UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SCIENCES

FOREIGN LANGUAGE DEPARTMENT

Universidad de El Salvador
Hacia la libertad por la cultura

UNDERGRADUATE RESEARCH:

"THE CAUSES OF THE STUDENTS' RELUCTANCE TO SPEAK ENGLISH INSIDE THE CLASSROOM IN THE ADVANCED INTENSIVE ENGLISH I COURSES FROM THE B. A. IN ENGLISH TEACHING, SEMESTER II-2017 AT THE FOREIGN LANGUAGE DEPARTMENT, SCHOOL OF ARTS AND SCIENCES AT THE UNIVERSITY OF EL SALVADOR."

PRESENTED BY:

MARTÍNEZ MARTÍNEZ, RICARDO   **MM93218**

To obtain the degree of: Licenciatura en Idioma Inglés opción Enseñanza

HERNÁNDEZ TORRES, KARLA MELISSA   **HT07001**

QUINTEROS MELÉNDEZ, CRUCITA EVANGELINA   **QM03009**

To obtain the degree of: Licenciatura en Lenguas Modernas

ADVISOR: MsE: CESAR AUGUSTO GUZMAN

GRADUATION PROCESS COORDINATOR: LIC. MAURICIO SALVADOR CONTRERAS CARCAMO

MAIN CAMPUS, JULY 18th, 2018

AUTORITIES OF THE UNIVERSITY OF EL SALVADOR

Roger Armando Arias

PRESIDENT

Manuel de Jesús Joya

ACADEMIC VICE– PRESIDENT

Nelson Bernabé Granados Alvarado

ADMINISTRATIVE VICE- PRESIDENT

Cristóbal Hernán Ríos Benítez

SECRETARY GENERAL

AUTHORITIES OF THE SCHOOL OF ART AND SCIENCES

José Vicente Cuchillas Melara

DEAN

Edgar Nicolás Ayala

VICE-DEAN

Héctor Daniel Carballo Díaz

SECRETARY

AUTHORITIES OF THE DEPARMENT OF FOREIGH LANGUAGES

José Ricardo Gamero Ortiz

HEAD OF THE DEPARMENT OF FOREIGN LANGUAGES, MAIN CAMPUS

Mauricio Salvador Contreras Cárcamo

COORDINATOR OF GRADUATION PROCESS

Cesar Augusto Guzmán

RESEARCH ADVISOR

ACKNOWLEDGEMENTS

We express our deepest gratitude to the Almighty God for giving us the opportunity to complete successfully this assigned work.

We wish to express our sincere thanks to our honorable MsE José Ricardo Gamero Ortiz, Principal of the Foreign Language Department, University of El Salvador, for providing us with all the necessary facilities.

We are grateful to teacher MsE. Mauricio Salvador Contreras Cárcamo, Graduation Process Coordinator from the Foreign Language Department, University of El Salvador. His guidance, untiring cooperation, valuable advice and endless inspiration enabled us to overcome the entire preparation and process for this work.

It is a genuine pleasure to express our deep sense of thanks and gratitude to our advisor MsE Cesar Augusto Guzman for his dedication and keen interest.
Above all, his overwhelming attitude to help us has been solely and mainly responsible for completing our work. His timely advice, meticulous scrutiny and scholarly advice have helped us to a very great extent to accomplish this project.

The members of the evaluating committee M.A. Miguel Angel Carranza and MsE. Francisco Antonio Rodríguez Argueta who manifested their distinguished skills and talents in their own fields as seen in their way of correction and ideas shared.

We are also thankful to all other Foreign Language Department teachers of the different subjects, and office staff and express the deepest sense of regards and special gratitude to them.

We will dedicate this thesis to our Almighty God, who gave us strength, good health and knowledge every day. We dedicate this work to our lovely and extended family, a special feeling of gratitude goes to our loving parents, who have always stressed the importance of education, they not only gave us moral, emotional but also financial support instilled in us a tireless work ethic and persistent determination to be whatever we wanted to be in life without limitations.

To our friends whose have remained true and have always been there during the laughing and crying moments; those whose have always been our guards since the first day we set our foot in the institution.

TABLE OF CONTENTS

INTRODUCTION

In learning English as a Foreign Language, Speaking is one of the four basic macro-skills of language and it is the most important productive skill that a student must develop in their teaching-learning process. However, after observing attitudes and behavior of the students in the English classrooms, certain students' reluctance to speak English has been found.

But what reluctance means? According to the dictionary of Cambridge this means the feeling or showing aversion, hesitation, or unwillingness to do something. The following research work was done with the purpose of identifying the causes of the students' reluctance to speak English inside the classroom in the Advanced Intensive English I course from the B. A. in English Teaching, semester II-2017 at the Foreign Language Department, School of Arts and Sciences at the University of El Salvador. Also, to list the most common causes of the students' reluctance and provide some recommendation to the students to minimize the problem.

This research work includes:

The Statement of the Problem: This involves the basis of the research. *Objectives*: General and Specific Objectives which show the main goals of the research project. *Justification*: A brief explanation why the research topic was selected, giving many reasons that support the research project. *Research questions*: General and Specific questions that will be answered during the development of the research project. *Type of research*: An explanation about the methodology, type of study and the type of instrument used to collect the data. *Theoretical Framework*: The research presents citations of researchers involved with the topic, which give a strong theoretical support for the content of the research.

Research Methodology and Data Collection Plan: It contains the type and level of research, an explanation about the research method, sampling technique, techniques and

instruments for data collection and data analysis plan. *Conclusions and Recommendations*: The results obtained from the instruments used to collect data, provide information that helps to present conclusions and recommendations to minimize students' reluctance. *Bibliographic References*: It contains the sources consulted to support and develop the research. *Appendices*: It contains all documents used that help to develop the research project.

I.   RESEARCH DESIGN

RESEARCH TOPIC

The causes of students' reluctance to speak English inside the classroom in the Advanced Intensive English I course from the B. A. in English Teaching, semester II-2017 at the Foreign Language Department, School of Arts and Sciences at the University of El Salvador.

DELIMITATION OF THE PROBLEM

The present research was carried out at Foreign Language Department, School of Arts and Sciences at the University of El Salvador; Semester II-2017. The subject of the study were the students from Advanced Intensive English I courses.

STATEMENT OF THE PROBLEM

Speaking is one of the four basic macro-skills of language and it is used as a means of interactions to convey one's opinions, ideas and emotions. In learning English as a Foreign Language, speaking is the most important productive skill that a student must develop. However, certain reluctance has been observed in students of the Advanced Intensive English I courses from the B. A in English Teaching, semester II-2017 at the Foreign Language Department, School of Arts and Sciences in the University of El Salvador to use the language. The ability to function in another language is generally characterized in terms of being able to speak that language. When someone asks, "Do you know another language?" They generally mean "Can you speak the language?" (Joy Reid; 225). One person needs not only to have linguistic competence, which is necessary but also, communicative competence. In 1974, the sociolinguistic Dell Hymes proposed the notion of communicative competence as an alternative to Chomsky's linguistic competence. This reveals the great importance that the speaking skill has in learning a language.

The purpose for this research is to identify the causes of reluctance that Advanced Intensive English students have when using the language inside the classroom, to let the students identify by themselves what are their weakness when speaking and how they can commit to practice it inside or outside the class to obtain an improvement in their oral skills. Based on this investigation, this reluctance is derived from many causes that might be related to internal and external causes; the internal causes, are those that the individual language learner brings with him or her to the particular learning situation, for instance: Age, Personality, Cognition, Shyness, Intrinsic Motivation, Being Afraid of Volunteering Ask / Answer Questions, Experiences, Native Language and Incomprehensible Input, While external causes are those that characterize the particular language learning situation which can be noted: Curriculum, Instruction, Being Afraid of Negative Teacher Traits or Teacher's Evaluations / Corrections, Extrinsic Motivation, and Access to Native Speaker.

OBJECTIVES

General:

➢ To discover the causes of the students' reluctance to speak English inside the classroom in the Advanced Intensive English I course from the B. A. in English Teaching, semester II-2017 at the Foreign Language Department, School of Arts and Sciences at the University of El Salvador.

Specifics:

➢ To identify the different causes that students have to be reluctant to speak English inside the classroom.

➢ To list the most common causes of reluctance in students to speak English inside the classroom.

➢ To provide some recommendation to students to minimize reluctance to speak English in class.

JUSTIFICATION

It is undeniable that speaking English proficiently is a must not only for those who attend this major, but also, for everyone who is involved in this era of globalization. An intermediate level of oral expression and comprehension can only be acquired by practicing and speaking during the process of learning a language inside the classroom, as a result we can have access to better job opportunities. But, when the opposite is done, and the student becomes reluctant, learners lose interest in learning the language. They do not demonstrate any progress in their learning, and they got stuck in a specific level that will affect their performance; keeping them in that area of comfort due to internal and external causes.

The internal causes are those that the individual student of languages brings to the particular learning situation, such as age, personality, cognition, shyness, intrinsic motivation, fear of volunteering, questions and answers, experiences, native language and incomprehensible input; while the external causes are those that characterize the particular learning situation of languages that can be observed: curriculum, instruction, fear of negative traits of the teacher or evaluations / corrections of the teacher, extrinsic motivation and access to native speakers.

Likewise this phenomenon is becoming more common in the students population of English teaching major, since they do not realize the importance of practicing their English orally, and they are not conscious that this will bring serious consequences such as: bad grades, repetition of subjects, delay in the learning process and in the long term face the reality of the lack of employment for not using this important tool, because knowing how to communicate in English is the most important key among all the known English skills.

For that reason, the purpose of this research is to discover what are the causes of students' reluctance to speak English in the classroom in Intensive Advanced English I courses for the Bachelor of Teaching English, semester II-2017 in the Department of Foreign Language, School of Arts and Sciences of the University of El Salvador.

RESEARCH QUESTIONS

- ➢ What are the causes of the students' reluctance to speak English inside the classroom?

- ➢ Out of the causes, which ones are the most influential in students' reluctance to use the studying language inside the classroom?

- ➢ What do teachers do to cope with this problem?

- ➢ What are the possible solutions to reduce reluctance?

II. THEORETICAL FRAMEWORK

BACKGROUND

Through the years the English Language has been one of the most spoken languages around the world and for this reason Teaching English as a Second Language (TESL) or Teaching English as a Foreign Language (TEFL) has been adopted as a major, subject or course in different educational institutions. In learning a language there are four macro skills that we must deal with, to communicate effectively, for such reason, the speaking skill is literally superior and the most influential since "it is used as a medium of interaction to express one's thoughts and emotions" (Richard, 2008). It is undeniable that participating in class through speaking is the key to success in learning a language. As well as feeling a part or included into it, it is important for the acquisition of a language, because the more they feel immersed in that language the more participation they get, as this let the students express themselves more naturally and their language is improved gradually (Chau, Fung-ming, 1996).

When students practice what they know, they show their knowledge and it is polished along the way for being evaluated by themselves and by the teacher. When they answer questions from the teacher or students, ask questions, participate consistently, and see each other immersed in the topics addressed by the teacher, a greater understanding is produced which is necessary for the acquisition of a language. That is when the student is benefited with self-satisfaction and self-fulfillment (Tsui, 1996).

It is also important that students evaluate their performance in oral terms, likewise, it is vital for the teacher to focus his objective on speaking skills which will result for the students a challenge but not impossible; at the same time, it will help in their improvement and lexicon (Pinter, 2006). Considering the above-mentioned, it is emphasized that oral participation is one of the most important among which we already know; nevertheless, it is

15

affirmed "that communicative ability is the most observable phenomenon in the classroom. So, when students do not participate in class in the language being taught, the teacher assumes that there is a deficiency either in the learners or in their practice" (Tsou, 2005). Therefore, it is necessary for students to develop speaking skills. For a long time, the approach had been fixed in grammar translation, so that, the communicative approaches arise by what it was verified, that the grammatical approach did not contribute that the student improved his communicative ability and that although the students improved their three Skills like reading, writing and listening, still they became reluctant to speak in English (Ali, 2007).

As Li and Lui (2011) The University of Edinburgh, Dwyer and Heller-Murphy conducted six interviews with Japanese students in 1996, having a response that students were reticent in EFL classroom because they felt: "fear of public failure, fear of making mistakes, lack of confidence, low English proficiency, inability to keep up with native speakers, incompetence in the rules and norms of English conversation, disorientation", etc. Another study was also made to 567 students in Hong Kong (Littlewood-2004), which found that there are 6 causes that contribute to the reluctance in students to speak English among which we can mention: "tiredness, fear of being wrong, insufficient interest in the class, insufficient knowledge in the subject, shyness and insufficient time to formulate ideas" (Tsui-1996). In order students to be aware of their oral performance as well as the teachers put into practice more communication activities that contribute to the students feel motivated to participate, it was carried out an investigation and it was found that teachers' strategies had a high incidence for students to be reluctant, also it was found pedagogical factors like lesson objectives and task type (Lee and Ng-2010); moreover, through the research it was verified that if the students live in a country where their mother tongue prevails it is more difficult for them to practice their English because the classroom is the only place where they can practice L2, so it is very important a good amount of activities that take in order that the students feel immersed in the thematic imparted taking into accountabilities of oral type (Gaudart-1992).

THEORETICAL BASIS

When studying a language, the student sometimes falls into the error of focusing more on other abilities aside from speaking. Even though, speaking would be considered the most important skill since this allows us to communicate with people of different ages, gender, culture, etc. This one has become one of the most important skill to develop in learning a language. However, certain reluctance has been noticed in students inside the classrooms. In the early 1970s, Sandra Sauvignon conducted an important study into the development of communications skill built on a model of communicative competence containing several essential characteristics. She defined communicative competence as "the ability to function in a truly communicative setting – that is, in a dynamic exchange in which linguistic competence must adjust itself to the total information input, both linguistic and paralinguistic of one or more interlocutors."

