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Factors that Hinder Students' Participation and Performance on Evaluated Oral Activities in Intensive Advanced English II during Semester II-2017 of the University of El Salvador

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Presented by:

Reina del Carmen Ortíz Arévalo

David Antonio Granados Flores

Advisor:

Licenciado Manuel Alexander Landaverde Castillo

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COORDINATOR OF THE GRADUATION PROCESS

MASTER MANUEL ALEXANDER LANDAVERDE CASTILLO

RESEARCH ADVISOR

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INTRODUCTION

In the research project called "Factors that Hinder Students´ Participation and Performance on Evaluated Oral Activities in Intensive Advanced English II during Semester II-2017 of the University of El Salvador", the researchers carried out an investigation to find out the most suitable and most important explanations for the situation exposed.

In order to develop a well-structured research project, the researchers got involved into a deep theoretical analysis in order to gather information with the aim of getting updated with all the causes that affect people's development while speaking English in public, how these causes affect their performance, and the different solutions that experts provide to overcome the problem of public speaking. On the other hand, the researchers developed the statement of the problem in order to describe all the challenges that students face at the moment of speaking English in public, and how these challenges affect their academic development.

The researchers conducted a deep library research in order to set a theoretical base with the principal objective of gathering relevant and necessary information to find out all the factors that affect people's public speaking. After that, the researchers worked on the operationalization of variables in order to organize the hypothesis, set the variables and developed the indicators for creating the tools that were used to gather the information. Moreover, the researchers elaborated the methodology in order to illustrate, and organize all the steps to follow at the time of carrying out the investigation.

Doubtlessly, in order to execute an excellent research, the research team carried out observations, interviews, questionnaires and checklists with the objective of gathering data from the mentioned students to change into excitement the reasons why they are afraid of speaking

English in public inside or outside the classroom, to improve the oral production skills assessing them, and to analyze their study habits with the aim of providing tips that will help them overcome their challenges when speaking English in public inside and outside the classroom.

1. ABSTRACT

The research study "Factors that Hinder Students´ Participation and Performance on Evaluated Oral Activities in Intensive Advanced English II during Semester II-2017 of the University of El Salvador" talked about the challenges that Intensive Advanced English students face when speaking English in public whether inside or outside the classroom. The core of this research laid on two main objectives: how to transform the reasons why the mentioned students are afraid of speaking English in public inside or outside the classroom into excitement, and how to improve their oral production skill. In order to carry out this investigation, the researchers developed a descriptive and explanatory study under the qualitative paradigm.

During this study, the involved students were asked to provide certain information, which was gathered through interviews, checklists, and questionnaires for later analysis and interpretation. In addition, the information was organized in graphs and tables to make its representation more understandable for future investigations about the topic. The population involved in this project was one hundred twenty students of the mentioned subject taking a sample of nine students randomly from each advanced English group of the University of El Salvador in the second semester of 2017, making thirty-six students as a total. Moreover, the researchers provided some tips on how to overcome the challenges that students may face when speaking English in public inside and/or outside the classroom at the end of this project.

2. OBJECTIVES

2.1 GENERAL OBJECTIVES

a) To determine what are the main factors that hinder the oral performance Advanced English II Students of the University of El Salvador in the second semester of 2017

b) To improve the oral production skills with intensive advanced students of the English language of the University of El Salvador

2.2 SPECIFIC OBJECTIVES

a) To find out if nervousness and anxiety affect intensive advanced English students' performance when speaking English in public either inside or outside the classroom

b) To determine if the lack of practice of the English language outside the classroom lowers students' grades in oral evaluations.

c) To measure students' time to practice the target language inside and outside the classroom and measure progress with their practice

d) To provide students some tips to help overcome the challenges they may have when speaking English in public either inside or outside the classroom

3. JUSTIFICATION

This research was of great importance since it provided a broader understanding on the ways advanced students of the English language of Licenciatura en Idioma Inglés Opción Enseñanza and Modern Languages of the University of El Salvador in the second semester of 2017 can transform public speaking fear into excitement to improve their oral production skills. This research, moreover, helped to determine the results that this phenomenon has on the students' academic development and success. Therefore, this research study was also helpful for English teachers since once stablished and explained the ways and results that students' fear of speaking English in public carries, they were able to create suitable strategies and to choose a methodological approach on how to help students look for the better way to overcome and transform their fear of speaking English in public into excitement, so Intensive Advanced English students could improve their confidence and their language production skills. In this way, English teachers contributed boosting an accurate enhancement in students' speaking skills.

Besides, this research was worth carrying since it provided students with strategies and recommendations on how to face and cope with their fear of speaking English inside and outside the classroom. Through this research, not only students who took Advanced English during the second semester of 2017 were favored, but also students who will study advanced English during the following terms since it contributed with useful data to improve students' performance when speaking English in public either inside or outside the classroom. Finally, this research provided some recommendations and ideas for further studies or investigations on oral production skills related topics.

4. LITERATURE REVIEW

4.1 THE NATURE OF THE SPEAKING SKILL

It is mentioned in the literature that, naturally, to speak means to produce some words representing one's ideas. It is a process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney, 1998, P. 13).

In line with this issue, there have been some relevant researches conducted. Nunan (1999); Schwartz (2005); and Thornbury (2005) argue that psychological factors such as anxiety or shyness, lack of confidence, lack of motivation, and fear of mistakes are the factors commonly that hinder students from speaking.

Another study conducted by Koichi Sato (2003) finds that students of English are not highly competent in speaking because of their fear of making mistakes. Students fail to join in the English discussion because of their vocabulary problems and fear of making mistakes resulting in their inability to speak English well. In addition, she says that students find speaking English a stressful activity especially if they have to perform something using English.

4.2 PSYCHOLOGICAL FACTORS

It has been mentioned earlier that there are some psychological factors that hinder students from practicing their speaking in English class. Each of them is explained below.

4.2.1 Fear of Mistake

As argued by many theorists, fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom (Yi Htwe, 2007; Robby, 2010). With respect to the fear of making mistake issue, Aftat, (2008) adds that this fear is linked to

the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity (Hieu, 2011).

Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

4.2.1.1 Causes of Fear of Mistake

The primary reason of fear of mistake is that students are afraid of looking foolish in front of other people and they are concerned about how other will see them (Kurtus, 2001). In addition, Hieu (2011) and Zang (2006) cited in He and Chen (2010) explain that students feel afraid of the idea of making mistakes as they are worried that their friends will laugh at them and receive negative evaluations from their peers if they make mistake in speaking English. Students' fear of making mistakes in speaking English has been a common issue especially in an EFL context like in Indonesia. As argued by Middleton (2009), most EFL students are afraid to try and to speak in a foreign language they learn. In this context, as he adds, students do not want to look foolish in front of the class. In some other cases, they also worry about how they will sound, and are scared of sounding silly and so on.

4.2.1.2 Possible Solutions to Overcome Fear of Mistake

In terms of possible solution to overcome students' fear of mistakes, Zua (2008) gives several suggestions. First, she suggests that emotional bonds between students and teachers should be built. This way, the students are expected to feel comfort with their teacher and believe that the teacher will help them if they make mistake. Second, Zua further states that the teacher should improve the students' concentration when learning English. This can be done, as she suggests, by creating a supporting learning atmosphere. Finally, the last suggestion is that the teacher creates a harmonious atmosphere that can reduce students' nervousness. In this context, how to deal with errors in conversational English of students is worth discussing and emphasizes that mistakes in communication are keys to carry out a communication.

4.2.2 Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in speaking. Therefore, paying attention on this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom (Gebhard, 2000). In line with this, Baldwin (2011) further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say.

This theory is also supported by the result of this research in which most students fail to perform the speaking performance at their best. As they say, their inability to show their skills in speaking

is also influenced much by their feeling of shyness. In other words, it can be said that shyness plays an important role in speaking performance done by the students.

4.2.2.1 Causes of Shyness

With regard to the cause of shyness, Bowen (2005) and Robby (2010) argue that some shy learners are caused by their nature that they are very quiet. In this case, the students are not very confident and tend to be shy because most of them find it very intimidating when speaking English in front of their friends and teacher. In addition, Saurik (2011) indentifies that most of English students feel shy when they speak the language because they think they will make mistakes when they talk. They are also afraid of being laughed at by their peers. This fact is also found in the data of this study that students' shyness is their perception on their own ability. In this sense, they are afraid of being laughed at by their friends due to their low ability in speaking English.

4.2.2.2 Possible Solutions to Overcome Shyness

In terms of possible solutions to overcome shyness, Pesce (2011) says that it is urgent that teacher creates a friendly and open classroom environment. By doing this, shy students are hoped to feel fine of making mistakes in their learning. This way, students will not worry of their imperfect pronunciation and grammar. As a result, they dare to speak in their speaking class. Solving the shyness problem, Chinmoy (2007) suggests that in order to help students to be more confident in their speaking that convince students to look upon shyness as a thing to overcome and do not fear failure or success. The above solutions to reduce shyness are worth doing. As said by students involved in this study, their feeling of shyness needs to be solved. In this case, they need guidance from their teachers.

4.2.3 Anxiety

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language (Horwitz et all cited in Nascente, 2001). Further Nascente writes that, among other affective variables, anxiety stands out as one of the main blocking factors for effective language learning. In other words, anxiety influences students in learning language. Therefore, paying attention to this factor of learning should also be taken into consideration.

The fact that anxiety plays an important role in students' learning is also shared by other researchers like Horwitz (1991) as cited in Sylvia and Tiono (2004). He believes that anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent than they really are. This explanation suggests that teachers should make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity.

4.2.3.1 Causes of Anxiety

Regarding the causes of anxiety, Horwitz and Cope (1986, in Zhao Na, 2007) based on the findings of their study, found out three main causes of students' anxiety i.e communication apprehension, test anxiety and fear of negative evaluation. The communication apprehension refers to the students' ability to communicate in the target language. Their low ability in this aspect, in many cases, causes anxious feeling among many students. The second cause which is test anxiety deals with students' fear of being tested. The last cause has to do with other students' evaluation. In this case, as mentioned above, very often that other students' evaluation causes anxiety among students themselves. In addition, fear of being evaluated by their teachers is also

another factor affecting students' anxiety (Liu, 2007; Zhou, et all 2004). All these show that understanding students better and being skillful in managing classroom should be part of the teachers' concern. As suggested by Harmer (2007), to reduce this anxiety feeling, teachers need to pay attention to each students' strengths and weaknesses so that they can create a learning method which accommodates all students in the classroom.

4.2.3.2 Possible Solutions to Overcome Anxiety

In order to overcome anxiety, Koichi Sato (2003) on his research about improving students' speaking skills suggests that teachers should be more careful about anxiety which can be intense in students and find techniques that allow students to participate more in oral activities. In addition, providing students with positive reinforcement (Keramida, 2009), motivating students (Christophel, 1990; Frymier, 1993 cited in Keramida,2009) and creating an ease environment in class are important to be noticed by the teacher since it can lower students' anxiety, increase their confidence, and encourage their willingness to communicate (Chan, 2002 cited in Noon-ura, 2008). Dealing with anxiety in students' learning, Tsui (in Nunan, 1999) explains that to deal with the reluctant students, teachers should accept a variety of answers. This way, the students can feel more confident in answering the teacher questions and participating in every activity of the class.

4.2.4 Lack of Confidence

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. In response to this, Tsui cited Nunan

(1999) says that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. This shows that building students' confidence is an important part of teacher's focus of attention. This means that the teacher should also learn from both theories and practical experience on how to build the students' confidence.

4.2.4.1 Causes of Lack of Confidence

He and Chen (2010) state the main cause of students' confidence is their low ability in speaking English. In this case, as they add, many students think that their English is bad and feel that they cannot speak English well. The other cause of students' lack of confidence also deals with the lack of encouragement from the teacher (Brown,2001). In this context, many teachers do not think that convincing students that they are able to speak English is important. As a result, as Brown adds, students find the learning demotivating rather than motivating. This suggests that encouragement becomes a vital thing in order to build the students' confidence. Therefore, giving students encouragement and showing that they will be able to communicate well in English plays a role in students' success of learning.

4.2.4.2 Possible Solutions to Overcome Lack of Confidence

With regard to possible solutions to overcome the students' lack of confidence, Ye Htwe (2007) shares the strategy to build students' confidence. He says that maximizing students' exposure to English is a good way to build the students' confidence. In line with this, Kubo (2009) adds that to build students' confidence to speak English, teachers can provide regular opportunities to practice proper pronunciation and intonation, and to converse freely. By doing

this, students will experience a greater sense of ability to speak English. Therefore teachers should create a comfortable atmosphere in which learners are encouraged to talk in English and are praised for talking.

4.2.5 Lack of Motivation

It is mentioned in the literature that motivation is a key to students' learning success (Songsiri, 2007). With regard to the issue of motivation in learning, Nunan (1999) stresses that motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. Zua (2008) further adds that motivation is an inner energy. She says that no matter what kinds of motivation the learners possess it will enhance their study interest. It has been proven in many studies that students with a strong motivation to succeed can persist in learning and gain better scores than those who have weaker motivation of success showing that building students' motivation to learn is urgent for every teacher.

