.6 Directions of further research

This study focused on target language IV students' English-speaking challenges during the summer of 2022, especially one group who belonged to section 004 at LEI BUAP that participated in answering the structured interview. It is mandatory to apply the instrument to more people, especially the student population to have a bigger sample; this action can make deeper conclusions since students' perspectives change over time. Also, teachers who have target language classes must be considered to have a different point of view about this problem. The instrument was designed through a qualitative perspective, so, it is mandatory to focus on a qualitative analysis to understand and explain the problem from a quantitative perspective. In addition, it must be essential to apply the instrument since target language I, so that teachers have in mind how students feel and are prepared for speaking skill.

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Appendix

Appendix I: Original instrument

1. Why do you think that a timid personality affects students' speaking performance?
2. How do you feel at the moment to participate in English-speaking exercises?
3. How do you feel when you do not have arguments to participate in class?
4. Why don't you have the desire to participate orally in an active way during your English classes?
5. How do your classmates react when someone makes an oral mistake?
6. And how do you feel about that reaction?
7. Why do you consider that people, in general, think English is a boring subject?
8. Can you explain your necessity to master oral production in English?
9. Can you explain what the teacher does to provide you with oral practice in class?
10. Can you tell me how the time provided by the teacher gives you the chance to have enough practice?
11. Why do you consider that most teachers focus on grammar more than oral production?
12. How do you consider that the overuse of the mother tongue affects students' speaking learning?
13. Can you tell me how you practice the oral production outside school?
14. In your opinion, what is the main reason students do not have an English-speaking performance according to the target language?

Appendix II: Applied instrument

1. ¿Por qué piensas que una personalidad tímida afecta el desempeño de habla en inglés?
2. ¿Cómo te sientes al momento de participar en ejercicios orales de inglés en clase?
3. ¿Cómo te sientes cuando no tienes argumentos para participar en clase durante ejercicios orales?
4. ¿Por qué no tienes el deseo de participar oralmente de manera activa durante tus clases de inglés?
5. ¿Cómo reaccionan tus compañeros cuando alguien comete errores orales?
6. ¿Cómo te sientes con esa reacción?
7. ¿Por qué piensas que la gente en general considera aburrida a la asignatura de inglés?
8. ¿Podrías explicar tu necesidad de dominar la habilidad de producción oral?
9. ¿Podrías explicar cómo te provee tu docente la lengua meta con actividades de producción oral en clase?
10. ¿Podrías explicarme si las actividades de producción oral duran lo suficiente para que puedas practicar?
11. ¿Por qué consideras que los profesores se enfocan más en la gramática que en la habilidad de producción oral?
12. ¿Cómo consideras que el uso excesivo de lengua materna afecta el aprendizaje de habla?
13. ¿Podrías decirme cómo practicas la producción oral fuera de la escuela?
14. En tu opinión, ¿cuál es la razón principal que los estudiantes no tienen un rendimiento adecuado de la producción oral?

Appendix III: Consent letter

Consentimiento Informado

Yo, Joyce Yunuen Cortes Torres declaro que he sido informado e invitado a participar en una investigación denominada "English speaking performance challenges that students face in Target language IV in section 004 at LEI BUAP", este es un proyecto de investigación que tiene como finalidad recabar información para el desarrollo de un proyecto de tesis, y que, además, cuenta con el respaldo de la (Facultad de lenguas).

Entiendo que este estudio busca conocer (las razones de bajo rendimiento en la producción oral de inglés) y sé que mi participación se llevará a cabo en (la plataforma zoom), y consistirá en responder una entrevista estructurada que demorará alrededor de 15 minutos, la información obtenida será de manera confidencial y para propósitos exclusivamente académicos, por lo que la identidad y la información será de tipo anónima. Los nombres de los participantes serán asociados a un número de serie, esto significa que las respuestas podrán ser conocidas por otras personas y ser identificadas en la fase de publicación de resultados obviando la identidad de los participantes.