Based on this, speaking should be a natural behavior and a great opportunity for communicative purposes of human beings and mainly for students in the classrooms but it is not; on the contrary, there exist reluctance to speak English from the students inside the class. Consequently, teachers and students are aware that with this problem, they are not making any progress in their learning as they will be stuck on a specific level affecting their performance and losing interest in learning the language. According to some studies, there are some causes related which are divided into internal and external, internal ones are those with the individual must deal, because they are characteristic of itself in a specific learning situation, while the external ones are due to a particular learning situation.
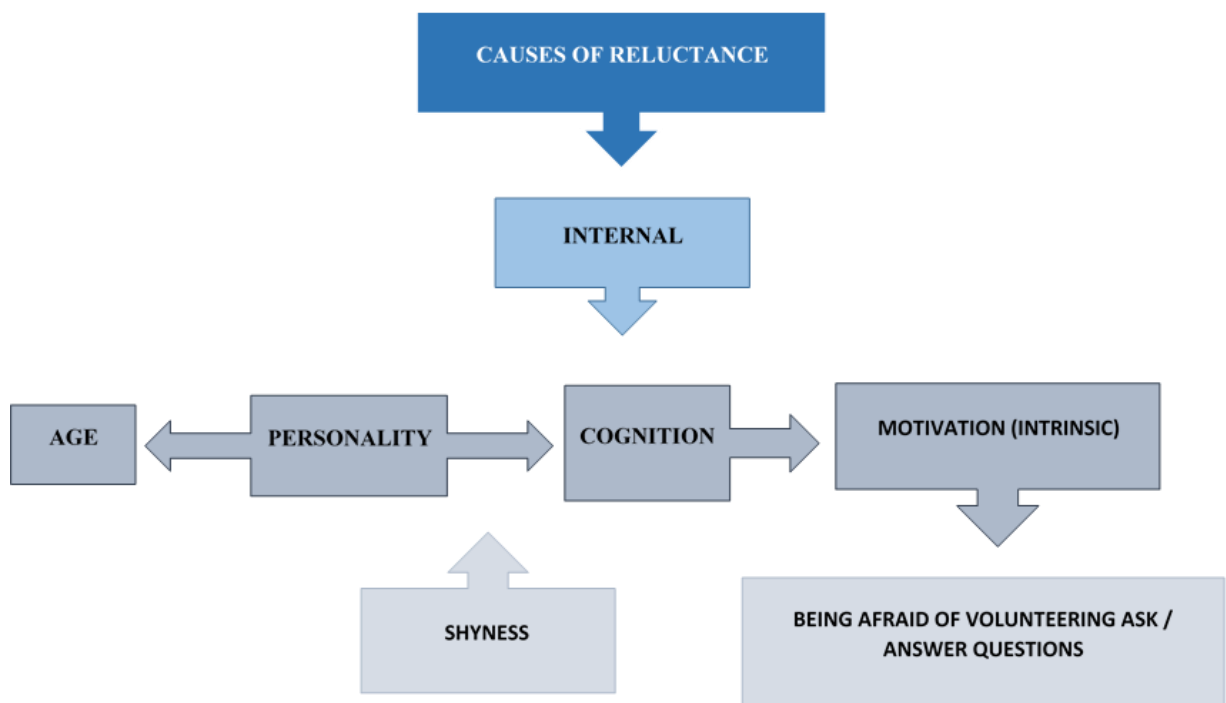
Internal Causes

- **Age:** This is influenced by the age of the learner. Children, who already have solid literacy skills in their own language, seem to be in the best position to acquire a new language efficiently. Motivated, older learners can be very successful too, but usually, struggle to achieve native-speaker-equivalent pronunciation and intonation.

- **Personality:** Introverted or anxious learners usually make slower progress, particularly in the development of oral skills. They are less likely to take advantage of opportunities to speak or to seek out such opportunities. More outgoing students will not worry about the inevitability of making mistakes. They will take risks, and thus will give themselves much more practice.

- **Cognition:** In general, it seems that students with greater cognitive abilities (intelligence) will make the faster progress. Some linguists believe that there is a specific, innate language learning ability that is stronger in some students than in others.

- **Shyness:** Speaking a foreign language can be really intimidating. And for a shy person, this usually make some students practice silently -having conversations only in their heads. Shy speakers' biggest fear is that when they DO speak they'll sound silly or won't be understood, and most of the time they get nervous and forgot some words and get quiet trying to remind how to say a word in English. Or simply they do not have the confidence to practice the language in public. (Will-2015)

- **Motivation (intrinsic):** Intrinsic motivation has been found to correlate strongly with educational achievement. Clearly, students who enjoy language learning and take pride in their progress will do better than those who don't. Extrinsic motivation is also a significant factor. ESL students, for example, who need to learn English in order to take a place at an American university or to communicate with a new English boy/girlfriend are likely to make greater efforts and thus greater progress.

- **Being afraid of volunteering ask / answer questions:** Reasons for this fear might be attributed to the anxiety about being "over- exposed" in front of others (communicative apprehension), it is also unwilling to expose themselves and reveal possible weaknesses or mistakes in social contexts even when interacting with foreigners in a foreign language or with students that have a higher level and speak better than the rest of the class. Dwyer and Heller-Murphy (1996) found that one of the causes is low English proficiency.

- **Experiences:** Learners who have acquired general knowledge and experience are in a stronger position to develop a new language than those who haven't. The student, for example, who has already lived in 3 different countries and been exposed to various languages and cultures has a stronger base for learning a further language than the student who hasn't had such experiences.

- **Native language:** Students who are learning a second language which is from the same language family as their first language have, in general, a much easier task than those who aren't. So, for example, a Dutch child will learn English more quickly than a Japanese child.

- **Incomprehensible Input:** The role of incomprehensible or only partially comprehensible input in language learning is relatively controversial. That kind of input would be, for example, listening to the radio in the foreign language or watching television programs on foreign television as a beginner. Even if the student is not able to understand anything or even if s/he only understand a small section of what s/he is seeing or reading, the language travels into the subconscious, where it is processed. This is supposed to integrate the language into the subconscious and thus make learning the language overall easier or even a literal no-brainer. Against those claims speak, that there are numerous examples of immigrants who have lived in a country for 10 years and still cannot speak a smidgen of the language.

We have had many of them in our courses and they start as beginners exactly in the same fashion as people who have been in the country for ten days. The refusal of those claims is also backed up by science: Findings about learning states say, that you can only learn something, if: You direct your attention towards it and are active engagement and, it is not too easy nor too complex. Content that you do not understand simply flies passed without immersive learning taking place. (Spitzer, Lernen. Gehirnforschung und die Schule des Lebens. 2006)

The following chart is a summary of the internal causes of reluctance and how they are related.

External Causes

- **Curriculum:** For ESL students it is important that the totality of their educational experience is appropriate for their needs. Language learning is less likely to place if students are fully submerged into the mainstream program without any extra assistance or, conversely, not allowed to be part of the mainstream until they have reached a certain level of language proficiency.

- **Instruction:** Clearly, some language teachers are better than others at providing appropriate and effective learning experiences for the students in their classrooms. These students will make faster progress. The same applies to mainstream teachers in second language situations. The science teacher, for example, who is aware that she too is responsible for the students' English language development, and makes certain accommodations, will contribute to their linguistic development.

- **Being afraid of negative teacher traits or teacher's evaluations/corrections:** Besides, being afraid of making mistakes which may threaten the students' self-esteem or harsh methods of the instructor for correcting errors, being faced with some reluctant students to speak can be very disappointing for the teacher after planning a class. When there are rows of blank faces or questions that nobody will answer it can be demotivating. According to the essay "Why are some students reluctant to use L2 in EFL speaking classes?" (Savaşçı - 2014) There is also the role of the teacher which might influence students' reluctance. The teachers being native, or non-native could play a role on students' will. The results show when the teacher does not speak in their mother tongue they feel forced to speak English as much as possible which raises the rate of participation, regardless of the teacher's being native or non-native. In addition to teachers being native or non-native, the participants were asked whether teacher correction could influence their reluctance. All the participants stated that this does not affect their will of speaking except Participant #st S/he told that if the teacher corrects her/him once, s/he tries to pay more attention to her/his speaking which causes her/him to make more mistakes of

which s/he is afraid. Another important point about the reluctance problem among students is the topic of interest. If the talking point is an attention getting and the interest-appropriate one, the students want to speak and participate more in the discussion which resolves reluctance. One of the participants stated if s/he does not have enough knowledge on a subject, s/he cannot get deep into it and s/he is not able to say much. If something is of her/his point of interest and if s/he knows much about it, s/he wants to speak more. This point of view is important in terms of reviewing the talking points engaged in the oral communication courses.

- **Culture and status:** There is some evidence that students in situations where their own culture has a lower status than that of the culture in which they are learning the language make slower progress.

- **Being afraid of making mistakes and being mocked at:** This is one of the most common obstacles for people who are starting to study English. With great courage they try to start a conversation with someone with the desire to practice the language, but what happens? Suddenly opening their mouths, the first thing they hear are mocks or smiles from their friends when they listen to them talk. Do not mind that, if students do not take risks and overcome these obstacles they will never learn. In life, everyone has to go through difficult times and learning a language requires going through embarrassing situations, we all make mistakes and thanks to them are that we learn in life. In some cases, reluctance does not seem to be related to their lack of knowledge of vocabulary or grammar and according to some researchers, students think they do not have any problems with their proficiency in English. Depending on the culture, learning English and practicing it can be taken as two different things. The perfectionism can be another reason that affects the reluctance to speak English due to the person does not want to make mistakes since they are trying to speak it properly taking care about what they want to express and continuously thinking about grammar while speaking. Even though they have been learning English for a long time and they are advanced-level students, they have different problems in speaking English. This is in the same direction with the

outcome of Dwyer and Heller-Murphy's study (1996). They also found out that one of the reasons for reluctance is due to fear of making mistakes. Curiously enough, according to some studies these, are shown that students are more comfortable with speaking to natives rather than nonnatives. "It is easier to talk to native speakers; for instance, to Americans, they don't pay attention to your grammar mistakes as non-native people do. Native speakers are sincerer to you. They nod and show that they can understand you. They motivate you by doing so".

- **Motivation (extrinsic):** Students who are given continuing, appropriate encouragement to learn by their teachers and parents will generally fare better than those who aren't. For example, students from families that place little importance on language learning are likely to progress less quickly.

- **Access to native speakers:** The opportunity to interact with native speakers both within and outside of the classroom is a significant advantage. Native speakers are linguistic models and can provide appropriate feedback. Clearly, second-language learners who have no extensive access to native speakers are likely to make slower progress, particularly in the oral/aural aspects of language acquisition.

The following chart is a summary of the external causes of reluctance and how they are related.
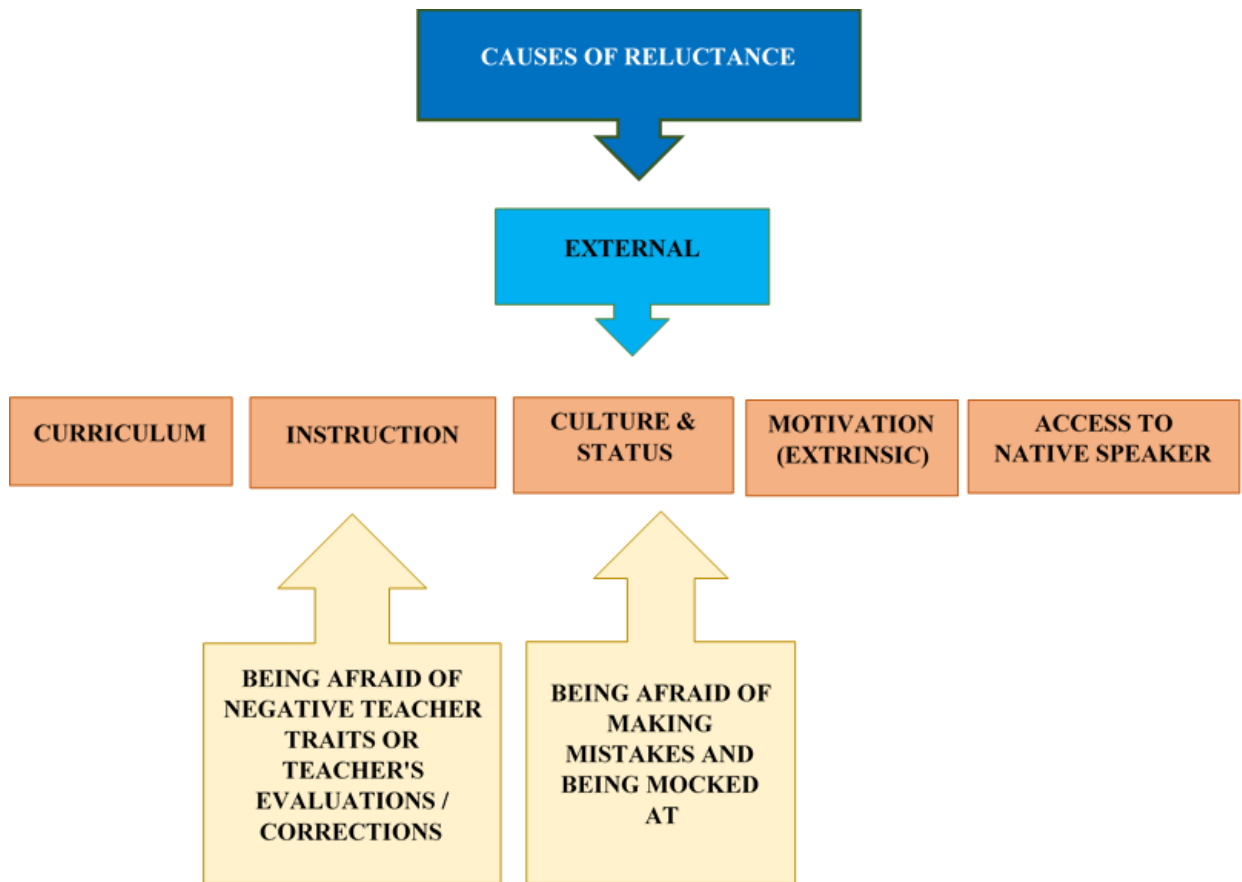
The purpose of this research is to identify which of this are the most common causes on the Advanced Intensive English I courses from the B.A in English Teaching at the University of El Salvador.