4.2.5.1 Causes of Lack of Motivation

With respect to the causes of lack of motivation, Gardner in Nunan (1999) elaborates the causes of the students' lack of motivation e.g. uninspired teaching, boredom, lack of perceived relevance of materials and lack of knowledge about the goals of the instructional program. These four, as he further says, very often become source of students' motivation. Uninspired teaching, for example, affects students' motivation to learn. In this context, a monotonous teaching, in many cases, reduces the students' motivation due to their feeling of boredom. This shows that paying attention to those four factors is vital.

In response to the issue of motivation, Babu (2010) argues that lack of motivation in learning causes students' hesitation to speak English in the classroom. He says that the background of this situation is that students are not motivated by the teachers towards the communication in English. In line with what Babu says, Siegel (2004, in Aftat, 2008) believes that motivation is a product of good teaching. In his further explanation, Aftat emphasizes that to motivate students to learn well and actively communicate in English, teachers should have passion, creativity and interest in their students. In other words, students' motivation is really influenced by the teachers' teaching performance. Therefore, it is important that teachers also show enthusiasm in their teaching performance.

4.2.5.2 Possible Solutions to Overcome Lack of Motivation

Aftat (2008) suggests that to encourage students' motivation, teachers should provide constant encouragement and support as well ask questions that reveal the basis of a students' problems. Doing this becomes very important because encouragement also gives students a feeling of secure and welcome in their learning. Other suggestions to increase students' motivation are shared by Liu and Huang (2010). They say that to overcome students' lack of motivation, teachers can do activities like promoting students' awareness of the importance of English, enhancing students' interest in English, and developing their self-confidence.

Many researchers have analyzed what prompts speech anxiety in students and how some of those fears can be alleviated not only by the teachers but also by their fellow students. Bodie (2010) analyzes past studies examining the causes of speech anxiety. Behavioral speech anxiety refers to the behaviors that the speaker experiences from other observers. This anxiety is usually determined by the readiness of the performer and how comfortable they are with the audience.

Public speech anxiety demonstrates the relationship between the speaker and the idea of the performance. This form of anxiety forces the speaker to experience physiological arousal and negative self-focused thoughts in response to an expected or actual presentation. High levels of public speaking anxiety can result in poor speech preparation and decision-making and can negatively affect performance (Bodie, 2010). The impact of anxiety has the ability to last for years if not handled effectively. Bodie highlights studies on the connection between stress and communication (Behnke and Beatty's, 1981). One study is a survey of 32 students in a speech class by testing their heart rates to understand how prepared each student was (Bodie, 2010). The other is a survey of 146 men in a speech class that examines their heart rates before and after the speech performance (Finn, Sawyer & Behnke, 2009). It is common for students to experience faster heartbeats and shaking hands while giving a speech. The effect of having attention takes over the body's resting state and can affect the speaker's voice and overall speech. Speakers who show signs of high anxiety are more likely to panic while delivering a public presentation than someone who is able to control their anxiety. Ways to avoid negative experiences involve the student being exposed to a therapeutic activity because it is believed to reduce panic prior to the actual speaking event (Finn, Sawyer & Behnke, 2009). Students are more likely to not pay full attention to a student whose fear of public is on full display and not handled effectively.

There are many things that could affect a student's high anxiety before a speech and one of those factors could be the fear of failure. Martin and Marsh (2010) examined how the possibility of failure in a class motivates different students in different ways. Some students are optimistic about failure while other students accept failure and make excuses to make themselves feel better and to give them a reason to not change their behavior. One reason students may have anxiety and fear before a presentation is because the student is unprepared for the speech.

Presenting speeches in class is not the only way that students can engage in learning in the classroom. Student engagement can also come from participation from students during lectures.

Holmes (1997) talks about how students may fear even just participating in class because of a lack of confidence in their answers. She discovered how getting students to move around in a classroom and getting the students to engage in the lecture at the same time increases class participation. This provides baby steps for helping students gain confidence in answering questions and offering comments in a classroom setting. So for students who may lack confidence this may be a good technique for teachers to begin doing to get their students to open up (at least at the beginning of a semester). While answering questions incorrectly or offering a comment a student is unsure about may seem daunting several research shows that support in the classroom may alleviate these feelings (at least when is come to participating in class (Holmes, 1997)). Rocca (2007) explores reasons and ways for college students to engage and participate more. A number of factors can affect if a student will participate in class or not; things like student confidence, teacher's enthusiasm, and even what gender a student is may influence how much or how little they participate in the class. Rocca (2010) also reveals what the benefits of participating in a classroom can be; the more students participate the more they feel they are a part of the process, participation leads to motivation and even more confidence. The more a student participates in class the more comfortable they feel which leads to higher motivation to do well and higher learning, all these factors not only have a positive influence on the students but also on the professor. However, according to Carmack and Galanes (2013), student to student relationships are just as important at creating a comfortable college classroom, not just teacher student interactions. In today's classrooms student look to each other a lot more for support whether it be with study groups or getting the help of peer reviewers college students now require

a lot more support from not just the faculty but from other students as well. Carmack and Galanes (2013) note that having the support of not just the professor but the entire class behind you can increase a students' confidence in the classroom and can lead to more participation and it may even affect a students' confidence when it comes to present in a classroom. Understanding things like student personalities, their gender and background, and how students' interact with one another can display patterns of participation in the classroom and patterns of comfort and confidence in the classroom. There are also other ways (other than student support) that can influence how comfortable students are engaging and presenting in front on classes.

Hunter, Westwick, and Haleta (2014) focused their research on how males and females cope with glossophobia, which is the fear of public speaking. The researchers began by taking a cross cut of several different students. The sample size included men and women from different majors and ages between 18 and 41. The study had the teachers giving positive reinforcement to all the public speakers in the class. While towards the beginning of the class women tended to have higher anxiety when it came to giving speeches at the end of the semester the anxiety level between men and women was the same. This could be attributed to the fact that each time a student went up to give a speech they were given positive feedback from the instructor, therefore, each time after their initial speech it become easier and less stressful since the participants knew that at the end they would be given positive remarks by the teacher in front of the whole class (Hunter, Westwick, and Haleta, 2014). One cannot only look at the anxiety levels over the course of an entire semester, but we can also examine how anxiety levels may decrease during the course of the speech itself. Finn, Sawyer, and Schrodt's (2009) research discovered that the part or the speech that students perform the worst is the first two minutes. Many students fear comes from a place of being unprepared. Leading up to a speech in front of the class the student may be

wondering if they practiced enough, if they can remember everything they want to talk about, and remembering to have good stage presence. These thoughts may be running through the speakers minds when he/she starts to deliver the speech, however, these fears start to dissipate the deeper and deeper the speech goes on. Also, throughout the course of their research it was discovered that the more speeches a student has to give in a semester the more comfortable he would become with presenting the speeches by the end of the semester. In essence the practice made students more at ease when public speaking was involved (Finn, Sawyer, and Schrodt, 2009).

Anxiety is a physiological response and generally defined as "a state of apprehension, a vague fear" (Scovel, 1991, p.134). It seems difficult to describe in a simple and exhaustive manner, as it raises many kinds of sources associated with particular contexts or situations that individuals perceive threatening according to their unique frame of reference (Eharman, 1996). Previous anxiety research suggests that there are roughly two types that can be experienced at different psychological levels (Spielberger, 1983; Levitt, 1980). At a global level, anxiety is viewed as a permanent trait, as some people are predisposed to be anxious. At a more local or situational level, anxiety can be experienced in response to a particular situation or act (Brown, 1994), for instance, in giving a speech. However, the question of how these constructs relate to second language learning contexts is still under debate, although several interpretations of language anxiety are offered in terms of the situational nature of anxiety (MacIntyre &Gardner, 1991).

According to Tobias (1979, 1980, 1986), anxiety may work as a mental block to cognitive performance at all three cognitive stages: Input, Processing, and Output. In other words, anxiety arousal, which is typically associated with self-deprecating thoughts, fear of failure, or worry

over performance procedures, may compete for cognitive resources that normal cognitive processing will demand.

The fear of public speaking (i.e., speaking before a group) is a specific, communication-based anxiety in which individuals experience physiological arousal, negative cognitions, or behavioral responses to real or anticipated presentations. Public speaking anxiety (PSA) has been highly researched, often focusing on the causes, the correlations with other factors, and the treatments to help those who are anxious overcome their speech anxiety.

Public speaking anxiety—classified as a social anxiety: "the threat of unsatisfactory evaluations from audiences"—can become a phobia with devastating effects or, at least, lead to the avoidance of any public speaking situation. Phobias are different from fears in relation to intensity and importance in a person's life, and some social phobias, such as the fear of public speaking, have become common in the United States Public speaking is considered one of the four well-researched contexts that contribute to overall communication apprehension—the others include dyads, meetings, and groups. From studies focused on communication apprehension, Richmond and McCroskey estimated that approximately "70% of the general public" report those who have suffered from public speaking anxiety.

R. H. Bruskin Associates carried out a survey in April of 1973 involving 2,543 men and women adults. Respondents were asked to pick items from a list representing situations in which they had some degree of fear. The rank order of fears reported is as follows: Speaking before a group, 40.6%; Heights, 32.0%; Insects and Bugs, 22.0%; Financial problems, 22.0; Deep water, 21.5%; Sickness, 18.8%; Death, 18.7%; Flying, 18.3%: Loneliness, 13.6%; Dogs, 11.2%; Driving or riding in a car, 8.8%; Darkness, 7.9%; Elevators, 7.6%; Escalators, 4.8%.

5. *RESEARCH METHODOLOGY*

In order to find out the answers for the questions "Why are Intensive Advanced English students of the second semester of 2017 at the University of El Salvador afraid of speaking English in public inside and outside the classroom?" and "how to change that fear into excitement for reaching academic success?" the researchers executed an investigation called "Factors that Hinder Students´ Participation and Performance on Evaluated Oral Activities in Intensive Advanced English II during Semester II-2017 of the University of El Salvador." These steps were very carefully organized and meticulously described as follows.

5.1 TYPE OF STUDY AND DESIGN

To carry out the research project "Factors that Hinder Students´ Participation and Performance on Evaluated Oral Activities in Intensive Advanced English II during Semester II-2017 of the University of El Salvador," the researchers took into account the qualitative paradigm with the aim of gathering important data through checklists, surveys guides, and questionnaires. Even though, most of the data that was gathered was based on characteristics, concepts, or

opinions, the researchers transformed the data collected into numeric percentages that showed the value that each of the items of the instruments had.

To study the existing factors that affect Intensive Advanced English students' performance when speaking English in public, and how those factors affect their academic success, a descriptive and an explanatory study was conducted. The study consisted of identifying the main reasons why Intensive Advanced English students of the second semester 2017, at the University of El Salvador, were afraid of speaking English in public inside and outside the classroom, how those factors affected their academic success, and providing tips to overcome the different problems Intensive Advanced English students faced when speaking English in public inside and outside the classroom. Moreover, the researchers assessed students' improvement.

5.2 SAMPLING PROCEDURE

The target population for this research study was the Intensive Advanced English students of the second semester of 2017 at the University of El Salvador. So, the researchers took a sample of nine students randomly from each of the four selected intensive advanced English groups making a thirty-six-student sample as a whole.

### 5.3 APPROACHING THE FIELD OF STUDY

In late September 2016, it was observed that some Intensive Advanced English students felt very ashamed because of their lack of confidence to speak English in public. It was revealed that due to this phenomenon, the students were not actively participating in their English classes' activities. Therefore, the students got low grades in their oral evaluations. This led researchers to try to build rapport with some of those students who had had lower grades in their oral activities. This rapport built a good researcher-student

relationship that later would give researchers a good insight into the problem. In order to begin the actual research process, the researchers also asked, in the written form, the consent of all the participants, mainly teachers and the corresponding authorities, to conduct the necessary observations, to administer questionnaires, surveys, and checklists to the population under investigation (see appendixes 1, 2, 3 and 4). This research was a win-win activity for both parts because it provided a wider understanding on the importance of language practice and a first sight of the factors that hinder students' oral production success.