Estoy en conocimiento que los datos no me serán entregados y que no habrá retribución económica por la participación en este estudio, esta información podrá beneficiar de manera indirecta y por lo tanto tiene un beneficio para la sociedad dada la investigación que se está llevando a cabo.

Sí. Acepto voluntariamente participar en este estudio y he recibido una copia del presente documento.

Firma participante:



Fecha: 10/02/22

Appendix IV: Fragments of participants' answers in the interview

Participante	1. Personalidad tímida	2. Participar en ejercicios	3. Argumentos	4. No tener deseo de participar
P1	Porque no se sienten lo suficientemente segura para compartir sus emociones o no encuentran la forma en la que pueden compartir lo que siente, lo que piensan, a través del idioma.	.- Pues, eh, cuando la profesora se dirige hacia a mí, pues, no me incomoda, no me siento mal, al contrario, es como que me hace sentir parte de la clase y pues buen, cuando lo hago, yo por mi cuenta no me molesta en lo absoluto participar en clase.	Pues me siento como insuficiente, por así decirlo, que, pues siento que me veo mal, que no estoy estudiando o poniendo de mi parte debido a que no conozco el tema.	Bueno, en algunas ocasiones no he podido participar porque no encuentro la forma de decir lo que yo quiero decir utilizando el idioma, por ejemplo, de repente quiero traducir del español al inglés y en lo que empiezo a procesar la información, pues bueno, pierdo tiempo.
P2	Por lo mismo que la persona está, o sea, no tienes la facilidad de palabra, tiene miedo a equivocarse o que los demás lo vean mal.	En ocasiones como ahorita, me lo acabas de mencionar, como que sientes con temor de que alguien te vaya a decir algo o que el profe te vaya a corregir de manera agresiva.	Por una parte, te sientes nervioso porque no tienes nada que decir, pero pues te motiva a por lo menos investigar y pues aprender lo que acabas de ver.	En ocasiones porque no sé o porque me vale
P3	Porque no tiene conocimiento ante algún tema	Un poco insegura porque no practico seguido el inglés, entonces a veces me da miedo y dejo que los demás hablen.	Insegura porque pues no tengo como cosas que decir sobre los temas que estamos abordando y dejo que el compañero que más habla lo haga	Por cometer errores quizá, el no poder usar bien el idioma puede que me afecte un poco y las ganas desaparecen
P4	Porque una personalidad tímida no permite que te desarrolles tanto en el lenguaje con en el audio. No eres tanto tímido para preguntar como para desarrollarte hablándolo	En lo personal, yo soy tímida, soy de esas personas tímidas, entonces no me siento con la confianza o con la seguridad de desarrollar mi inglés enfrente de la gente.	Es un poco estresante o frustrante porque no puedo desarrollarme como yo quisiera ya que sí quiero, pero nada más no	Tal vez porque no tengo las herramientas suficientes y eso aunado a que soy una persona tímida, no me deja participar y pierdo interés

Variable chart

Dimension	Indicator	Operational definition
Speaking internal factors	A. Introverted personality	The personality of the students is timid and not confident, which affects proper participation in class and explains that an introverted personality harms oral production.
	B. Students' concern about making mistakes	Students are worried about committing errors so that they do not speak in class, and they are afraid of their classmate's making fun of them.
	C. Students do not have anything to say in class	They do not have arguments or are willing to participate in class.
	D. They are not interested in the subject	Students consider English a boring subject.
Speaking external factors	A. The environment of the students does not force them	Students avoid speaking outside of school because their environment does not force them to do so, and as a result, they do not practice.
	B. They do not have an authentic need to practice	Students do not see an authentic need to speak English since in their context is not necessary to practice the oral production, which the external motivation determines if someone learns.
Speaking institutional factors	A. Students need more activities	Students need to have more speaking activities provided by teachers at school to increase their oral production
	B. Provide students with more time with speaking activities	More time to accomplish the activities to practice the most.
	C. Teachers only concern about grammar	Mostly, grammar is the most taught in English class and the oral production is totally forgotten.

	D. Excessive use of the mother tongue	The overuse of the mother tongue affects that students do not get used to the English language and that makes them easier for them.
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