III. RESEARCH METHODOLOGY

To discover the reasons of reluctance to speak English inside the classroom, to list the most common causes and provide some recommendations to students to minimize this problem in the English class, the research team had implemented a methodology that allowed them to reach the objectives successfully. As a result, the group followed the present research methodology: type and level of the research, research design, population, sample, sampling technique, data collection methods, and procedures of data analysis.

Type and Level of the Research

Qualitative and Exploratory

The research design is defined as qualitative and exploratory since it aims to understand the issue more thoroughly, before attempting to quantify mass responses into statistically inferable data. The researchers gathered qualitative data through instruments such as observation checklist and an opened-ended interview from the sample population, and then analyze that data to be reported. The reason for selecting this research design is because of the particularity of the selected investigation problem which allowed the researchers to add more information or keep the initial units that make the qualitative process dynamic (Hernandez Sampieri 2006).

Research Method

The type of qualitative research method to carry out this project was **Descriptive-Qualitative**, since the objectives of the researchers were focused on identifying the different causes that students must be reluctant to speak English inside the classroom, to list the most common causes and to provide some recommendation for students to minimize

this reluctance to speak English in class. In this context, the researchers with the instruments like observation-checklist and an opened-ended interview and by taking a sample from a population described how this group of students experiences this phenomenon from each person's own perspective. Our goal was to enter to inner world of each participant to understand his or her perspective and experience. Once the data collection and the analyses of data has realized the researchers understood and had a better perspective of this phenomenon.

Sampling Technique

In this study, the researchers used the discretionary or intentional sampling technique; it is a non-probabilistic and exploratory technique. In the discretionary sampling technique, the sample is taken from a population, and the participants are chosen with a specific objective. With this type of sampling, the researchers chose the participants that they consider most appropriate for the research. The researchers selected from a population of 132 students who, belonged to three groups of Advanced Intensive English I courses, semester II-2017 from the Foreign Language Department, which made about 63 students to be observed. The opened-ended interview containing ten questions administered to a group of teachers of the Foreign Language Department of the University of El Salvador.

Techniques and Instruments for Managing and Collecting Data.

The instruments used to obtain qualitative information were the interview and the checklist observation. The researchers designed and used an interview that contained twelve opened-ended question that were directed to a group of selected teachers who played an important role in this subject matter, this let us obtain more objective and concrete information about the knowledge and the level of English that the students had of Advanced Intensive English I courses semester II-2017 from the Foreign Language Department.

The research group also designed and used an observation-checklist, composed by nine closed questions, which was a useful tool that helped researchers to gather and accumulate information carefully and systematically without intervening about study or manipulate them, in this way the researchers recorded and at the same time observed the participants to fulfill a specific objective to be answered as the reasons why students are reluctant to speak English in class. This helped the researchers to gather more reliable data at any given time.

Procedures for data collection.

a. Validation of the instruments.

In the validation of instruments prior to the compilation of information, the researchers carried out a pilot test, it was done with 10 students of the Foreign Language Department of third year of the major, to assess the comprehension of the questions or determine if it is possible to obtain the necessary information of the investigation as well as the filling time of the instruments, it served as a basis to modify the instruments allowing to replace some questions.

b. Collection of data.

The data collection carried out the third, fourth and fifth week of August 2017, during that period the researchers organized as follow.

Distribution of instruments per researcher.

Researcher's name	Schedules: Tuesday and Friday	Second week of November 2017		
		1st week	2nd week	
		Observation checklist	Teacher's Interview	Student's Interview
Karla Hernández	6 am - 8 am			
Crucita Quinteros	10 am - 12 pm			
Ricardo Martínez	1 pm - 3 pm			
Total				

Data Collection Plan

Once the data was collected the researchers proceeded to analyze it, to confirm if all the possible theories reviewed have been confirmed. Finally, to analyze the answers for the interviews, the researchers team separated them to compare the differences and similarities.

Piloting

The researchers did a pilot study one week before managing the final instruments. This pilot study was carried out in two groups from English Advanced I, in which researchers administered the observation checklist and two interviews (one for teachers and the other one for the students). During the piloting process, the interviewees had problems to understand some questions asked, and at the end those had been modified. The observation checklist had some problems in the type of questions. The researchers rewrote the formula to get the information needed. Then the researchers did a second pilot study with 20 students for English Advance I. They piloted the three instruments and these ones were good and students did not have difficulties to answer them. The final instruments to gather the data were interviews and observation checklists, these were led to a sample of 63 students who belong to the English Teaching major and three teachers for the subject assigned. The researchers took into an account three groups, these students registered in English Advance I classes.

The objective for the interviews was for gathering the information about the causes of the students' reluctance to speak English inside the classroom, and the purpose of the observation checklist was to confirm there is a reluctant behavior inside the classroom among students.

IV. DATA ANALYSIS

OBSERVATION CHECKLIST

Different courses of Advanced Intensive English I were observed during the 3rd, 4th and 5th weeks of august 2017 to collect information about "The causes of student's reluctance to speak English inside the classroom in the Advance Intensive English I courses semester II- 2017, from the Foreign Language Department, School of Art and Sciences in the University of El Salvador". And how the teachers and students interact among them in the classes as well. These are the outcomes.

To obtain the percentage of each question from the observation check list, the following formula was used:
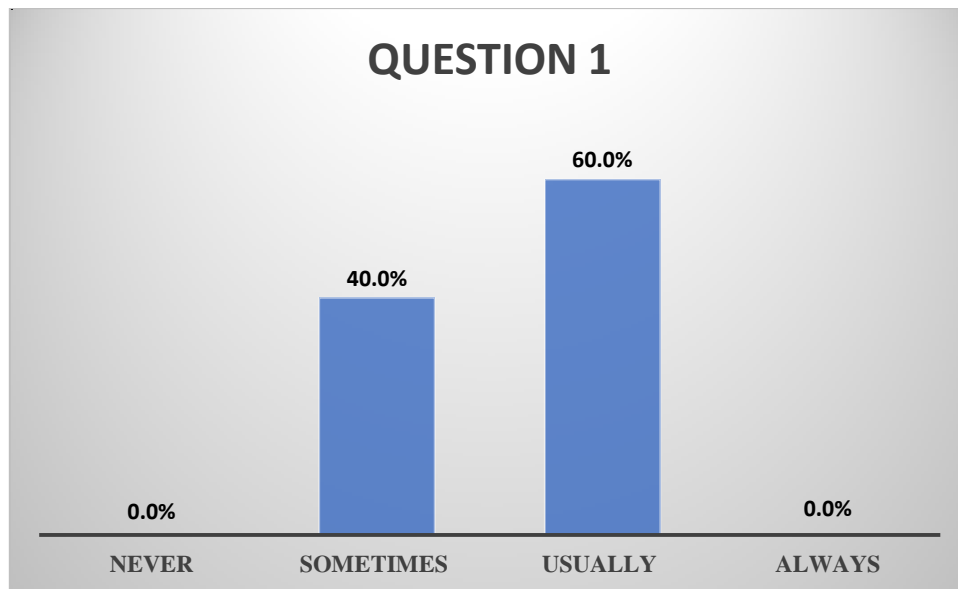
$$P = \frac{F}{N1} X\ 100$$

Where:

P = Percentage

F = Frequency

N1 = Number of subjects

Do the students speak English in class frequently?

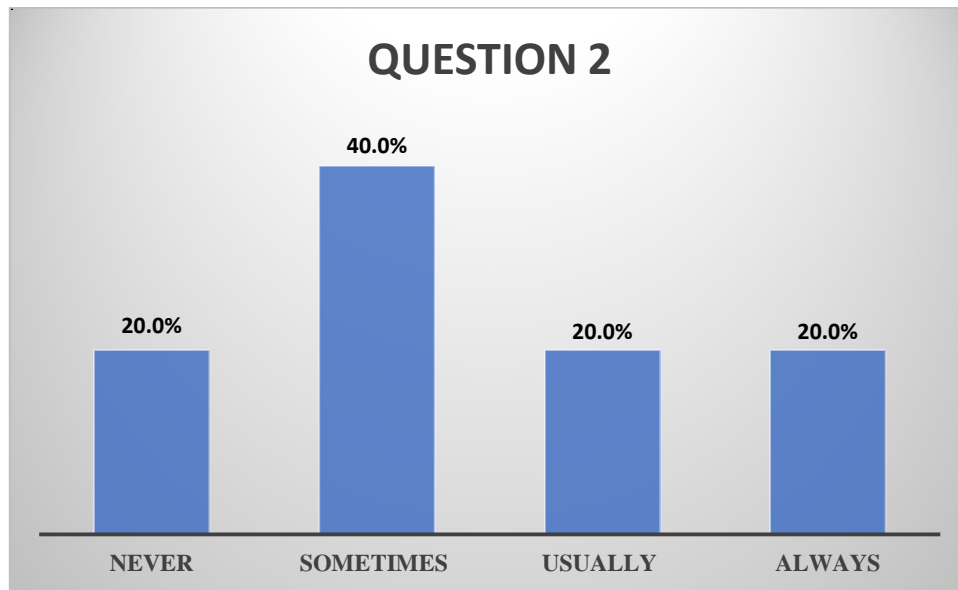| Never	Sometimes	Usually	Always
0	40	60	0

In question 1, 60% of the observed students demonstrated that they *usually* spoke English in class frequently. While 40% of them showed that they *sometimes* did it.

Do the students use their mother tongue at certain intervals of time in conversation or when they answer questions?

| Never	Sometimes	Usually	Always
20	40	20	20

In question 2, 40% of the observed students indicated that they *sometimes* used their mother tongue at certain intervals of time in conversation or when they answer questions. Another 20% manifested that they *usually* did it. Besides, another 20% showed that *always* used the language and the remaining 20 % proved that they *never* did.

Do the students show that they do not understand the taught class content because they are silent, when the teacher asks questions about the topic being developed?

| Never	Sometimes	Usually	Always
0	40	60	0
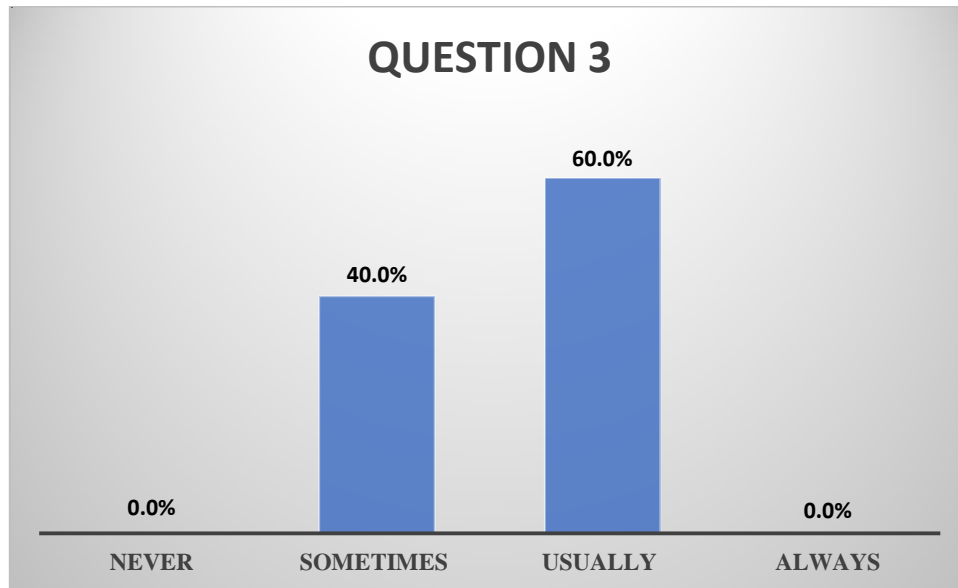
In question 3, 40% of the observed students proved that they *sometimes* did not understand the taught class content because they are silent, then the teacher asks questions about the topic being developed. Another 60% validated that they *usually* did it.

Do the students show a lack of interest in the taught class because they are eating, talking with their peers or performing other activities outside the thematic taught in class?

| Never	Sometimes	Usually	Always
80	20	0	0
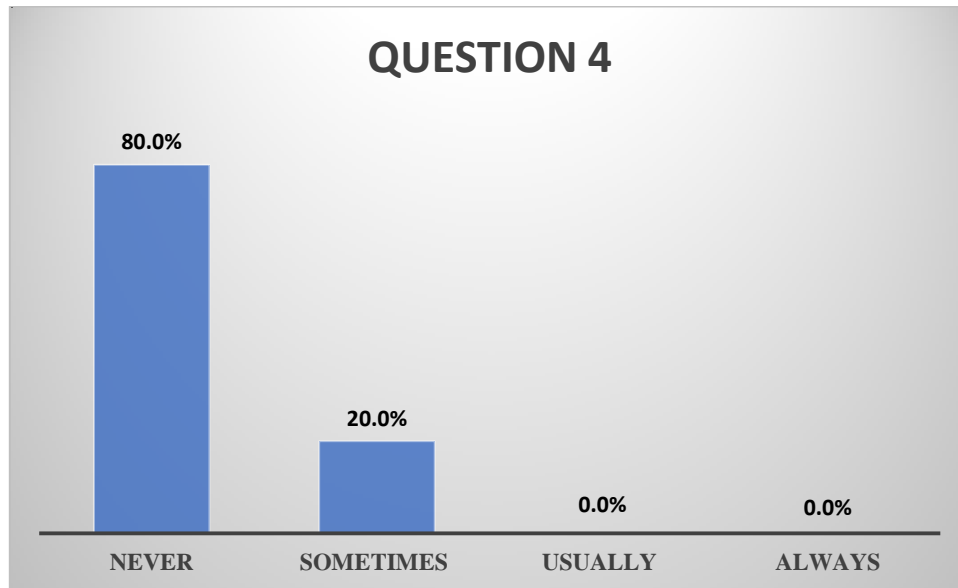
QUESTION 4

In question 4, 80% of the observed students demonstrated that they *never* showed lack of interest in the taught content because they are eating, talking with their peers or performing other activities outside the thematic taught in class; whereas, 20% manifested that they *sometimes* did it.