6. DATA COLLECTION AND INTERPRETATION
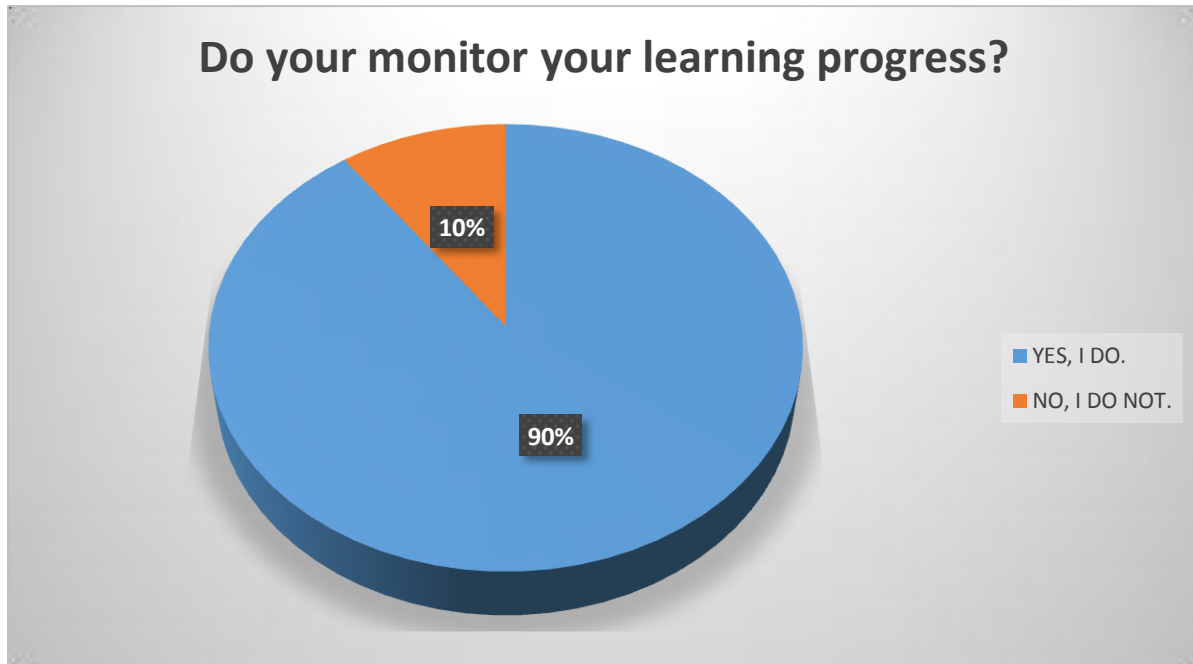
6.1 STUDENTS' QUESTIONNAIRE
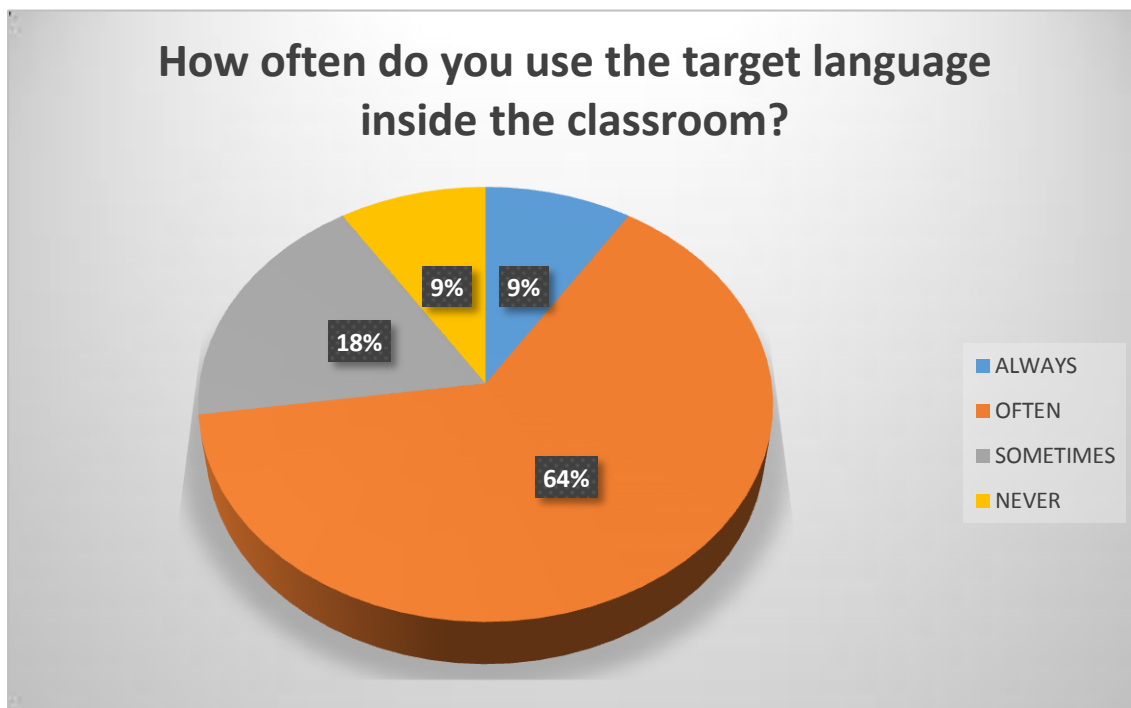
According to this graph, 64% of the students answered that they often use the target language

Do your monitor your learning progress?

inside the classroom, while 18% of them practice the target language. On the other hand, just 9% of the questioned students say that they always practice the English language in the class, but the 9% missing say they do not use the target language during a class.

As revealed by the graph, there is a significant tendency on the students to be in constant practice of the English language inside the classroom; however, there are some aspect to improve to empower the practice during classes.

According to what the results are showing, 90% of the students that answered the questionnaire saying that they keep track on their progress; meanwhile, there is a 10% that do not monitor their learning.

We see that the majority of the students consciously look forward to become better students without any pressure of anyone. Students expressed interest in the target language

without being pushed by the teacher or the rest of students and that is a good signal of the commitment they are taking to.

It is considered that most of the time students are pushed by the teachers or even their own classmates to work and handle with the activities at school. In this case, we can see students are open to the possibility of learning by themselves looking for new ways of acquiring the language easily.

According to the results, 50% of the questioned students sometimes feel they are exposed to real situations in class. There is a 30% that say that they are often exposed to real situations during the class and there is a 20% of students that consider they are always exposed to real situations in classes.

Most of the time, the appendixes do not contain activities that are based on real situations since the main objective is that students acquire new words and feel free to express their opinions and develop debates for them to develop their fluency, the teacher has to make sure to incorporate
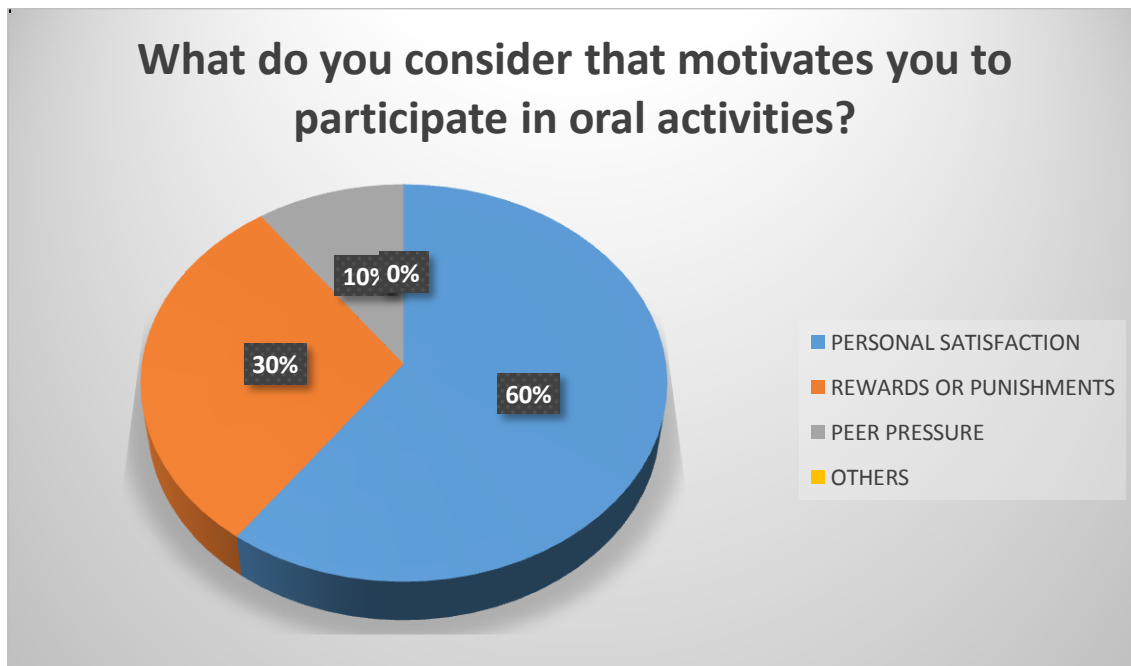
everyday situations for students to learn. When students are engaged in learning, there is movement and laughter and sometimes lots of noise. They are up and out of their seats involved in activities that promote thought, creativity, and discovery. Students are busy, self-disciplined, and best of all, willing to take responsibility for their own learning because they understand that what they are doing is important.
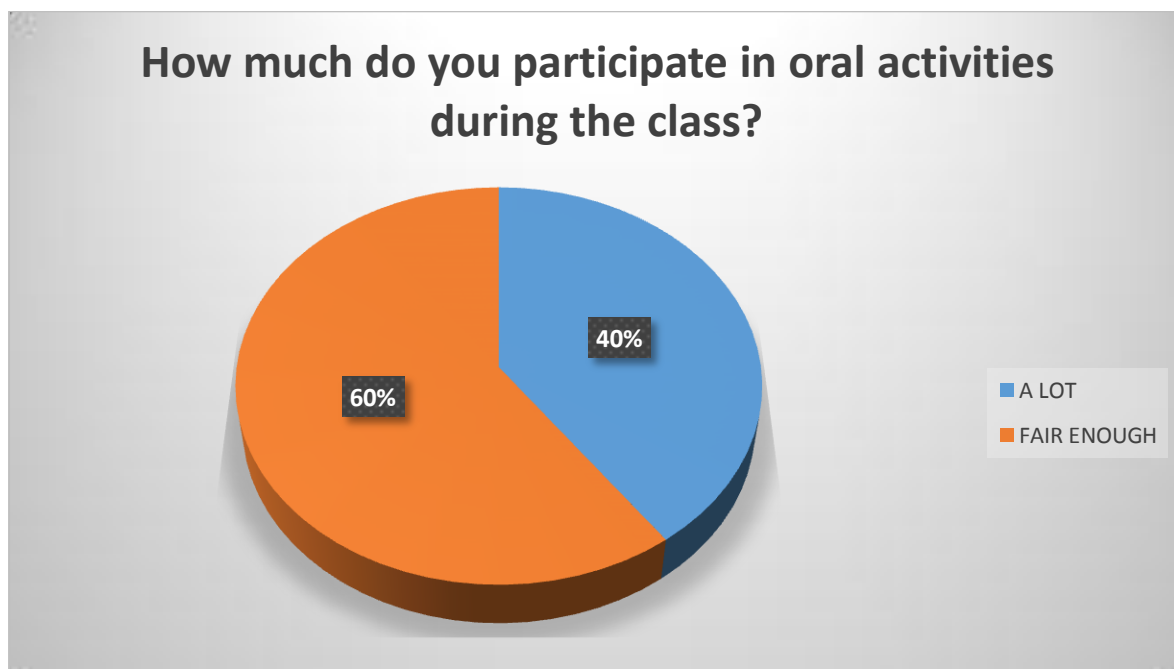
As the results are showing, 40% of the students say they participate a lot in oral activities in the classroom to get advantage of the time and the partners they spend their time with. However, there is a 60% that say they fairly participate in oral activities in the class.

Some of the students that are within the 60% say they do not participate in oral activities because the activities seem to be out of the context the society is living in. Students, who are actively involved, reported higher satisfaction and higher persistence rates. As we can see, students often do not respond to teachers' questions and they do not volunteer answers or initiate

questions. They tend to speak their L1 whenever the teacher is out of earshot. Teachers also recognize the fact that students do not produce answers unless they are called on. It is not surprising to find out that students often know the answers, but just do not want to volunteer to say them. They are reluctant to participate in classroom discussions. Some rarely respond to their teachers or actively participate in discussions.

What do you consider that motivates you to participate in oral activities?

- PERSONAL SATISFACTION
- REWARDS OR PUNISHMENTS
- PEER PRESSURE
- OTHERS

As the results above are showing, there is a 9% of the students that participate in oral activities because their classmates make them to or because they feel their classmates will mock of them if they do not participate. There is an 11% that say their motivation has to do with some other things such as improving their pronunciation, increasing their vocabulary or simply becoming a better student. Besides them, we have a 27% of the students that say that their motivation lays on not being punished or being rewarded by the professors. And we also have a 53% of the students that consider their motivation greatly responds to their personal satisfaction

when getting good grades or communicating effortlessly among their classmates or native speakers on the streets.

A student satisfaction with their learning environment can contribute to their willingness to continue their learning process; in that students feel their expectations are met. On the other hand, when students find the learning environment unsatisfactory, they may be discouraged and lose their motivation to continue learning. Thus a satisfactory classroom environment can encourage students to develop a good command of speaking skills.