Do the students avoid speaking English in front of the class because they struggle to pronounce the words?

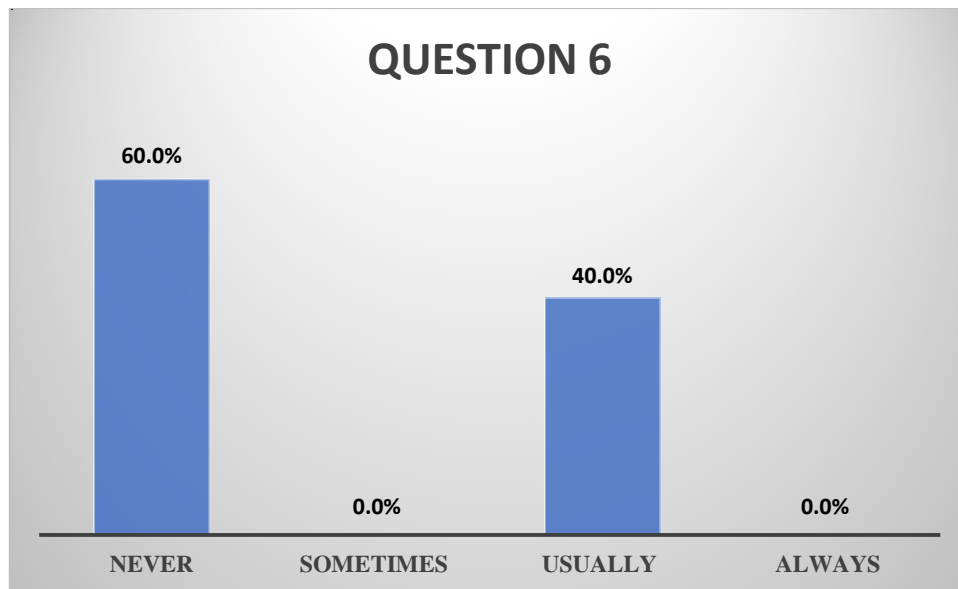| Never	Sometimes	Usually	Always
40	20	40	0
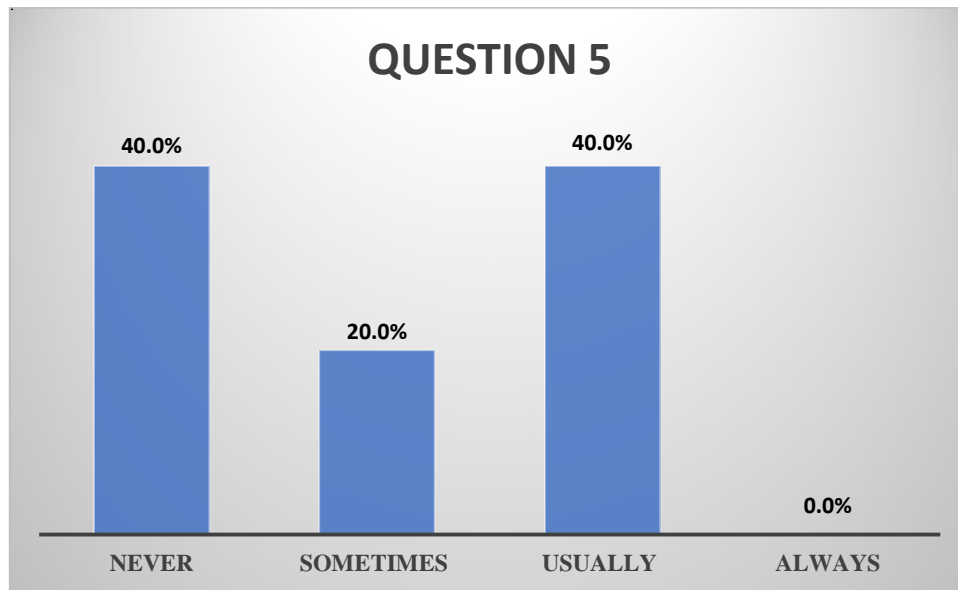
In question 5, 40% of the observed students showed that they *never* avoid speaking English in front of the class because they are struggling to pronounce the words. Another 40% indicated that they *usually* did it. Just 20% of the observed students determined that they *sometimes* did it.

Are all the students proactively speaking during the class?

Never	Sometimes	Usually	Always
60	0	40	0

In question 6, 60% of the observed students showed that they *never* spoke proactively during the class. The remaining 40% indicated that they *usually* did it.

QUESTIONS 7

Do the students avoid speaking English because the teacher tends to compare them with others in that ability?

Never	Sometimes	Usually	Always
100	0	0	0

QUESTION 7

100.0% NEVER

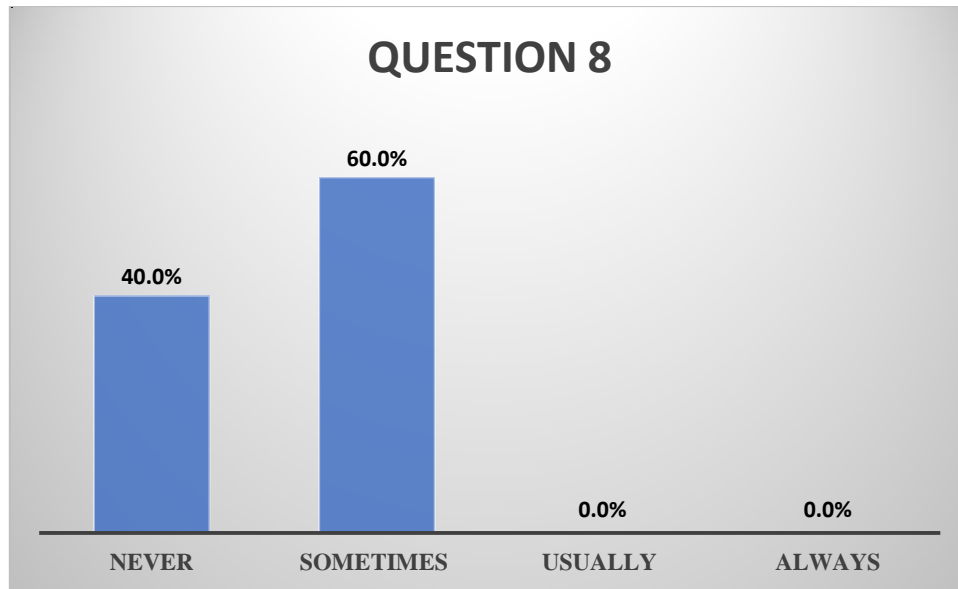0.0% SOMETIMES

0.0% USUALLY

0.0% ALWAYS

In question 7, 100% of the observed students demonstrated that they *never* avoid speaking English because the teacher tends to compare them with others regarding that ability.

Are the students reluctant because the teacher corrects them constantly?

Never	Sometimes	Usually	Always
40	60	0	0

QUESTION 8

|	
60.0%	
40.0%	
0.0%	0.0%
NEVER	SOMETIMES	USUALLY	ALWAYS

In question 8, 40% of the observed students seemed that they are *never* reluctant because the teacher corrected them constantly. And another 60% looked that they *sometimes* were reluctant for the same cause.

QUESTION 9

Do the students show fear and anxiety that others make fun of them?

Never	Sometimes	Usually	Always
80	0	0	20
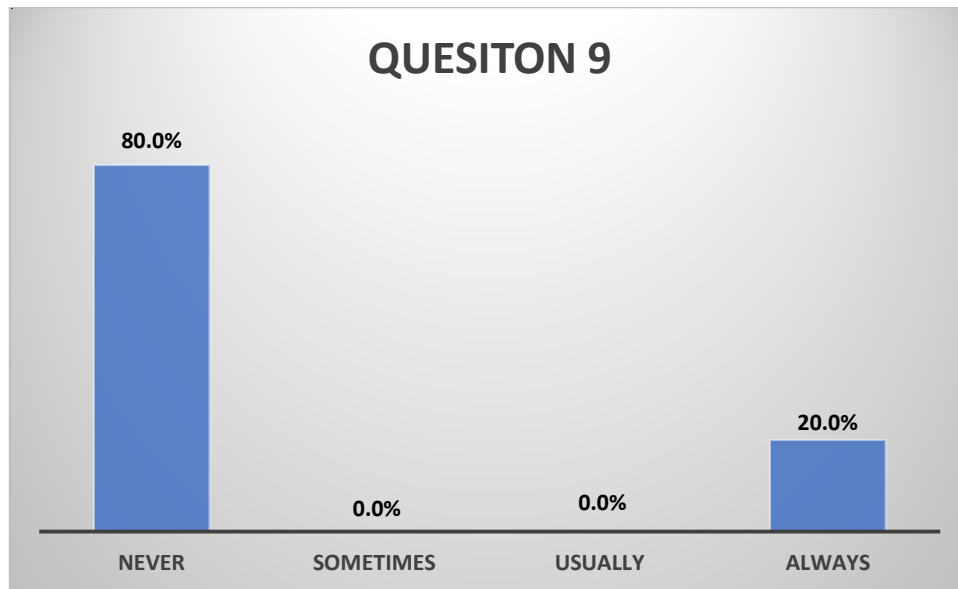
In question 9, 80% of the observed students indicated that they *never* showed fear, anxiety that others make fun of them. However, 20% showed that they *always* did it.

STUDENTS INTERVIEWS

The following results have been gathered from 3 different courses, the total sample was 63 students from Advanced Intensive English I. The interview was about "The causes of student's reluctance to speak English inside the classroom in the Advanced Intensive English I course semester II- 2017, from the Foreign Language Department, School of Art and Sciences in the University of El Salvador". The interview was performed with closed and open questions to get their point of view on the classes.

The formula used on this scenario is the following.

$$n = \frac{z^2\,(p*q)}{e^2 + (\frac{z^2(p*q)}{N})}$$

In which

n= Sample size

z= Confidence level

p=Proportion of the population with the desired characteristic (success)

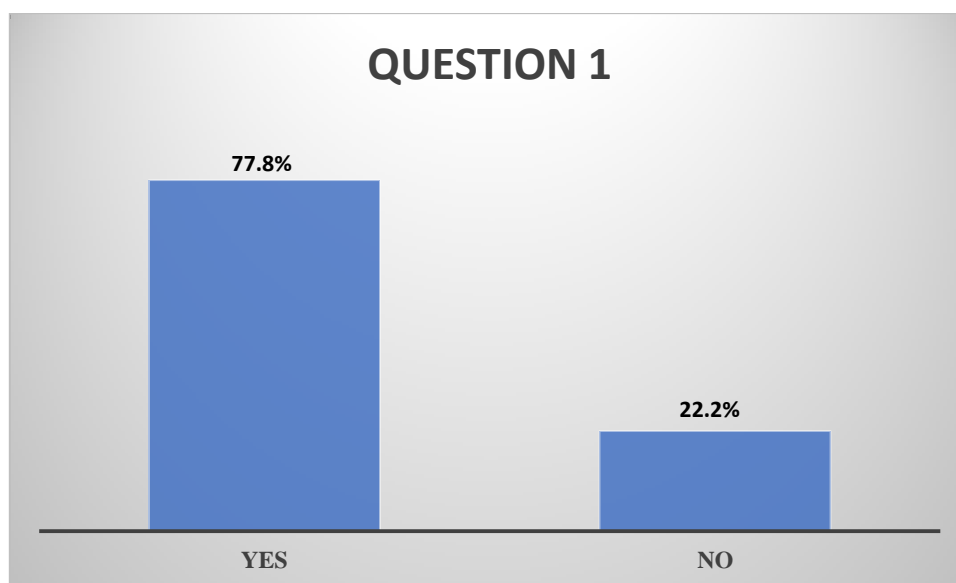q= Proportion of the population with the desired characteristic (failure)

e= Margin of error

N=Size of the population

QUESTION 1

Do you speak English actively during the classes?

Yes	Students N°	%	No	Students N°	%
Why?			Why?		
Develop skills	27	42.9%	Avoid to make mistakes	7	11.1%
Practice with others	19	30.2%	Lack of interest	5	7.9%
No answer	3	4.8%	Shyness	2	3.2%
Total	**49**	**77.8%**	**Total**	**14**	**22.2%**

The graph is showing the number of students who are speaking actively during classes. As we can see, the 77.8% of the students expressed that they are participating in the class. Under that percentage their answers varied, for example; 42.9% of the students understand that the priority of the participation is to improve the language, not only to get a good pronunciation but also grammar and vocabulary according to the topics explained during the classes. The students also described that the teacher assigned to the subject is helping them to develop the language. Then, 30.2% of students explained that the practice makes them learn more, as they like to practice with others during classes since this is the only

chance to do so. Unfortunately, 4.8% of the students did not specify anything for this question.

On the other hand, 22.2% of students said that they are not speaking actively during classes. Among their responses, 11.1% of them, explained several reasons why they do not participate, the most common one is that they are always avoiding making mistakes due to lack of vocabulary, not having enough knowledge about grammar or bad pronunciation as the type of opinions they share in the class. Then, 7.9% of the population, expressed that they do not speak actively due to lack of interest on the topics taught in the class as they explained that they are not interested in because they are more worried to pass the classes. Finally, 3.2% of the population express that the main reason is shyness.

Do you feel motivated to speak English in classes when the teacher asks an impersonal question?