In which of the following speaking activities do you participate the most?
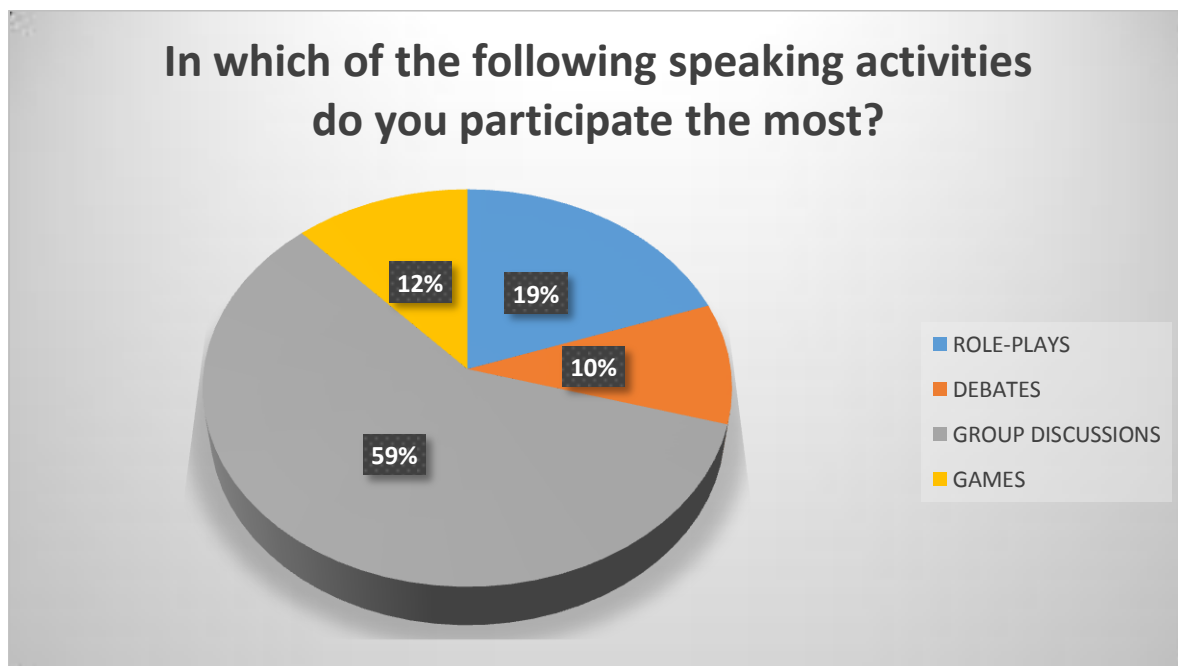
According to the results of the graphic, 59% of the students tends to participate the most when going through group discussions. 19% say they participate when role-playing. There is a 12% of the students that consider games the best approach for them to get involved and practice the target language and, finally, there is a 10% that think debates is a good way for them to practice their oral speaking skill.

As we can see in the graphic, students are most of the time exposed to group discussions, they expressed to be asked to make groups and share their opinions about a certain topic with their classmates. Students said they like the idea of being in a group but they don't feel at ease when they are called to share a comment in front of the whole class. However, students voted group discussions as the main activity teachers use to promote the speaking skill and to practice the language.

6.2 S
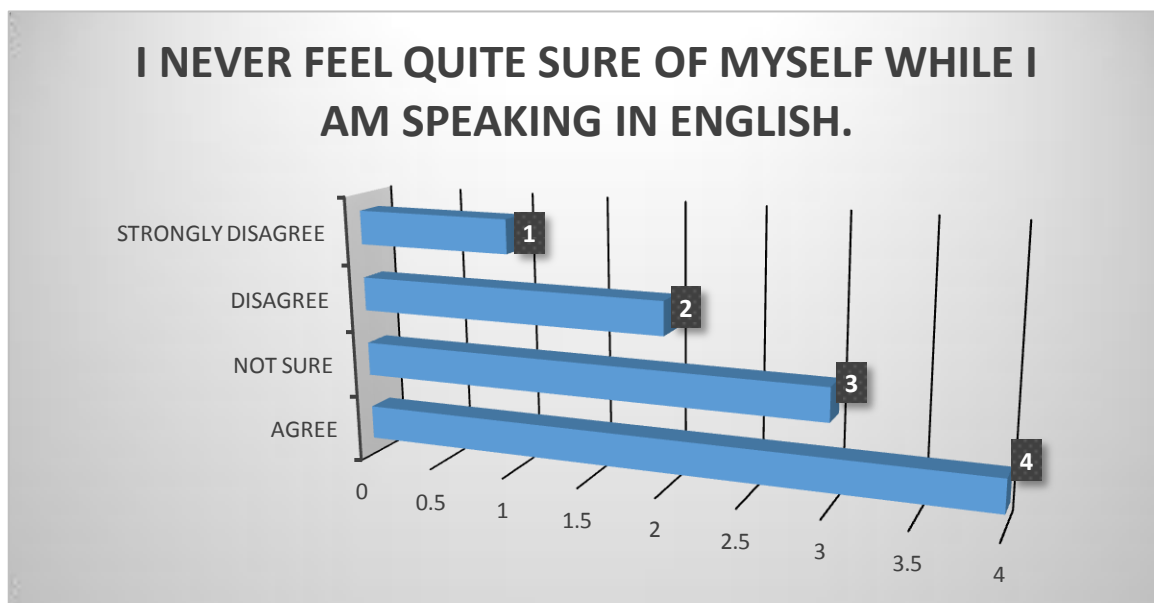
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The results show that 40% of the students that answered this checklist agree in not being sure of themselves when practicing the target language. Other 30% is not sure if they feel

confident when practicing the language. 20% disagreed with this statement letting us know that they are sure of what they do when practicing in an oral activity and just 10% of the students feel very comfortable when speaking in English.

It´s important to take in consideration all the factors that may hinder their oral production skill during the class. Some of the students let the research know that they think their oral production skill is not an advanced level as it should be. Students blame the lack of chat groups in which they can get involved to practice the English language during their leisure time or when their waiting for another class.

I TREMBLE WHEN KNOWING THAT I AM GOING TO BE REQUIRED TO SPEAK ENGLISH IN PUBLIC.
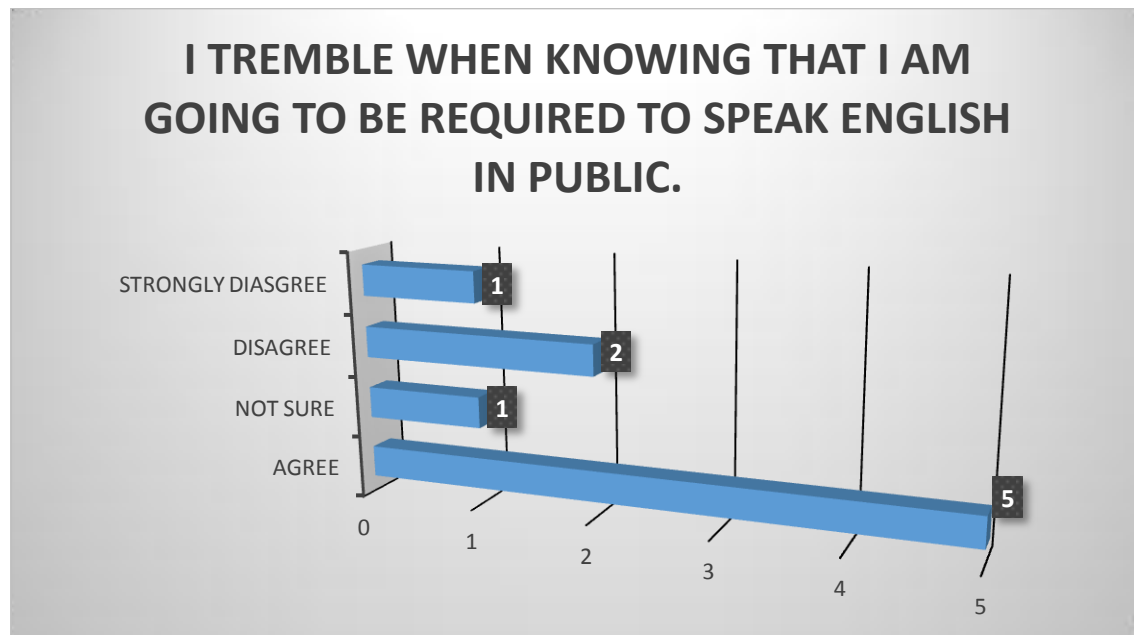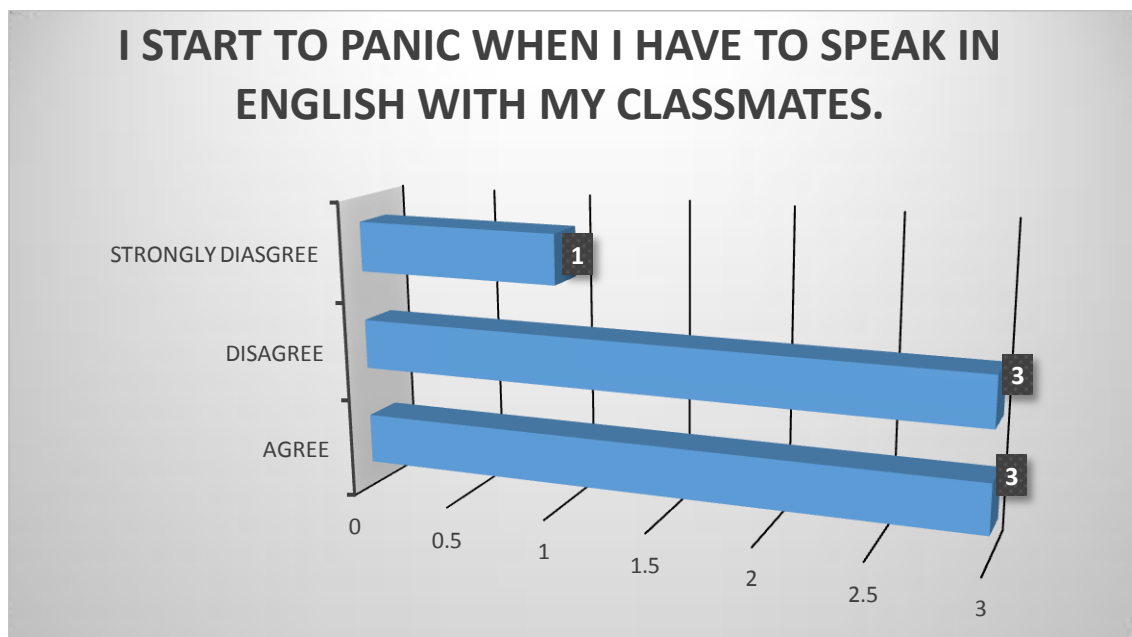
According to the results presented on the graphic above, the majority of the students that answered the checklist agreed on presenting certain type of anxiety and/or nervousness when they

are required to speak English in public. 22% of the students did not agree with the statement saying that they do not tremble when they are required to speak in English in public.

On the other hand there is an 11% of the population that say they strongly disagree with the statement because they know to manage their nervousness when practicing the target language in public. And we also have an 11% of the students that are not sure if they present certain type of anxiety or nervousness when speaking English in public.

There are many reasons why we could feel stressed when expected to speak in front of a group of people, but the symptoms of this fear are the same.

I START TO PANIC WHEN I HAVE TO SPEAK IN ENGLISH WITH MY CLASSMATES.

Category	Value
STRONGLY DIASGREE	1
DISAGREE	3
AGREE	3

As the results show, this statement generated a very tight result having 43% of the students saying that they do panic when speaking in English with their classmates and other 43% saying that they do not panic when practicing the language with their classmates. Out of those percentages there is a 14% of the population that let us know they do not go under panic when practicing the language among their classmates.

It´s really important to mention that some of students that are included on the 14% expressed they do not know why they should be experiencing panic since they are not being evaluated by their classmates, but it would be different if they were practicing the language with professors or native speakers.
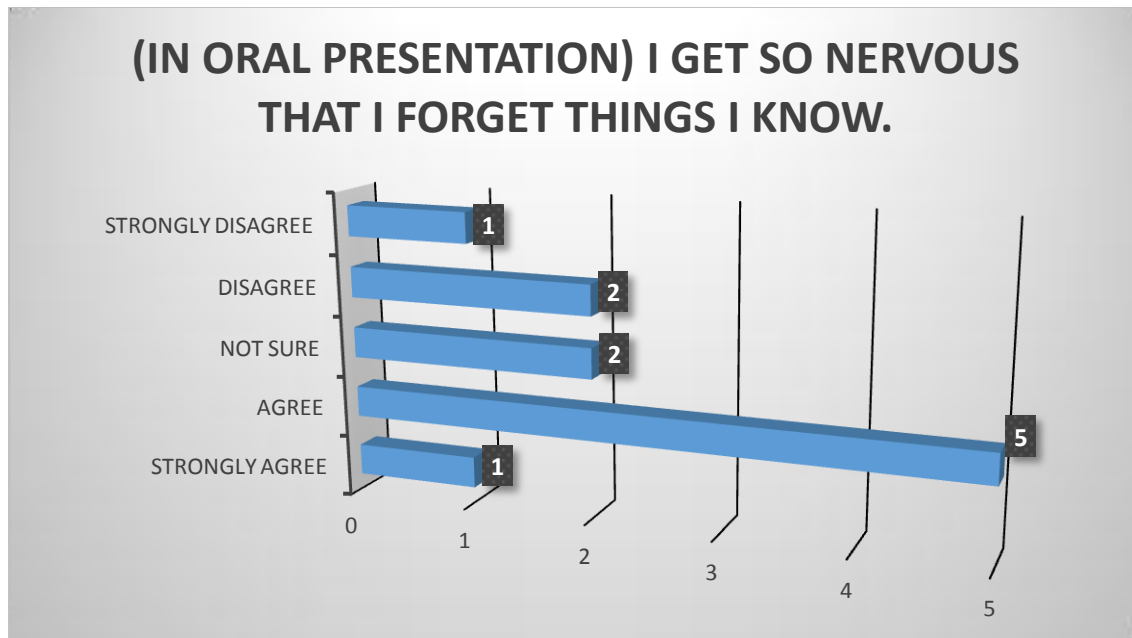
According to what the description above shows, 46 percent of students agree that they get nervous during oral presentations as it is common in all levels of English classes. On the other

hand, 18 percent of students said they disagree since they feel secure when speaking in front of an audience. On the other hand we have an 18 percent of students showing nervousness and insecurity when performing oral activities. However, as we can see in the graphic, 9 percent of students are pretty sure they are affected by their emotions in this case nervousness when they are asked to have oral presentations. A low percentage of students strongly disagree that they get nervous when having such activities.

The present graphic found that fear of negative evaluation was a source of anxiety in the English classroom. 46 % of students feel worried that they can't speak English well; their teacher will get a bad impression concerning their performance. Students remain reticent because they believe that the teacher will evaluate them negatively if they make mistakes.

I GET NERVOUS AND CONFUSED WHEN SPEAKING IN ENGLISH.

|	
STRONGLY DISAGREE	1
DISAGREE	4
NOT SURE	2
AGREE	5
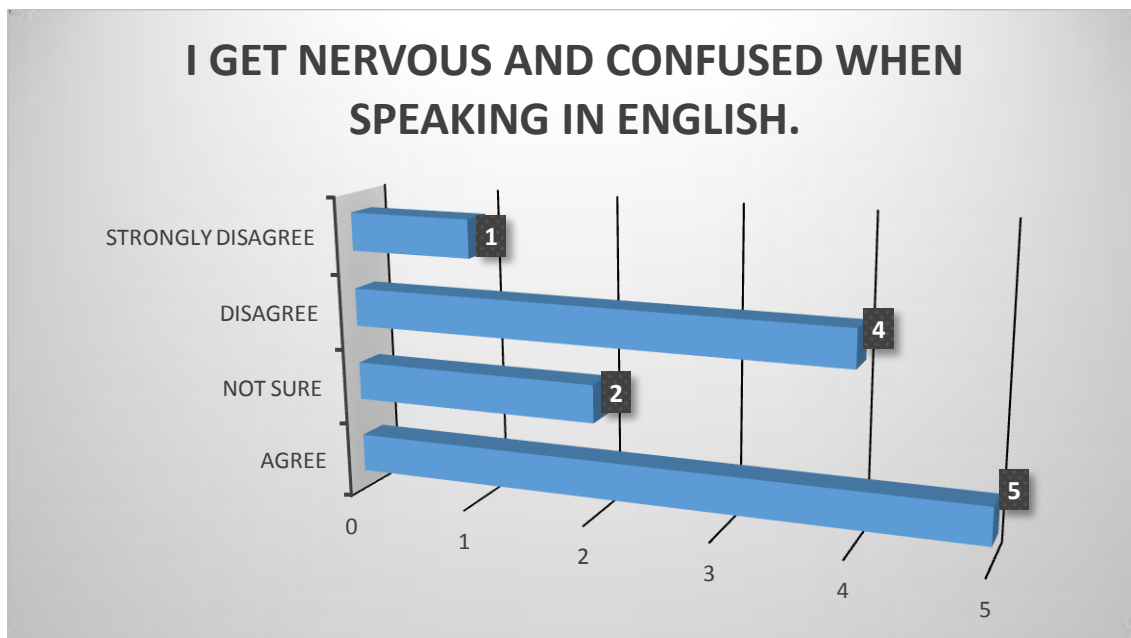
The results of the graphic let us know that 42% of the students tend to get nervous and confused when speaking in English. 33% of the population say that disagree with the statement since they barely get confused when practicing the English language. 17% of the students

answered that they are not sure about how they get when their time to speak in English comes and only an 8% of them strongly disagree on this statement saying that they have enough practice to get over their nervousness. This situation tends to follow one from everyday life situations to the school benches and especially in the language classrooms. As teachers, we have many times heard students try to avoid any speaking activities in the second language classroom explaining that they have stage fright. When learning language, oral communication becomes a natural and important part of second language learning. The subject feels relevant and current, and it should be an imperative for every teacher promoting the development of oral communication skills in ESL classroom.
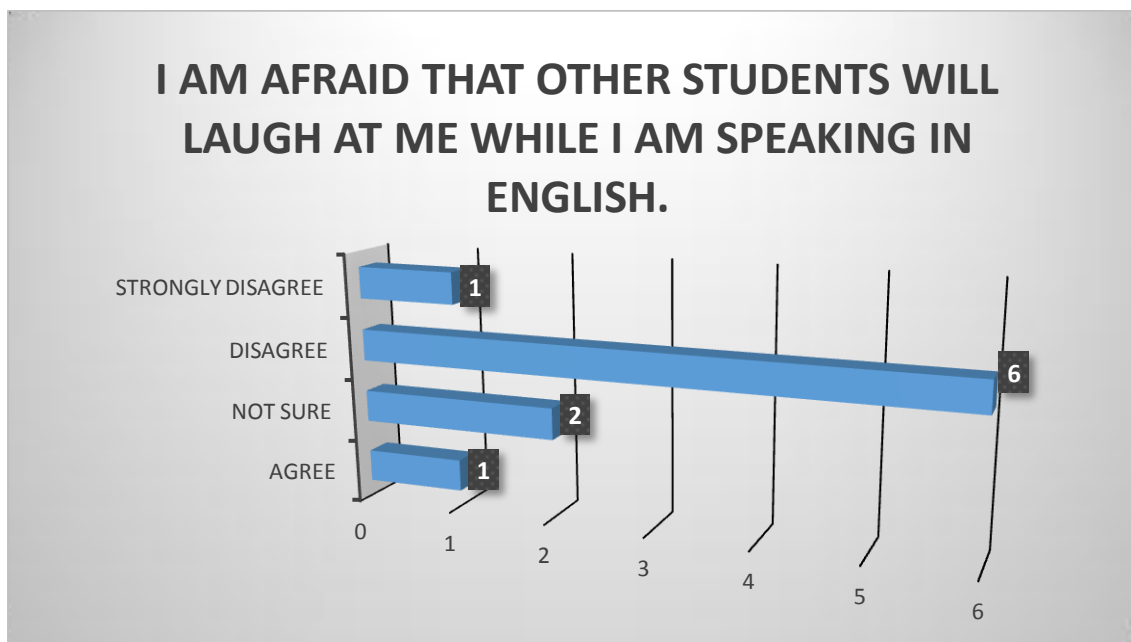
Students' answers at this statement were at some point very satisfactory since the result obtained revealed that students are not letting others affect their performance inside the classroom and hopefully outside of it too. As we can see 60 percent of students disagreed saying that they are not afraid other students laugh at them if they make any mistake when speaking in the target language. The 20 percent expressed to be not sure about it since they do not practice the

language neither inside nor outside the classroom. The rest of the population, being this 10 percent of students, expressed to be totally in disagreement with this statement. To complete the 100 percent of students, finally we have 10 percent of the population that said to be in agreement that students somehow mock at them when they speak the target language affecting them in great manner.

I GET NERVOUS WHEN THE TEACHER ASKS ME TO SPEAK IN ENGLISH ABOUT A TOPIC I HAVE PREPARED FOR.
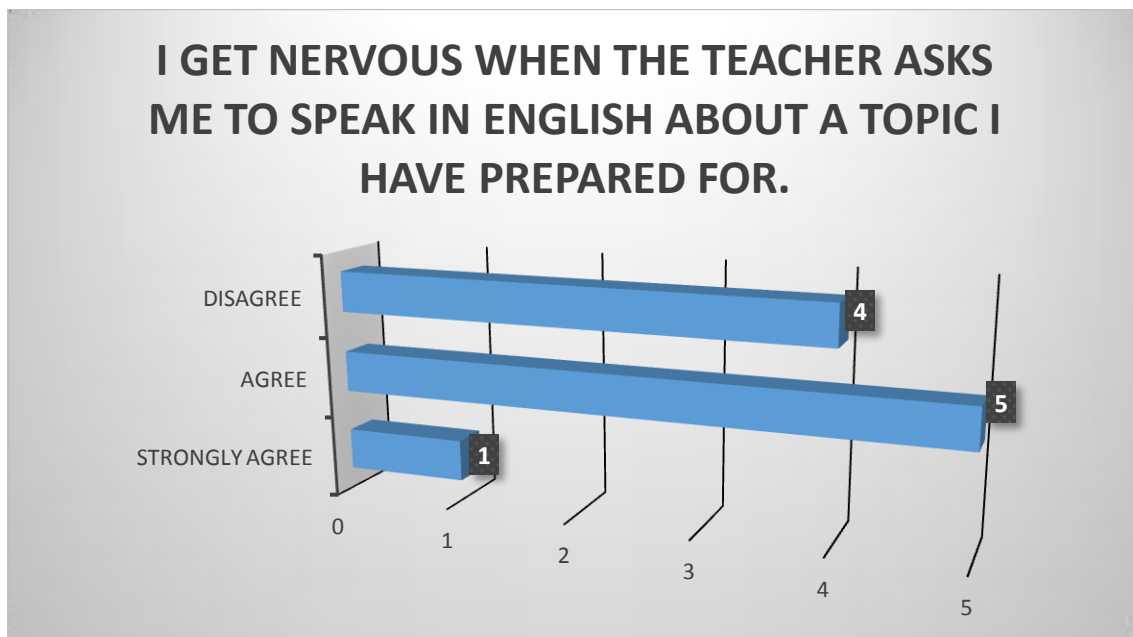
50 percent of students agreed that they get nervous when they are asked to speak about certain topic they have prepared for. 40 percent of students answered they disagreed about it since most of them expressed to feel at ease and be used to speak in front of their classmates and

teacher. The 10 percent was totally agree in the pressure they are exposed to when knowing they have to defend their ideas or opinions.

As a matter of fact, the most common symptoms are followed by thoughts directed towards a feeling of worry anticipating social disaster. So, an anxious person may think –I am going to faint! My heart is going to stop! And believe that the audience probably is going to laugh. This situation becomes embarrassing and an anxious person gets occupied by the thoughts of being strange, being a failure, etc. The situation is then taken to the level of worrying and obsessing by possible disaster scenarios.
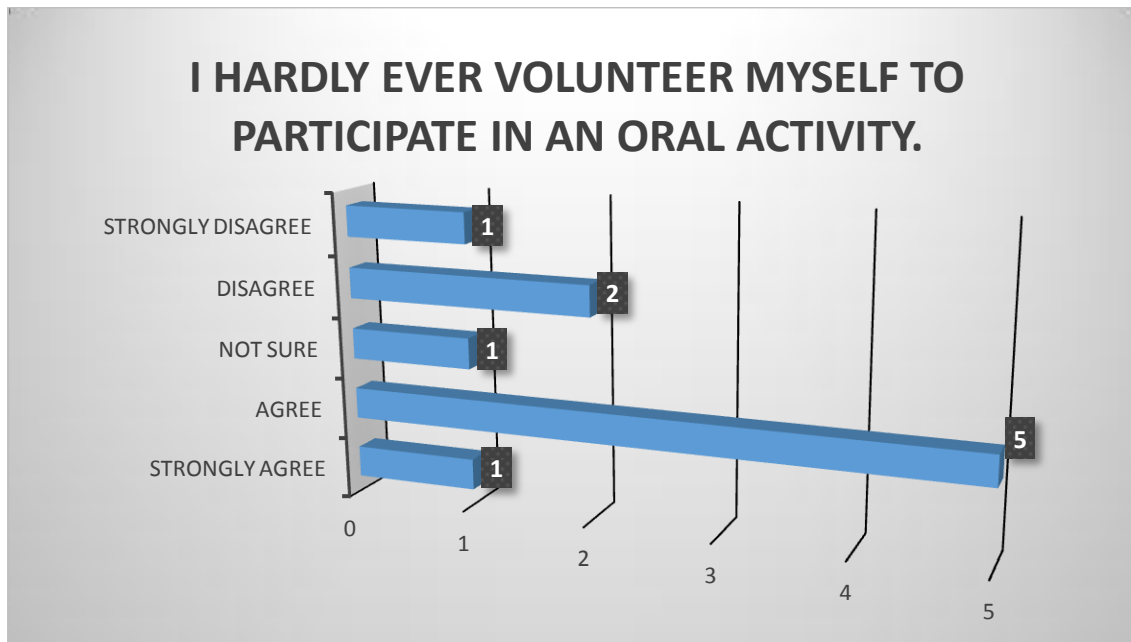
As you know hardly ever we volunteer in any activity related to the target language mainly in oral activities. So, we asked some students about it. Here the results. 50 percent of students agreed that they almost never volunteer to participate in an oral activity. The 20 percent of students disagreed since they consider their participation is very active. The 30 percent left

represents the students who are not sure about their participation, the ones who are sure they are not involved in the learning process, and the ones who totally refused to ever volunteer in such activity. Most teachers' ideas of participation are limited, requiring students to speak in class, answer questions, make comments and join in discussions. Furthermore, participation can be seen as a cultural factor that affects the learning process on students of the target language. Language is more than just the code: it also involves social practices of interpreting and making meanings that's why students are asked to volunteer inside the classroom so that they get familiarized to the language.
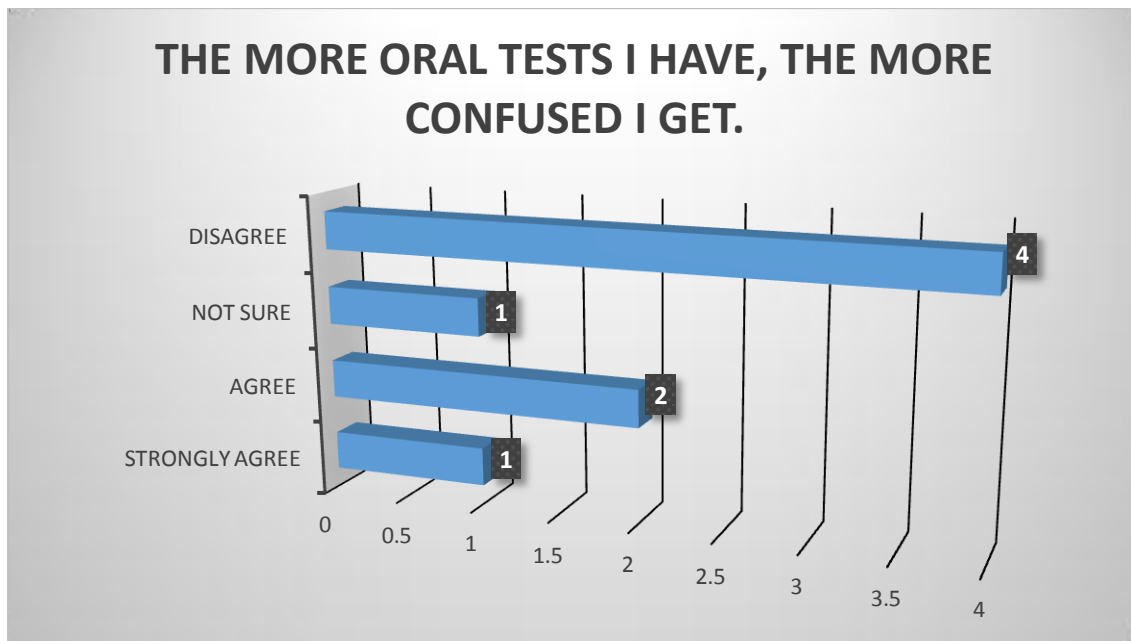