Yes	Students	%	No	Students	%
Why?	N°		Why?	N°	
Practice and improve	40	63.5%	Shyness	2	3.2%
Interested topics	6	9.5%	Lack of interest	5	7.9%
No answer	8	12.7%	No answer	2	3.2%
Total	**54**	**85.7%**	**Total**	**9**	**14.3%**
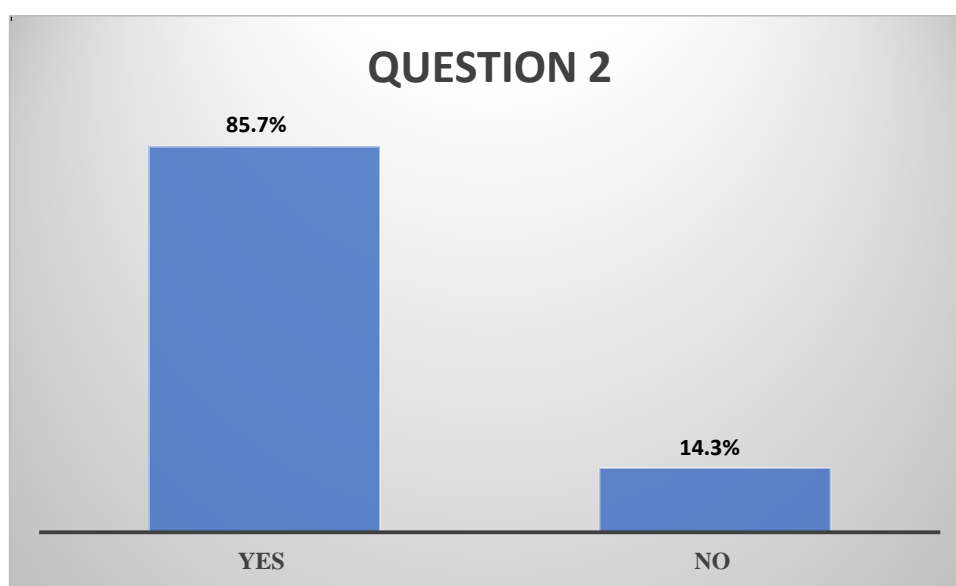
In this question, 85.7% of the students said that they were motivated to speak in the classes when the teacher asks an impersonal question. Between their answers, 63.5% of them agreed that this is a good way to practice and improve the language. Some of the students participate to improve their fluency and vocabulary in different topics. Some others explained that the teacher is the one who is supporting them by making some activities, he is correcting their mistakes when necessary as he is very approachable. Moreover, 9.5% of them said that they participate based on the topics taught as they also mentioned that this helps them to talk about different topics and they can express their opinions freely. 12.7% of them did not provide an explanation but they agreed with the question.

On the other hand, 14.3% of the population said that they are not motivated by the teacher. Among their answer, 7.9% are not interested in participating in the class as they explained that they are not needed to provide their opinions since this type of question is impersonal. The 3.2% said that they do not participate due to shyness, besides that, they explained that they have problems to respond quickly because they are doubting that they are answering correctly. Finally, 3.2% remaining did not answer the question.

QUESTION 3

What kind of situations and language classroom activities can you point out that make you reluctant?

This has been an open question to let the students explain in which situations they are reluctant. This chart is a summary of the most common responses.

| Why?	Students N°	%
Reading	2	3.2%
Speaking	12	19.0%
Comprehension	5	7.9%
Grammar	1	1.6%
Vocabulary	2	3.2%
Activities	12	19.0%
Teacher	9	14.3%
Others	10	15.9%
No answer	10	15.9%
Total	**63**	**100.0%**
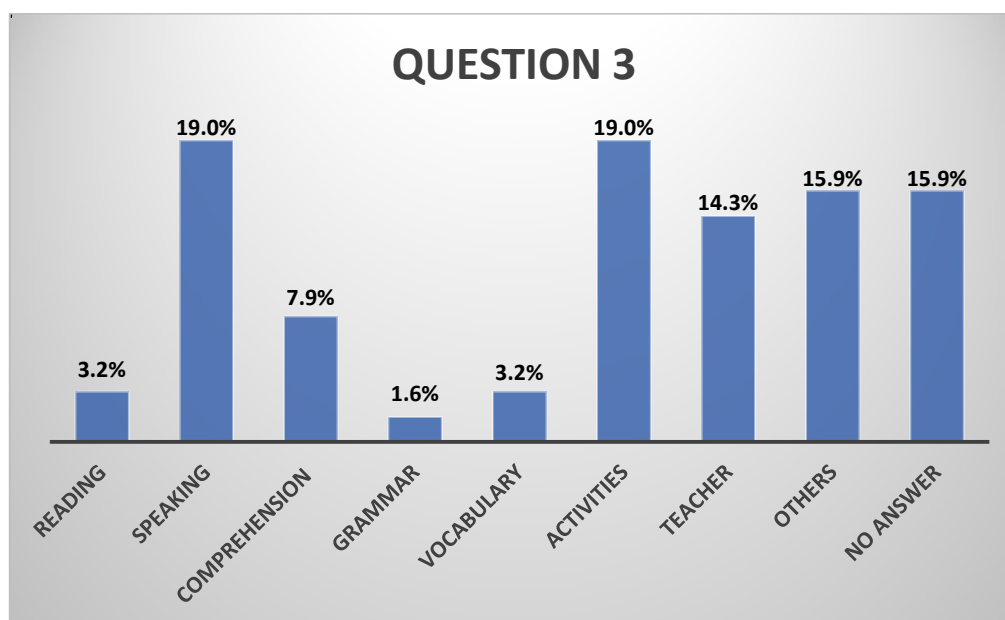
19.0% of students, explained that they are reluctant when there are oral presentations, this opinion was very ambiguous since some students explained that this is helping them to express their opinions and overcome the fear of public speaking. On the other hand, some of them forget what they are going to say. Another 19.0% of them, highlighted the lack of activities they have in the class since this is helping them to get a better understanding and help them to learn in a fun way. 15.9% of the interviewees did explain personal experiences among different reasons for being reluctant, like reading a lot, individual work, negative environment class, some are not using the English language due to their shyness with the rest of the class while another 15.9% did not answer this question.

14.3% of the students explained that sometimes the teacher does not explain the topic clearly, or sometimes they regularly use presentations slides to present the class, moreover, they are not giving any type of activity during the class to motivate them to participate. 7.9% of the students, explained that they are having problems to understand the classes. Most of their opinions were related to all the English skills (the vocabulary, grammar, and content. In a few cases people explained that they are having problems because of the pressure of speech used by the teacher). Then, 3.2% assured they are not participating due to lack of vocabulary. Another 3% explained that there is a lot to read but not enough time to participate. Just the 1.6% explained that the main problem is that they are having grammatical problems.

QUESTION 4

Do you consider having troubles to understand contents of the classes?

	Students N°	%
Never	3	4.8%
Sometimes	54	85.7%
Usually	5	7.9%
Always	1	1.6%
Total	**63**	**100.0%**
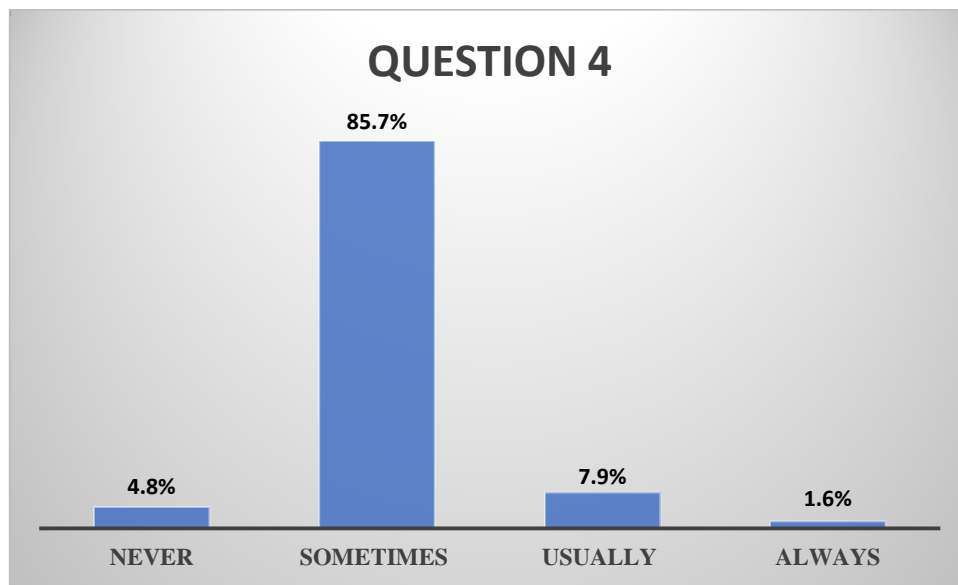
Question 4, is to identify if students have comprehension problems in the classes. 85.7% of learners affirmed, they sometimes encounter this difficulty during their English classes. 7.9% of the students responded, they usually have this kind of problem. On the contrary, 4.8% of students said, they never have it. As the 1.6% of learners answered, they always have difficulty understanding the contents developed in class.

Which of the three aspects gives you more difficulty when speaking?

| Answers	Students N°	%
Grammar	27	43%
Pronunciation	9	14%
Vocabulary	25	40%
Grammar/ Vocabulary	2	3%
Total	**63**	**100%**
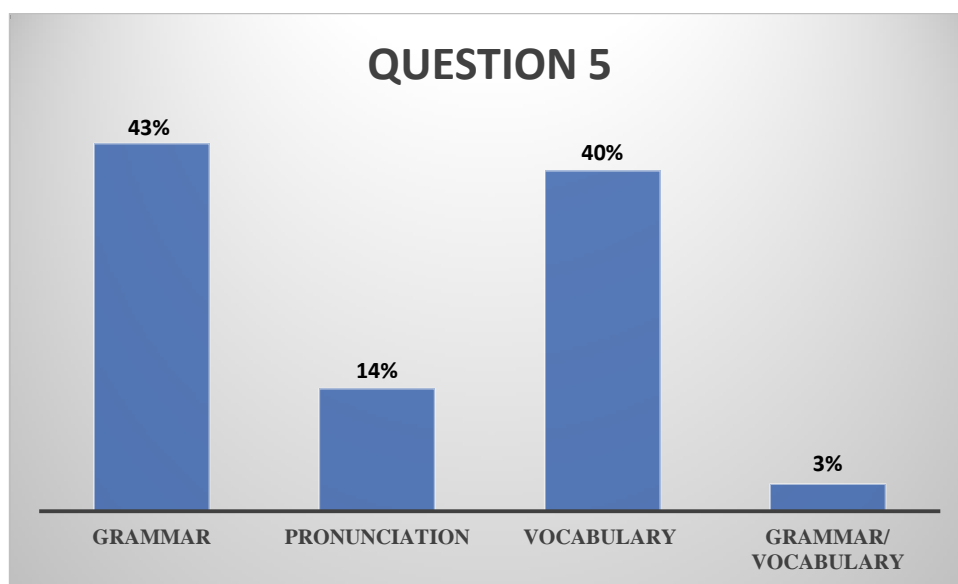
Taking in consideration the previous question, the researchers needed to identify which of these three aspects is more difficult to them when speaking English. There is 43% that are struggling with grammar, at this moment, not all the students had taken Grammar classes yet based on Pensum and what they know so far has been taught in the Intensive English courses. Continuing with the chart, 40% of the students explained that they are having troubles with the new vocabulary based on the new topics. On the other hand, 14% of students have problems with the pronunciation and explained that since this is a new semester they are finding more words and sounds they need to learn according to the topics taught. Finally, 3% of the students agreed to have problems with the Grammar and the Vocabulary in specifically.

QUESTION 6

Are there any reasons concerning grammar that cause you reluctance to speak English?

| Answers	Students N°	%
Yes	40	63.5%
No	23	36.5%
Total	**63**	**100.0%**
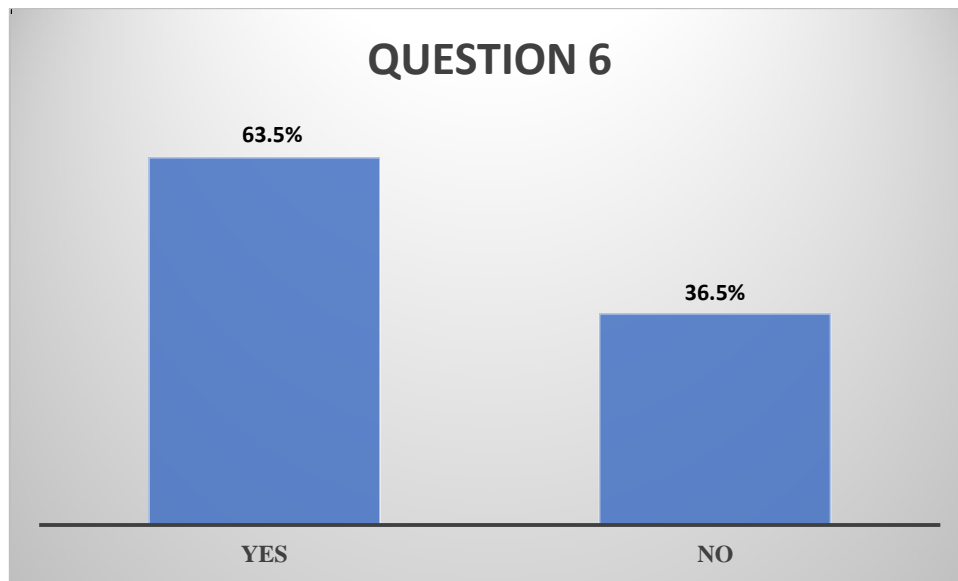
The researchers are looking for the reasons that cause the reluctance to speak English in the classroom. For this question, it was necessary to confirm if the grammar is part of the reasons. We can see that 63.5% of the students confirmed having trouble with Grammar as they have also mentioned on previous answers. Meanwhile 36.5% of them denied it.

QUESTION 7

Do you have any pronunciation problem while speaking English in classes?

| Answers	Students N°	%
Yes	49	77.8%
No	14	22.2%
Total	**63**	**100.0%**
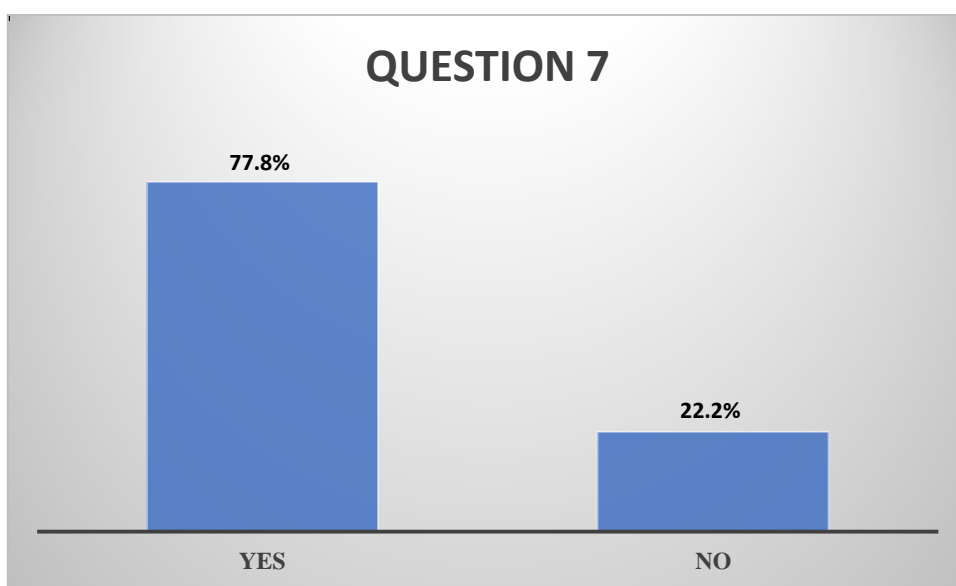
Continuing with the search for reasons that cause reluctance, the next question is to identify if the Pronunciation is also a cause. The result demonstrated that 77.8% of students are having Pronunciation problems; therefore, they do not speak English in classes for not being mocked at because of that. The remaining 22.2%, explained that they do not have pronunciation problems.

QUESTION 8

Do you consider your vocabulary is poor? If the answer is Yes, does this cause you to be reluctant to use the language?

| Answers	Students N°	%
Yes	34	54.0%
No	29	46.0%
Total	**63**	**100.0%**
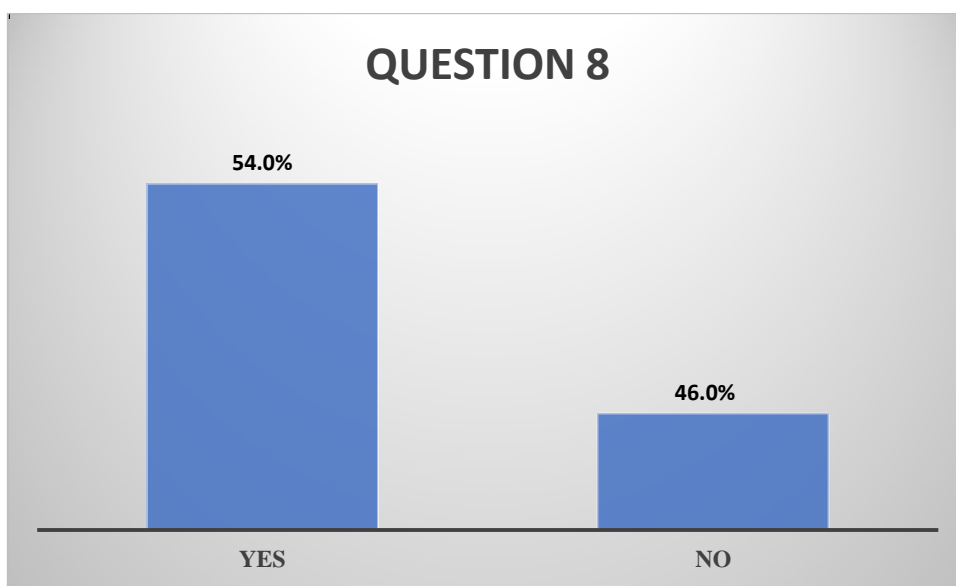
Another aspect to measure the reluctance was to verify the amount of vocabulary. 54.0% of the students mentioned that they are having a lot of problems due to lack of vocabulary, apart from previous aspects, grammar and pronunciation. In addition, we can see that 46.0% of them affirmed not having that problem because they are constantly studying, reading and practicing the language.

QUESTION 9

Have your classmates ever mocked at you for not being able to speak English properly in classes?

Yes	Students	%	No	Students	%
How / When?	N°		How / When?	N°	
Oral presentations	5	8%	Is normal making mistakes	5	8%
Making mistakes	6	9.5%	No answer	36	57%
Participation	3	5%			
Others	6	9.5%			
No answer	2	3%			
Total	**22**	**35%**	**Total**	**41**	**65%**
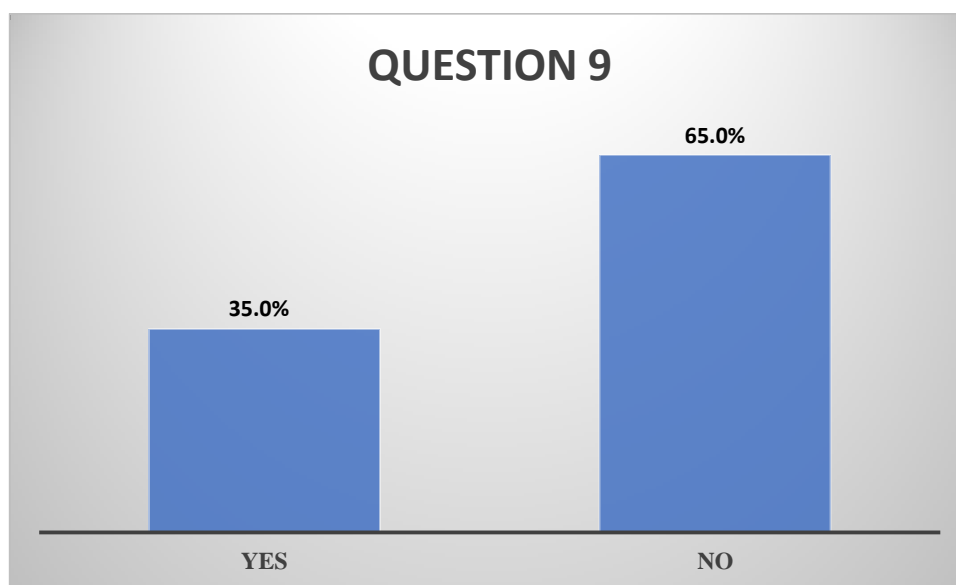
Question 9 students were asked if the they have received teasing for not speaking English properly. 65.1% claimed not to have experienced anybody's mockery, according to what was mentioned before, in which the 7.9% said that it is normal making mistakes and 57.1% did not give any answer.

34.9% of them reported having experienced mockery for not speaking English properly. 7.9% of them detailed that this occurred during oral presentations, 9.5% explained this happened when they make mistakes, 4.8% mentioned it when they participate, 9.5% provide ambiguous answers and finally, 2.2% did not provide any answer.

QUESTION 10

Which of the following social factors might be causing reluctance that may affect you to use the English language in the classroom?
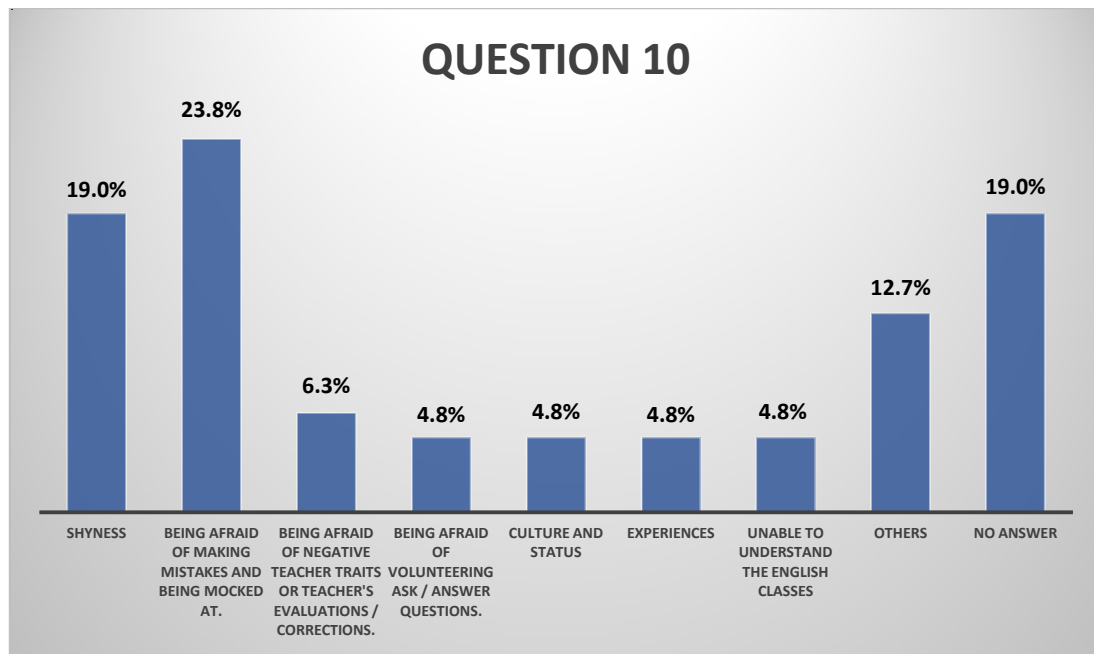
Question 10, is about identifying the factors that cause reluctance in students to use the language inside the class. For instance, this was a multiple-choice question. And it was observed that 23.8% of the interviewees mentioned that being afraid of making mistakes and that others make fun of them are powerful factors that influence them no to speak English in class. 19.0% explained they are too shy as they are very quiet and have difficulty expressing themselves in front of many people. 19% did not respond. 12.7% responded ambiguously.

Moreover, 6.3% of the students explained that sometimes they are not willing to participate due to being afraid of the teacher either because they do not receive a good treatment or because they are not corrected in a good manner. 4.8% of the population

clarified that they are afraid of participating voluntarily or when asking and answering questions. 4.8% explained that their reluctance comes from the other students who have more experience with the language; the social status allows them to resort to other types of teaching materials besides they are the ones that marginalize them to participate in the lessons. However, 4.8% of the students said that they are not participating because there are many classmates who have more experience in English than they do and think that it is not necessary to participate. 4.8% explained that they do not participate because they have problems to understand classes, most of them is because of grammatical structures and vocabulary.

The following chart has a compilation about their answer with more details what is or what are the reasons why they are not participating in classes.

Social factor	Students N°	%
Shyness	12	19.0%
Being afraid of making mistakes and being mocked a	15	23.8%
Being afraid of negative teacher traits or teacher's	4	6.3%
Being afraid of volunteering ask / answer questions.	3	4.8%
Culture and Status	3	4.8%
Experiences	3	4.8%
Unable to understand the English classes	3	4.8%
Others	8	12.7%
No answer	12	19.0%
Total	**63**	**100.0%**

According to this result it seems that the main reasons they are not participating is because they are afraid of making mistakes and secondly because of their shyness.

QUESTION 11

Which of the social factors do you think is affecting you the most to speak English in classes?
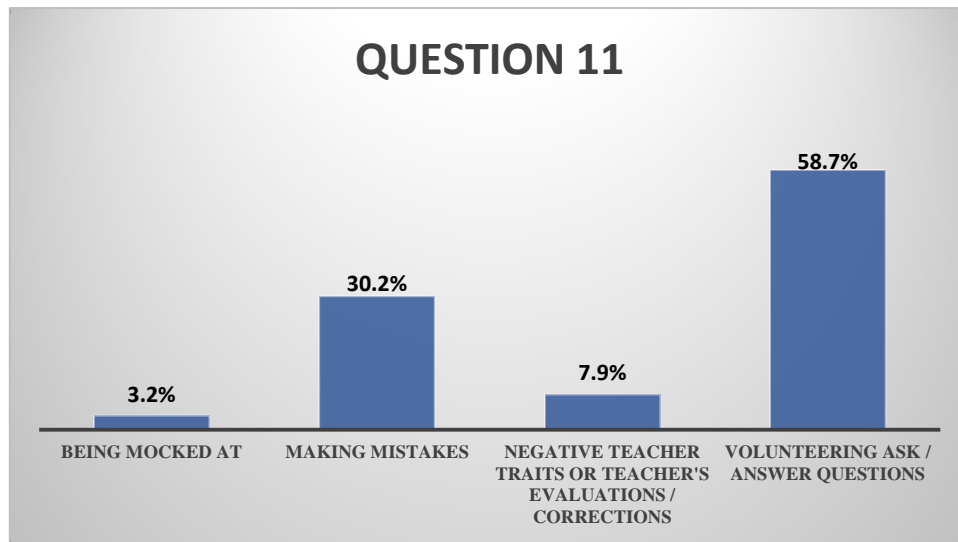
Continuing with the previous question, the group needed to know what the most affecting factor when speaking English in classes is. According to the results, 58.7% of the students mentioned that usually, they are reluctant to ask or respond voluntarily although they usually try to speak because they are studying it.

30.2% of the students said that they prefer to refrain from speaking in classes to avoid making mistakes.

On the other hand, there is 7.9% of students who explained that they are afraid of the negative treatment from the teacher or that the teacher misjudges them because they are aware of the mistakes students make, therefore, students believe that they will get bad grades. Moreover, there is 3.2% of student that said that what affect them the most is being mocked at when speaking English in front of the classes, besides of their shyness and fear of making mistakes.