Students seem to be afraid of having lots of oral tests since they feel too much pressure preparing themselves for such exams and also during the oral test. 50 percent of students disagreed they get confused developing oral tests, 25 percent expressed to be in agreement accepting that their performance is not the same when having more than one oral test because it demands a lot of vocabulary and the practice of grammar rules. The 12 percent strongly agree with the statement, students expressed to feel overwhelmed every time it occurs. Some students

will feel a growing sense of dread as exam season approaches – while others may appear irritatingly unfazed. It is normal and healthy to feel some anxiety before an exam. Many students, however, complain about "test anxiety", explaining that they went into a test knowing the material but that they "went blank" when they began to take the exam. Or when they receive their test results, they find that they made "silly mistakes". What they think is "too much anxiety" may really point to a gap in their study skills.

CERTAIN PARTS OF MY BODY FEEL VERY TENSE AND RIGID WHEN SPEAKING IN ENGLISH IN PUBLIC.
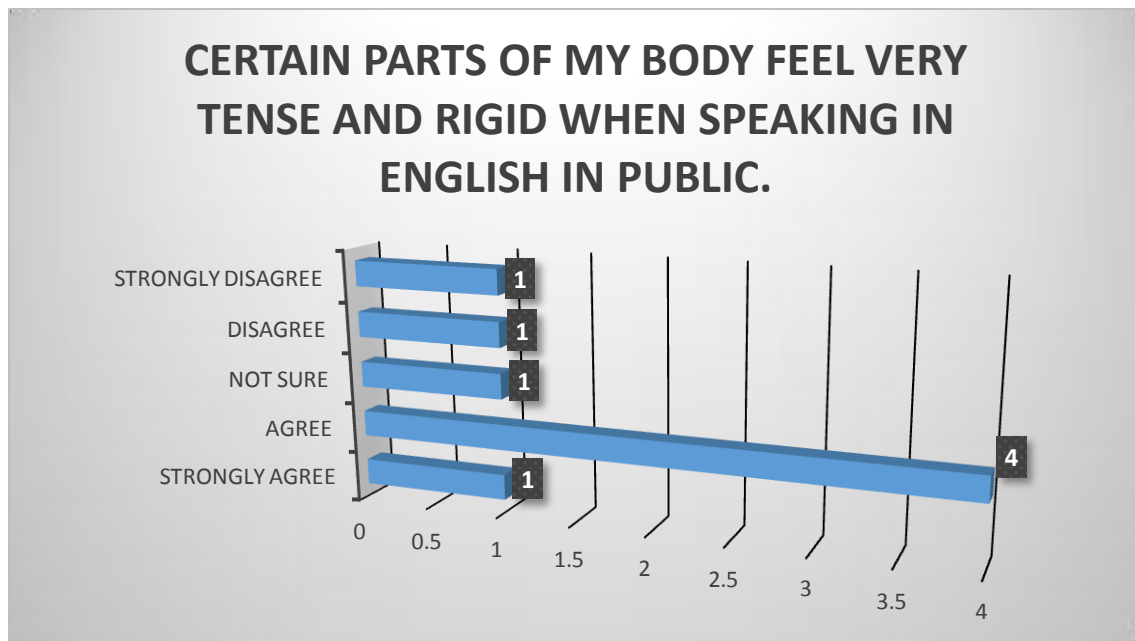
At the time of speaking English in public, 50 percent agreed with the statement since they feel their body also responds to the pressure they feel at that moment and they think it occurs almost all the time. 12 percent is not sure about the presence of these situations. 13 percent disagreed and expressed not to experience any of this. The 13 percent strongly disagree and showed not to have experienced this since they are good at talking and to have good use of body language. And finally the 12 percent agreed they have problems since their body paralyzes every time they speak.

The body experiences many symptoms related to the fear of speaking in public that we cannot deny has become something normal on students of any entity. According to the graphic, students agreed with the sort of feelings their body experiences every time they are supposed to speak in public.

I FEEL ANXIOUS WHILE WAITING MY TURN TO PARTICIPATE IN AN ORAL EVALUATION.
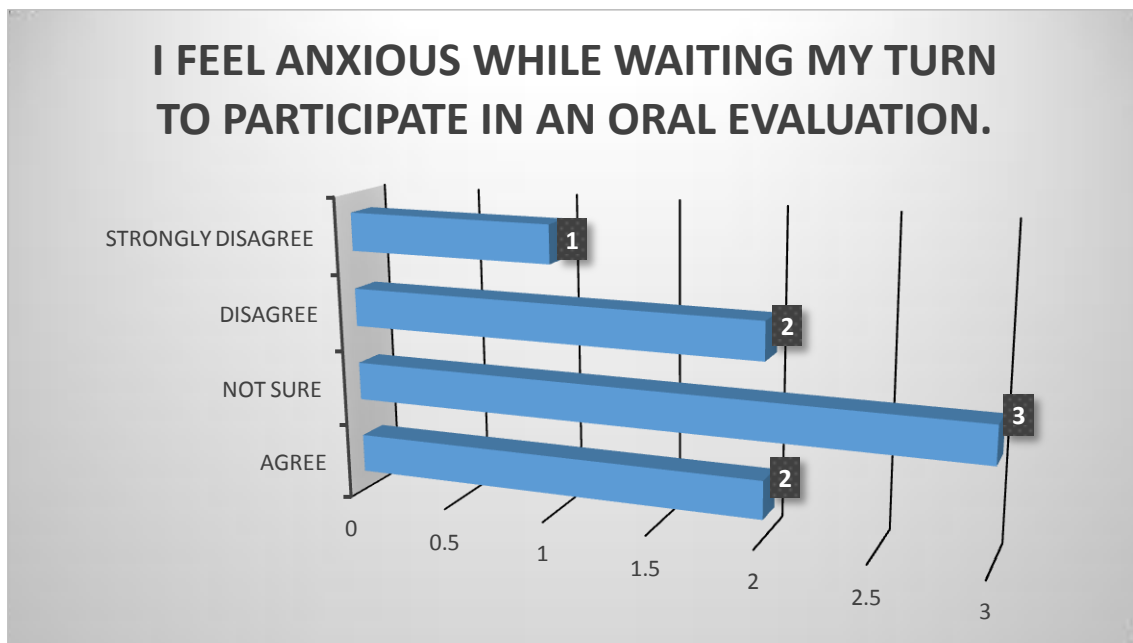
There is a 37% of students said they were not so sure to experience anxiety when they are called to participate in any oral activity being this caused by many reasons such as pronunciation, fluency, bad grammar. Other 25% said they agree they feel anxious every time they are called to participate. The other 25% disagreed and expressed never feel anxious because they like to participate. Finally, the 13% said they strongly disagree with the statement since they are used to be exposed to these activities.

Language learners usually express anxiety, apprehension and nervousness when learning a new language. Language anxiety can originate from learners' own sense of 'self', their self-related cognitions, language learning difficulties, differences in learners' and target language cultures, differences in social status of the speakers and interlocutors, and from the fear of losing self-identity.

I DO NOT FEEL COMFORTABLE PARTICIPATING IN AN ORAL ACTIVITY IN FRONT OF AN AUDIENCE.
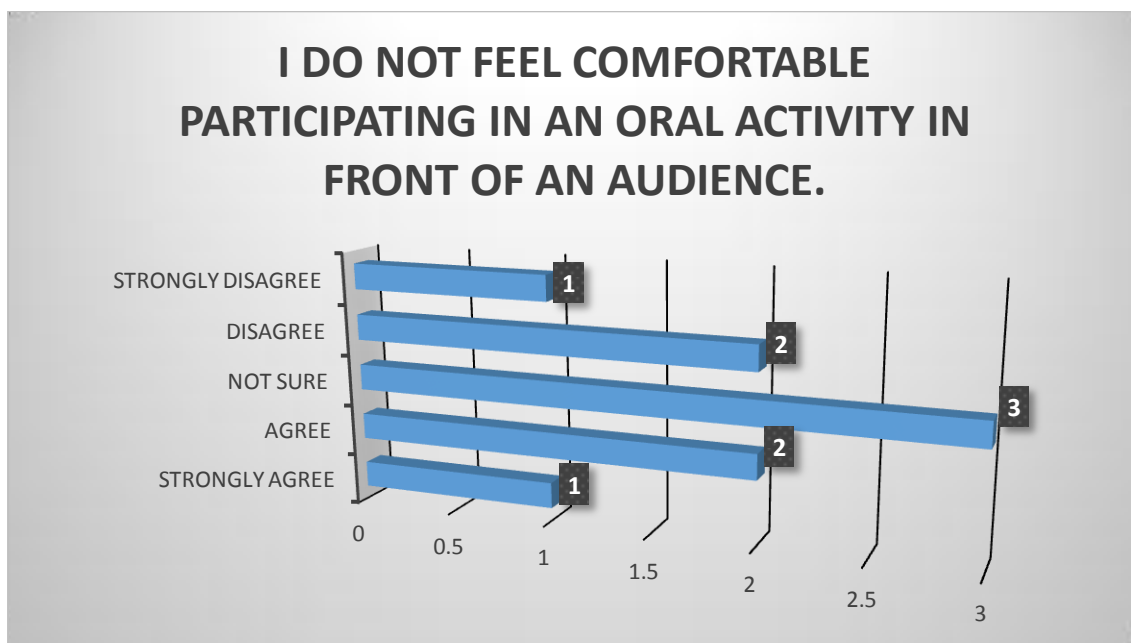
Surprisingly the 3 percent said they were not sure about feeling comfortable speaking in front of an audience. 22 percent disagreed expressing they like to participate in oral activities since they like to practice the target language. The other 22 percent agreed expressing that they do not like the idea of being evaluated in front of an audience because they are more likely to make any mistake. The 22 percent left are the opposite of both answers agree and disagree but they are the lowest population. Fear of losing face publicly or in front of their classmates through criticizing, caused many students to become anxious when speaking English in class. In

conclusion, both EFL teachers and learners should be aware that reticence is a serious obstacle for achieving fluency in spoken English and that multiple variables contribute to it in language classrooms. More importantly, we should realize the urgent need to search for strategies to help students become more active to speak the target language in oral English classes.
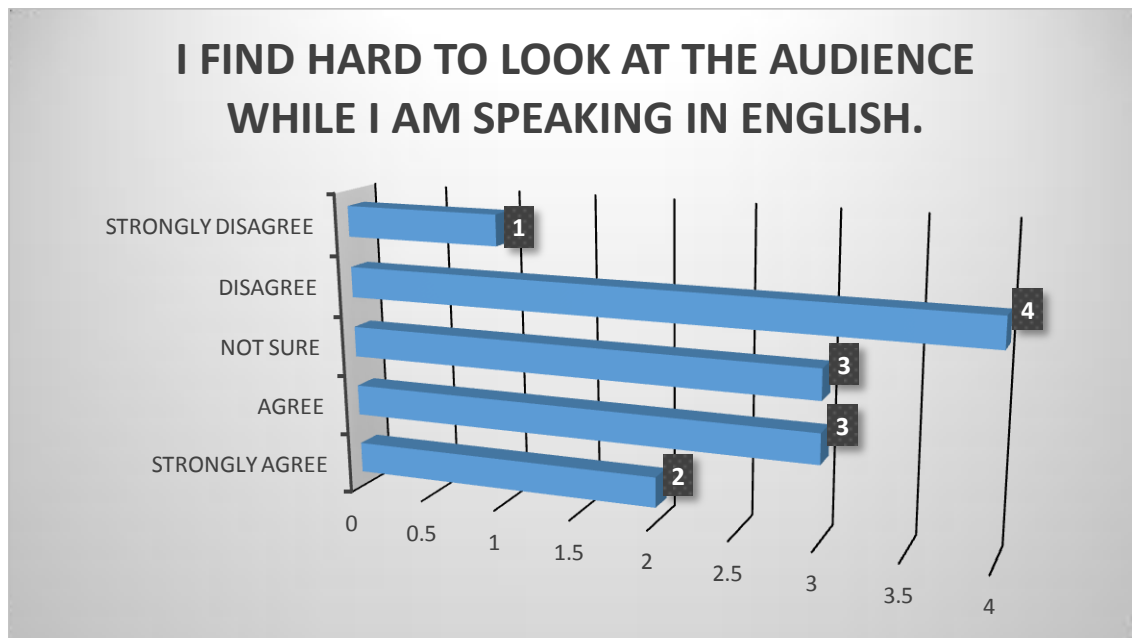
As you know it is very difficult to look at the audience while speaking because we feel everybody is waiting for us to make any mistake. Well, here we have the graphic showing the 31 percent that are in disagreement and the ones that consider it is not difficult for them to have a speech in front of an audience. 23 percent agreed they do not like to look at the audience while they speak because they get stressed feeling all that looks on them. The other 23 percent said they are not sure because sometimes it happens and sometimes do not. Finally, the percentage left are the ones in favor and the ones that do not consider it as a problem for them.