The following chart is a review per each student and the inconsistence for the option selected with their personal point of view:

Social factor	Students	%
Being mocked at	2	3.2%
Making mistakes	19	30.2%
Negative Teacher Traits or Teacher's Evaluations /	5	7.9%
Volunteering Ask / Answer Questions	37	58.7%
Total	**63**	**100.0%**

QUESTION 12

Do you think the teacher can help you decrease your reluctance to speak English in the classroom?
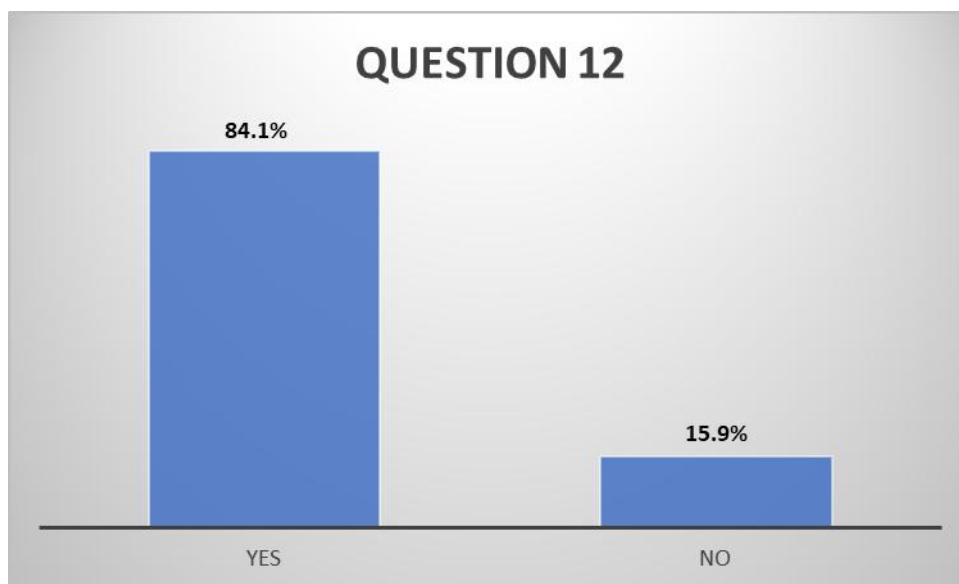
In this question, 84.1% of the students agreed that the teacher is the key to help them in the learning process. For instance, some of them said that he or she can make feedbacks more personal. Also, they mentioned that since they are responsible to teach the classes, they are very supportive so that they learn more. On the contrary, 15.9% of the students mentioned that this depends on the willingness to learn from the students' side.

The following comparative table shows that the majority of the students agree that teachers motivate them to learn the English language through activities, on the other hand, other students are aware that this learning process depends on their responsibility as a student and not on the teacher.

| Yes | Students | % | No | Students | % |
How ?	N°		How ?	N°	
Motivation	35	55.6%	Students' responsability	3	4.8%
Activities	12	19.0%	No answer	7	11.1%
No answer	6	9.5%			
Total	**53**	**84.1%**	**Total**	**10**	**15.9%**

QUESTION 13. a

Are you reluctant to use the language inside the classroom?

Yes Why?	Students N°	%	No Why?	Students N°	%
Practice	2	3.2%	Practice and improvement	27	42.9%
Shyness	3	4.8%	No answer	10	15.9%
Afraid of being mocked at	2	3.2%			
Lack of vocabulary	4	6.3%			
Cultural factor	3	4.8%			
Other	4	6.3%			
No answer	8	12.7%			
Total	**26**	**41.3%**	**Total**	**37**	**58.7%**
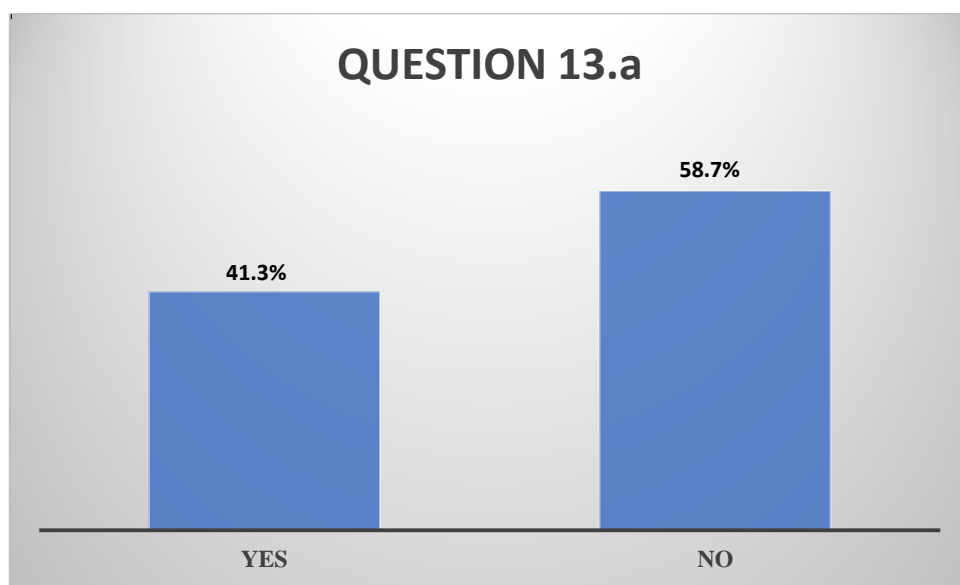
While 58.7% of students divided their responses by a 42.9% who stated that they do not have problems, as a result of practice and improvement. And 15.9% of the students did no answer this question.

On the chart, there is a 41.3% of the students that mentioned having troubles with the language making them reluctant when participating in the class. we can see that there is a 6.3% of the population that said that the reluctance comes from the lack of vocabulary as

the 4.8% that explained that they do not participate due to some students are not let them participate since they consider themselves better than the rest of the class.

This question has a second part:

QUESTION 13. b

If yes, what do you recommend or what type of activities can teachers implement to reduce reluctance to speak English inside the classroom?

Recommendations	Students N°	%
Oral presentations	6	9.5%
Activities	16	25.4%
Work in groups	10	15.9%
Others	9	14.3%
No answer	22	34.9%
Total	**63**	**100.0%**
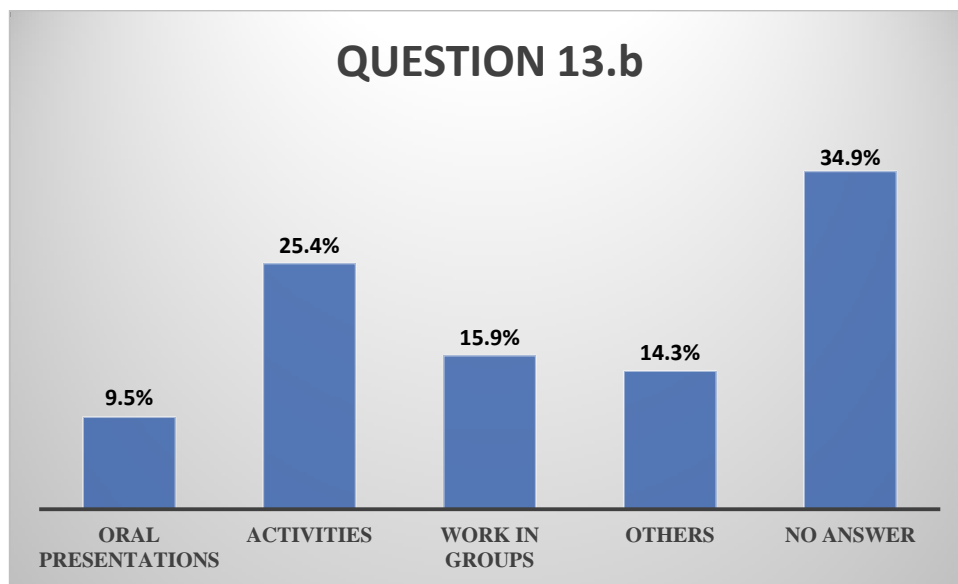
As recommendations, the 25.4% of students expressed that the best way to learn the language is by performing activities in the classes, then the 15.9% said that working in groups help them to get confidence and to let them know more people in classes. The

14.3%, refer to playing games, singing songs, reading books, etc. As the 9.5% oral presentation since they will need to face they fear to speak in front of the classes. The remaining 34.9% did not answer to this question.

TEACHER'S INTERVIEWS

For the teacher interview it was personalized analysis; in this case the interview was administered to three teachers assigned to the Advanced Intensive English I semester II-2017, from the Foreign Language Department, School of Art and Sciences in the University of El Salvador. The percentage was gathered according to the frequency of their responses. But this is just for representation purposes. The analysis was carefully taken based on their responses, so the researchers could compare their point of view with the Students results.

QUESTION 1

Do you consider some students do not speak English in class because of lack of interest?
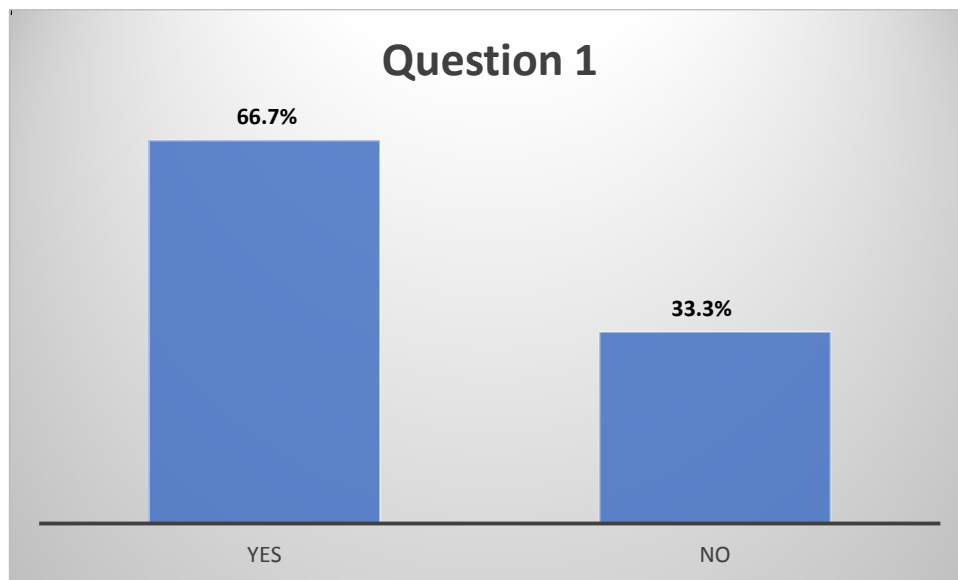
66.7% of teachers affirmed that students do not speak English in class due to lack of interest. While 33.3% of teachers said that there are other reasons such as: making mistakes in front of others, or they are focused on other subjects.

QUESTION 2

Do you consider that the phenomenon of reluctance is increasing inside the classroom?
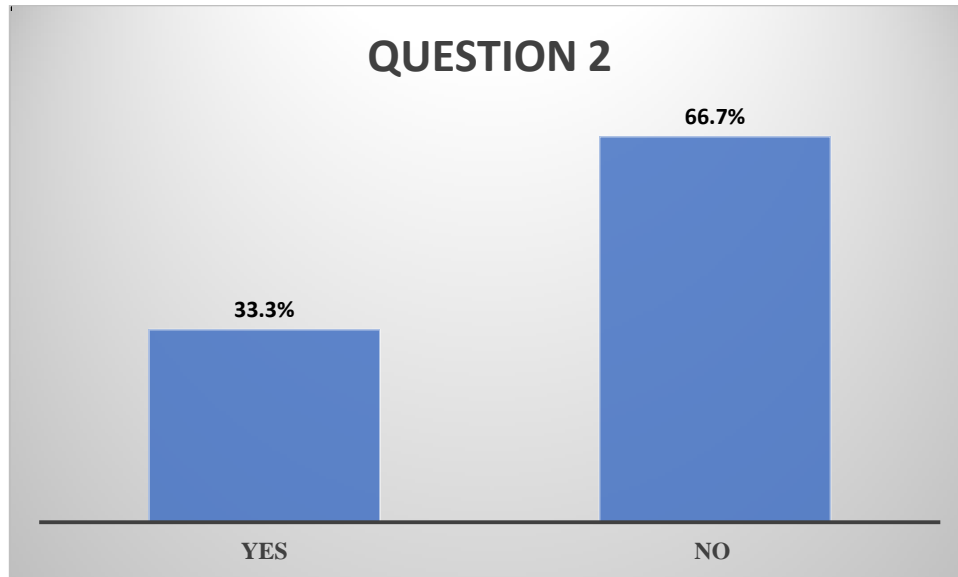
According to 33.3% of teachers interviewed the phenomenon of reluctance is increasing inside the classroom. Whereas 66.7% disagree.

QUESTION 3

In your opinion, do you consider your students are unmotivated to speak English in classes?