6.3 PROFESSORS' QUESTIONNAIRE
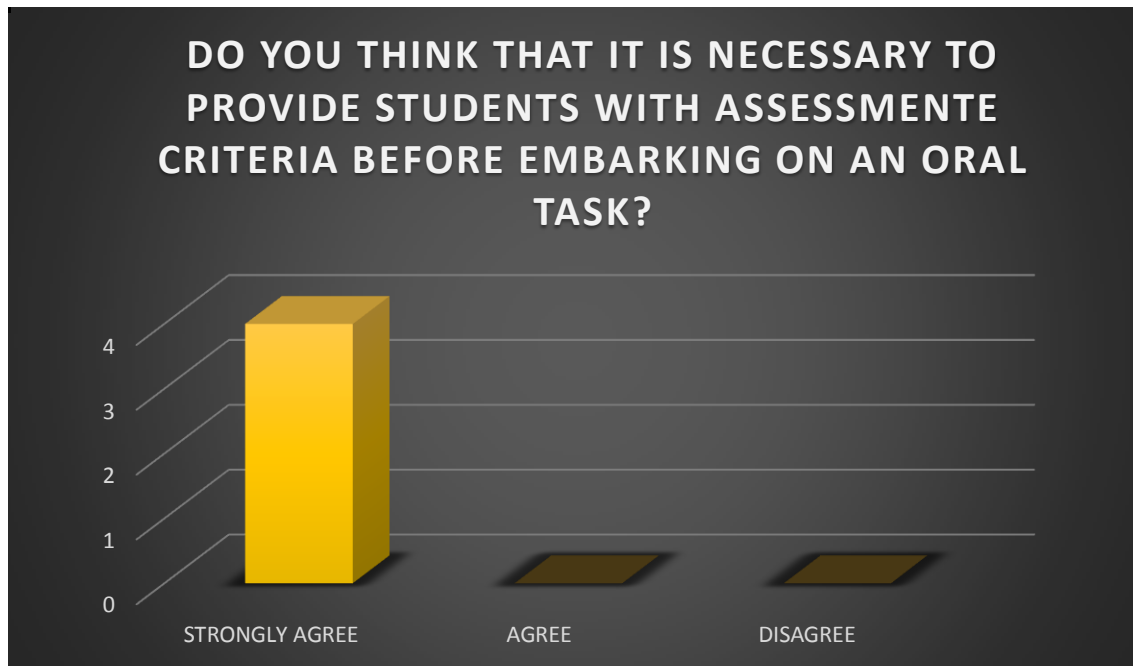
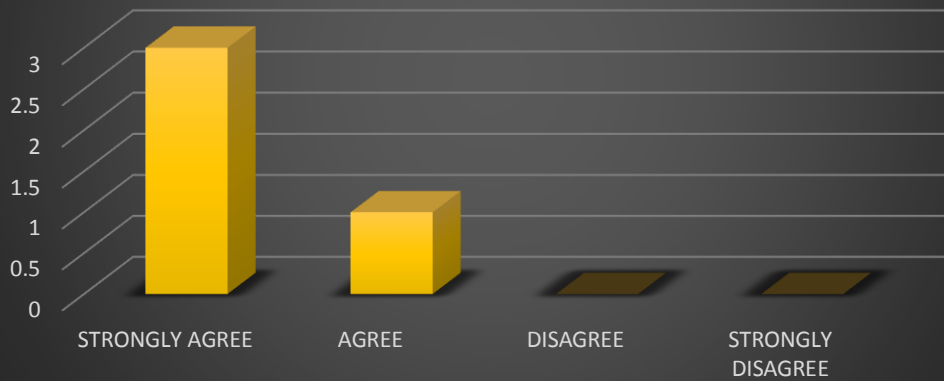According to the results, all the professors that were involved strongly agreed that it is really necessary to provide students with assessment criteria before an oral task not only because that help them to avoid any confusion when evaluating students, but also because it helps students know what they may face when having oral tasks.

DO YOU PROVIDE YOUR STUDENTS WITH AN EXPLANATION ABOUT THE CRITERIA TO BE EVALUATED ON ORAL EVALUATION?
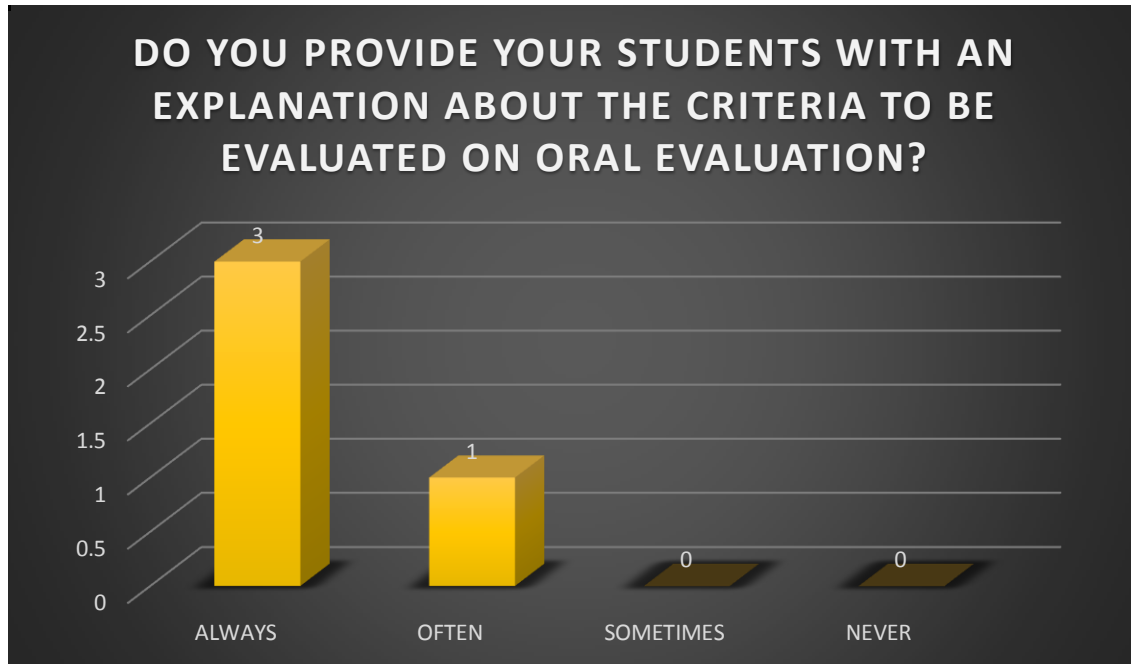
The research team asked the professors if they explain the criteria the use to deliver an oral evaluation and, as the results show, 75% of the professors always explain what the criteria consists of; on the other hand, the results show that 25% often explain what the criteria consists of.

Some of the professors explain that giving an explanation on the criteria makes the students´ understanding wider and avoid some obstacles the students may face when delivering an oral task.

DO YOU CONSIDER THAT IT IS NECESSARY TO INCREASE YOUR STUDENTS´ MOTIVATION TO IMPROVE THEIR SPEAKING SKILL?

On the graphic above, the result shows that not all the professors think that a high level of motivation can help students to improve their oral production skill. Some of them shared their experience and said that motivation play an important role on students´ oral production, but they said it is not the aim to improve it. According to the professors, satisfaction and the need of getting good grades predetermines the level of oral production a student may have.

HOW OFTEN DO YOU MAKE USE OF TECHNIQUES TO INCREASE YOUR STUDENTS´ MOTIVATION FOR THEM TO OVERCOME PUBLIC SPEAKING FEAR?
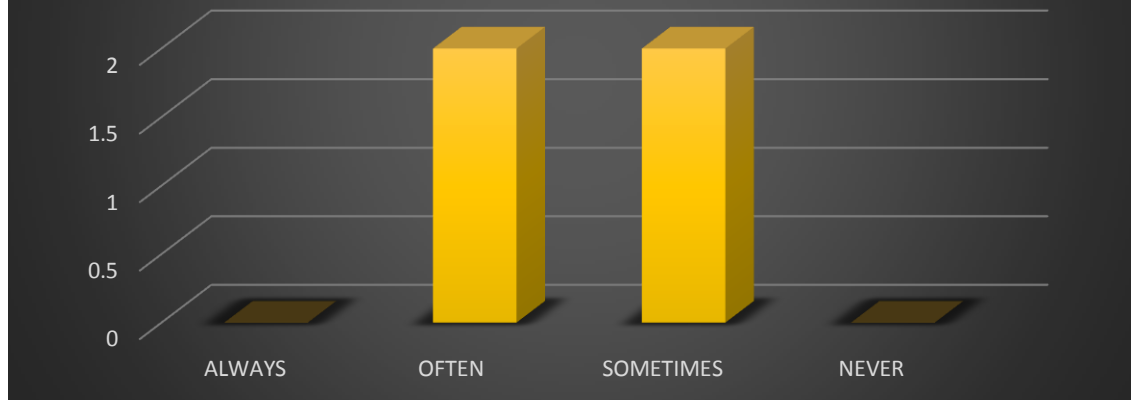
As observed on the graphic above, professors do not always use techniques to increase their students´ motivation to overcome public speaking fear; even though, they claim that they do their best to help students with their oral tasks by giving them pieces of advice on how to manage these types of situation.

This is a breaking point that as students and professional must win to create a new way to learn and teach others on how to overcome the public speaking fear during academic and non-academic tasks.

DO YOU THINK THAT TIME PRESSURE AND NERVOUSNESS AFFECT STUDENTS´ PERFORMANCE IN ORAL TASKS?
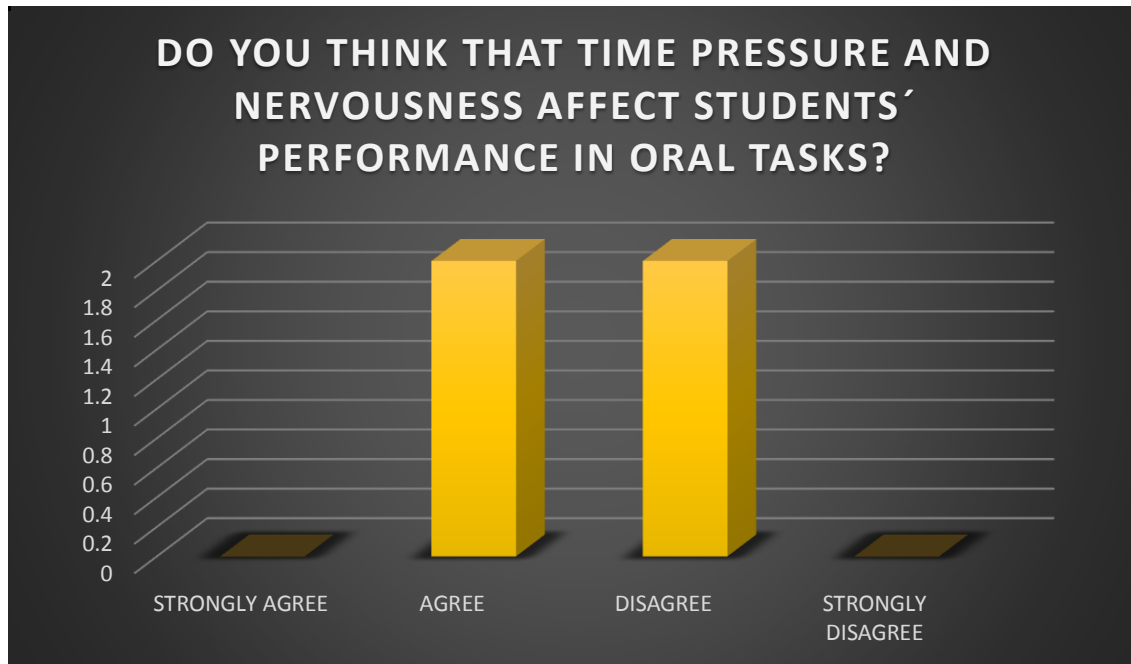
According to the results, 50% of the professors that answered this question agreed that time pressure and nervousness affect their students´ performance during an oral activity, but the missing half said the students´ performance does not depend on time matter neither nervousness. They said students´ weak performance depends on how good they prepare themselves to face an oral assessment and how much they practice outside the classroom.

DO YOU CONSIDER THAT PROVIDING STUDENTS WITH ADVISORY ON WHAT TO DO AND HOW TO CARRY OUT THEIR PERFORMANCE CAN IMPROVE THEIR ORAL SKILL?
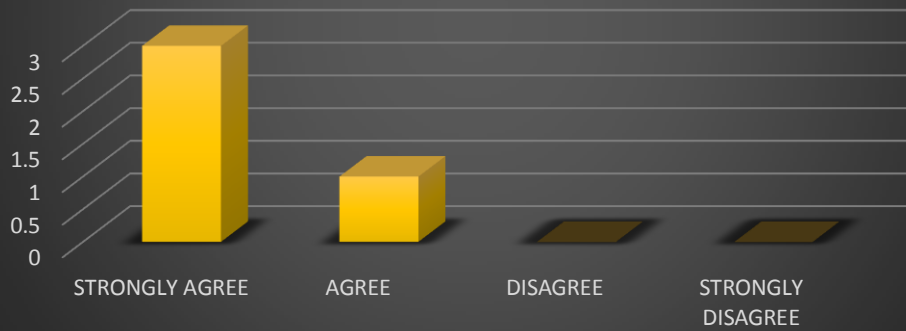
As the results are showing, all the professors agreed on providing students with advisory to know how to handle the situations to improve the oral skill; however, there is a percentage that said advisory must go hand to hand to group practice and they also explain about the importance of workshops to help students expand their understandings.

WHICH OF THESE FACTORS AFFECT THE MOST STUDENTS´ ORAL PRODUCTION?
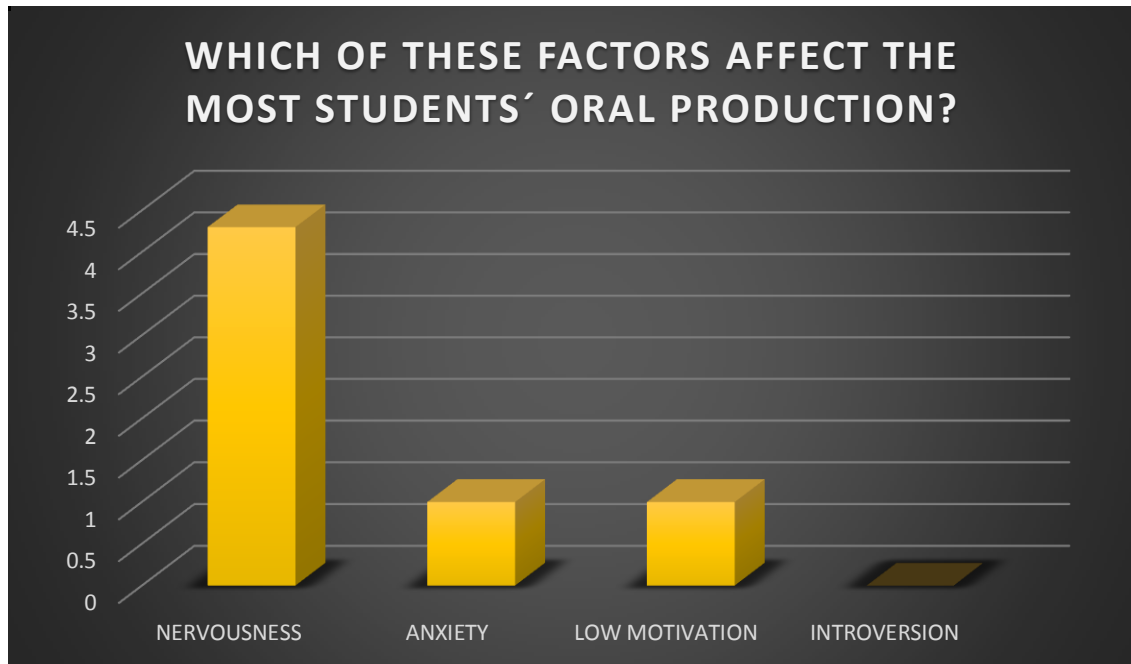
As the graphic above is showing, the results aim that nervousness is the factor that affect the most to students´ oral production followed by anxiety and low motivation.

It is worthy to say that knowing the cause almost nothing is done to get rid of those obstacles by the students according to the professor.

7. CONCLUSIONS

The research team got to the following conclusions:

1. Among the Intensive Advanced English II students under study, the majority of the students agreed that anxiety and nervousness are factors that most affect their oral performance on evaluated activities.

2. The majority of the students agreed that it is necessary to create groups for practicing the target language and improve their oral performance to get better grades.

3. Students expressed that the more oral practices they have, the more control they have upon their anxiety of speaking in public.

4. Students demonstrated that with some tips on how to overcome nervousness and how to handle public speaking fear, they are more capable of getting better grade in oral evaluated activities.

8. RECOMMENDATIONS FOR PROFESSORS

1. To maintain oral production activities that challenge students' improvement inside and outside the classroom to have a generation that looks at the learning process as something that goes with each one of them wherever they go and not only as a mere university task.

2. To include motivational talks on their classes to empower students' interest in the class and to include some personal tips on how to handle public speaking fear for the students to have a better understanding on the importance of the oral evaluated activities they face during the major.

3. To keep challenging students with oral activities such as impromptu speeches, debates, discussions and focus groups to improve their participation in the class and to give them freedom to create the target language.

9. RECOMMENDATIONS FOR STUDENTS

1. Students need to know that the factors that hinder their oral production such as nervousness, anxiety and time pressure can be controlled with practice. They should show proactivity and read by themselves about some tips or techniques on how to handle these hindering factors. Moreover, learners should know that being confident about their knowledge, practicing the target language, and getting prepared for oral evaluations will get them through a high level performance and, for instance, they will see that good results come automatically.

2. Learners should look for different ideas on how to practice the target language outside the classroom since time is not enough to practice during a class. Besides, students must keep in mind that the more they practice, the easier the language gets.

3. Creating conversational groups or a group session in which they can practice the language using the topic given in class or any topic chosen by them is a great advantage they can have for improving their oral production skill.

4. The last one, but not least important is that learners should know that if extrinsic motivation is not enough to keep a high atmosphere on their learning environment, intrinsic motivation must take the lead for them to overcome any obstacle and improve their oral production skill inside and outside the classroom.

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APPENDIXES

APPENDIX 1

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

This questionnaire is addressed to teachers who are in charge of Intensive Advanced English I from the major of Licenciatura en Idioma Inglés Opción Enseñanza and Modern Languages.

Objective: To gather information from teachers of Licenciatura en Idioma Inglés Opción Enseñanza and Modern Languages in order to know what oral tasks influence their students' oral English fluency and how they overcome public speaking fear.

Directions: Based on your own opinion, provide an accurate answer to each question by checking in the box of the option.

1. Do you think that it is necessary to provide students with assessment criteria before embarking on an oral task in order for them to do a better performance with regard to oral English fluency?

Strongly agree ☐   Agree ☐   Disagree ☐   Strongly disagree ☐

2. Do you provide your students with explanation about the criteria to be evaluated before an oral task?

Always ☐   Often ☐   Sometimes ☐   Never ☐

3. Do you think that it is necessary to increase your students' motivation for them to improve their oral English fluency?

Strongly agree ☐   Agree ☐   Disagree ☐   Strongly disagree ☐

4. Do you make use of any technique to increase your students' motivation for them to overcome public speaking fear?

Always ☐   Never ☐   Often ☐   Sometimes ☐

5. Do you think that time pressure and nervousness affect your student's performance in an oral task?

Strongly agree ☐   Agree ☐   Disagree ☐   Strongly disagree ☐

6. From the following factors, which affects the most your students' oral English fluency in an oral task?

Nervousness ☐   Anxiety ☐   Low motivation ☐   Introversion ☐

7. Do you consider that providing students with advisory on what to do and how to carry out their oral task influences in their performance regarding to public speaking fear?

Strongly agree ☐   Agree ☐   Disagree ☐   Strongly disagree ☐

APPENDIX 2

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

This questionnaire is addressed to students who are taking Intensive Advanced English II from the major of Licenciatura en Idioma Inglés Opción Enseñanza and Modern Languages

Objective: To gather information from students of Licenciatura en Idioma Inglés Opción Enseñanza and Modern Languages in order to know what oral tasks influence their oral English fluency and how they overcome public speaking fear.

Directions: Based on your own opinion, provide an accurate answer to each question by checking in the box of the option.

1. How often do you use the target language inside the classroom?

Always ☐   O☐ Never   Sometimes ☐   ☐

2. Do you monitor yourself?

YES ☐   ☐   NO

3. How often are you exposed to activities that replicate real situations in the class?

Always ☐   O☐ Never   Sometimes ☐   ☐

4. How much do you participate in communicative activities during the class?

Too much much ☐   A lot ☐   Enough ☐   Not ☐

5. What do you consider that motivates you to participate in communicative activities?

Personal Satisfaction ☐   Rewards or Punishments ☐   Peer Pressure ☐

Other: _____

6. In which of the following speaking activities do you participate the most?

Role-plays ☐   Debates ☐   Discussions ☐   Games ☐

APPENDIX 3

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

This check list is addressed to students who are taking Intensive Advanced English II from the major of Licenciatura en Idioma Inglés Opción Enseñanza and Modern Languages.

Objective: To gather information from students of Licenciatura en Idioma Inglés Opción Enseñanza and Modern Languages in order to determine Intensive Advanced English students' attitude and feelings towards speaking English in public

Directions: Check the answer that best applies to your own opinion.

Statements		Students' opinions				
		(5) Strongly agree	(4) Agree	(3) Undecided	(2) Disagree	(1) Strongly Disagree
1	I never feel quite sure of myself while I am speaking English.					
2	I tremble when knowing that I am going to be called on to speak English.					
3	I start to panic when I have to speak English in advance.					
4	In a speaking class, I can get so nervous I forget things I know.					
5	I get nervous and confused when I am speaking English.					
6	I am afraid that other students will laugh at me while I am speaking English.					
7	I get nervous when the teacher asks me to speak in English about a topic I have prepared for.					
8	I can feel my heart pounding when I am going to be called on to speak English in public.					
9	I hardly ever volunteer to participate in an oral activity.					
10	I enjoy the experience of speaking English.					
11	The more oral tests I have, the more confused I get.					
12	Certain parts of my body feel very tense and rigid while speaking English.					
13	I feel anxious while waiting to speak English.					
14	I want to speak less because I feel shy while speaking English.					
15	I dislike using my voice and body expressively while speaking English.					
16	Even If I am well-prepared, I feel anxious about speaking English.					

| 17 | I find it hard to look at the audience in my eyes while speaking English. | | | | | |

APPENDIX 4

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

OBSERVATION GUIDE

This observation guide is held by the research team addressed to students and teachers who are in charge of Intensive Advanced English II from the major of Licenciatura en Idioma Inglés Opción Enseñanza and Modern Languages.

Objective: To gather information from teachers and students of Licenciatura en Idioma Inglés Opción Enseñanza and Modern Languages in order to know what oral tasks influence their students' oral English fluency and how they overcome public speaking fear.

OBSERVATION GUIDE

Teacher`s Name _____   Date of Validation: _____

Direction: Please indicate the rating of the items found by checking the line of each corresponding items. The questionnaire´s rating will be based on the following scale:

5- Excellent (E) 4- Very Good (VG) 3- Good (G) 2- Needs Improvement (NI) 1-Poor (P)

Items	Scale				
	5	4	3	2	1

I. Clarity of Instructions and Items

a. The instructions given were simple, specific, clear and comprehensible manner.   ____ ____ ____ ____ ____

b. Questions in each item were explained in brief, concise and unambiguous way.   ____ ____ ____ ____ ____

c. The words and concepts utilized in the directions can be well understood by the respondents.   ____ ____ ____ ____ ____

d. Requests were given in an affirmative approach.   ____ ____ ____ ____ ____

Items	Scale

II. Objectivity and Evaluation Rating System

a. Each item questions require specific and measurable answer.   ____ ____ ____ ____ ____

b. Possible biases on the part of data collectors have been adequately controlled.   ____ ____ ____ ____ ____

c.   Responses options covered all significant alternatives.   ____   ____   ____   ____   ____

III.   Over-all Presentation and Organization

a.   The instructions were received at a high level of comprehension.   ____   ____   ____   ____   ____

b.   Students were willing to answer open questions by the teacher.   ____   ____   ____   ____   ____

IV.   Attainment of Purpose

a.   The objectives of the class are congruent with the information needs of the intended respondents.   ____   ____   ____   ____   ____

b.   The instrument as a whole fulfills the objectives for which is was constructed.   ____   ____   ____   ____   ____

c.   Oral participation increases as the class time advances.   ____   ____   ____   ____   ____

d.   Respondents freely participate at the time of interaction is given.   ____   ____   ____   ____   ____

e.   Teacher show control of the time for oral participation during the class.

____   ____   ____   ____   ____

f.   Nervousness is shown when the teacher directly asks one of the respondents.

____   ____   ____   ____   ____

g.   Teacher motivates respondents to practice the target language inside the class.

____   ____   ____   ____   ____

h.   Teacher motivates respondents to practice the target language outside the class.

____   ____   ____   ____   ____

Over–all Remarks:

_____

_____

_____

Validator's Signature