QUESTION 3

100%

0%

YES   NO
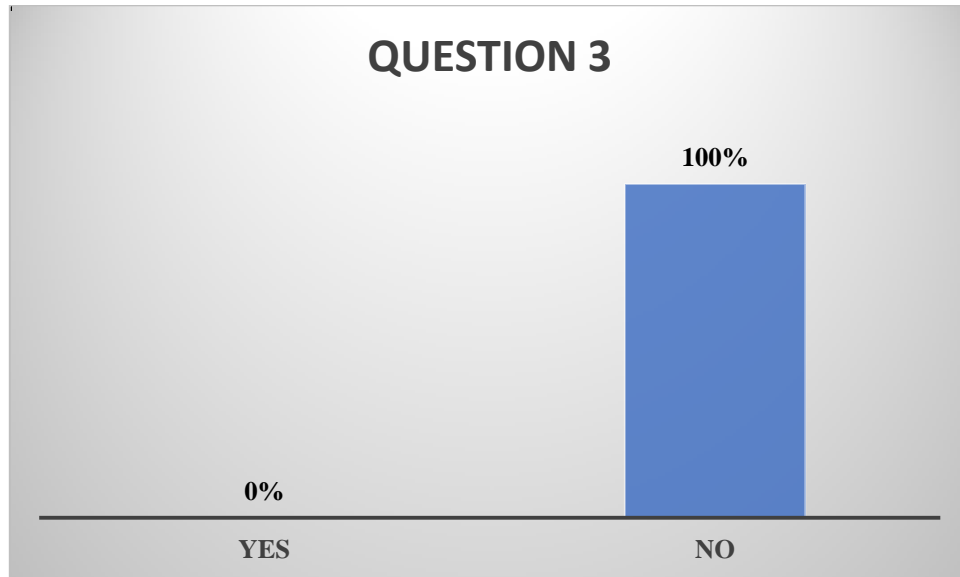
100% of the teachers stated their students are motivated to speak English in classes. This means all teachers agreed.

QUESTION 4

Do you think that students who learn slower face more problems than those who learn faster when speaking English inside the classroom?
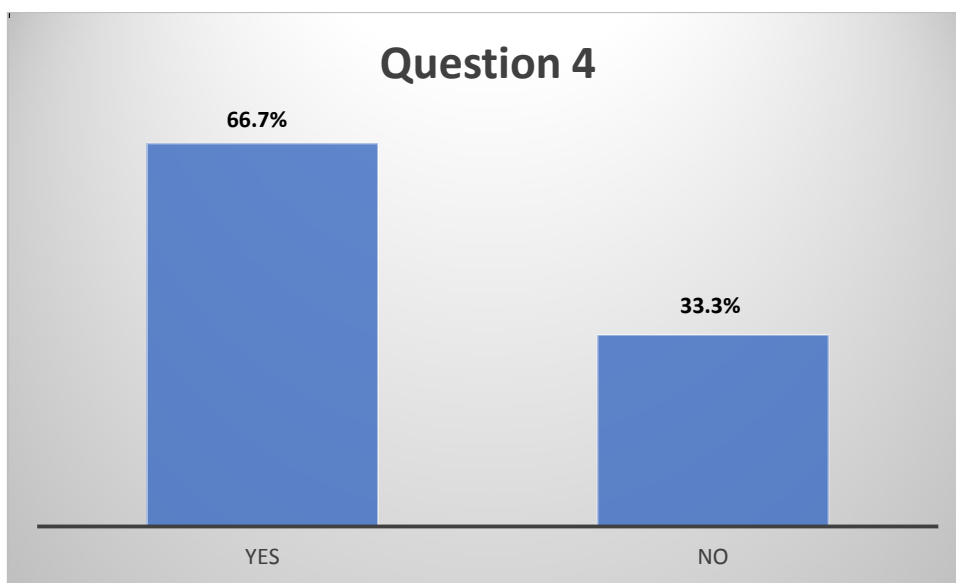
66.7% of teachers affirmed students who learn slower face more troubles. Meanwhile the 33.3% of teachers mentioned students who learn faster face less troubles.

QUESTION 5

According to your experience as a teacher, how do you handle introverted students in your English classes?
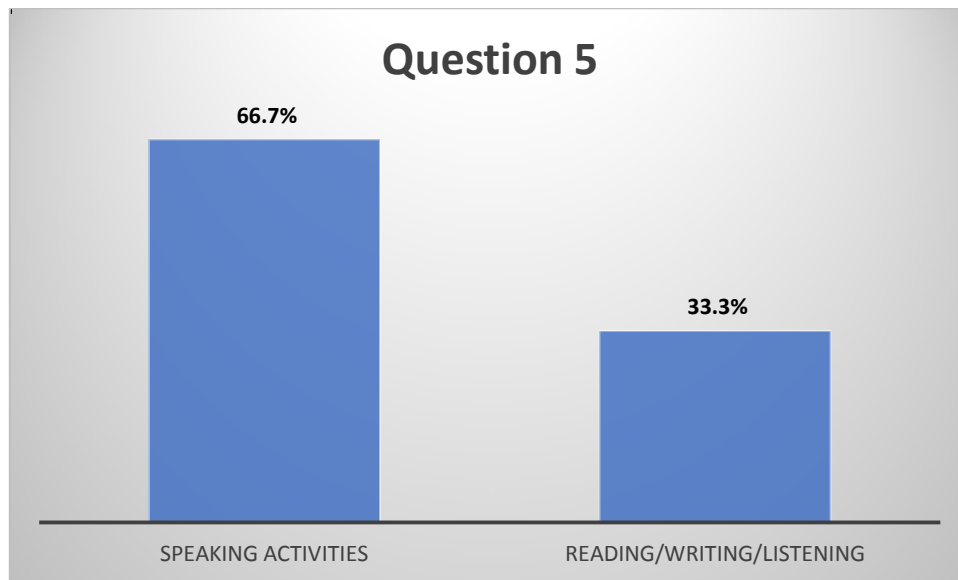
According to 66.7% of the teacher´s opinion to implement more speaking activities like pair work, group work and dynamic activities help to cope with introverted students. While 33.3% of teachers said that other activities such as reading, writing and listening help introverted students.

QUESTION 6

According to you, students who are proficient in the use of the language tend to participate in the class. Can this be a cause of reluctance in the rest of the students in the classroom?
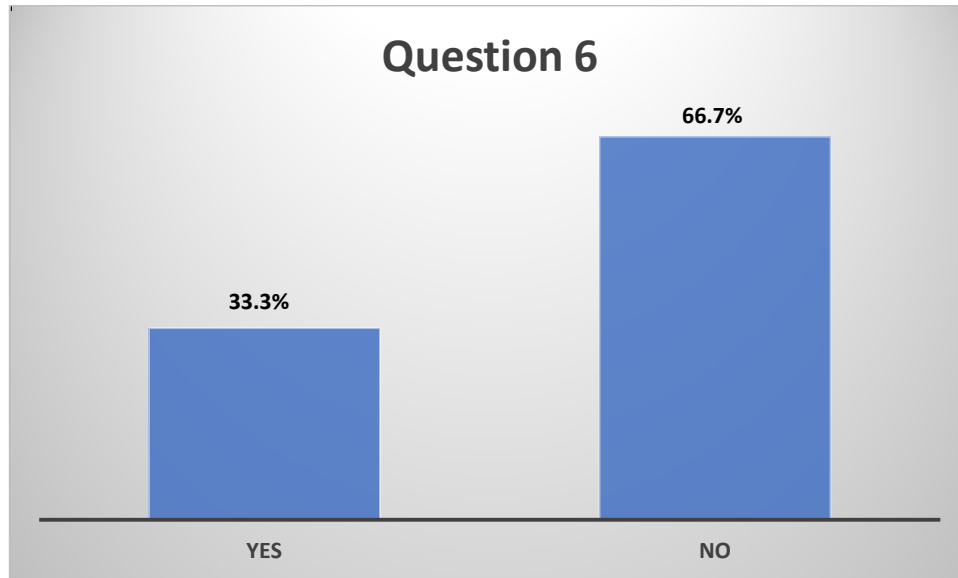
     33.3% of the teachers responded student's proficient in language is the main cause of reluctance for students in the classroom. Meantime 66.7% of teachers expressed student's proficient in language is not main cause of reluctance for the rest of the students in the classroom.

QUESTION 7

Do you consider that cultural background and status are influential factors for not speaking English in class?

QUESTION 7

100%

0%

YES   NO
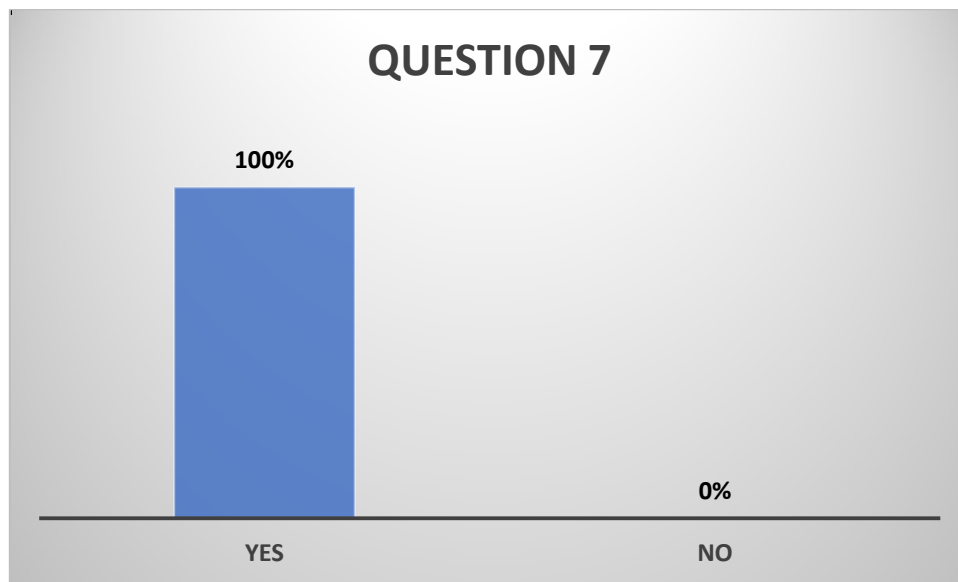
100% of the teachers responded that both cultural background and status are influential factors for students not to speak English in class. Because students are afraid of being compared with other students.

For the following scale, do you consider that your students understand the contents of the topics taught in the class?
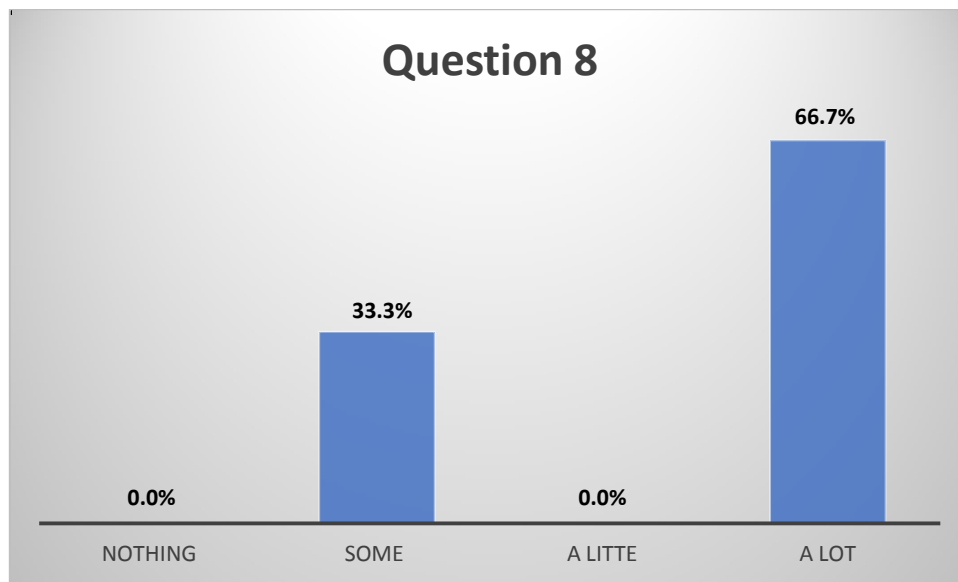
33.3% of interviewed teachers assured that their students understand the content of the topic taught in class. It means the minority of students are the range "some¨. The other 66.7% of the teachers asserted their students understand the content taught in class. It means most students are in range "a lot".

QUESTION 9

Which of the following causes are the most influential for students to be reluctant to speak the English language in the classroom?
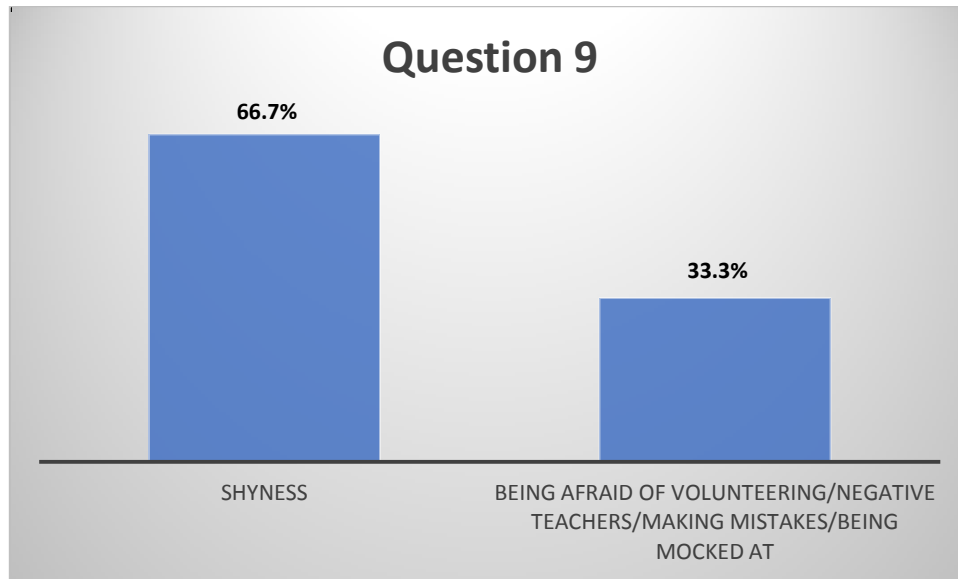
66.7% of interviewed teachers answer that the most influential factor for students to be reluctant to speak English in the classroom is shyness. 33.3% of the teachers said that the second reason for being reluctant to speak English in classroom is being afraid of volunteering, negative teacher's trait, making mistakes and being mocked at.

QUESTION 10

Which of the following linguistic factors have you noticed could cause students' reluctance to speak English in the classroom?

QUESTION 10

			100%

0% — GRAMMAR 0% — PRONUNCIATION 0% — VOCABULARY 100% — ALL OF THE MENTIONED
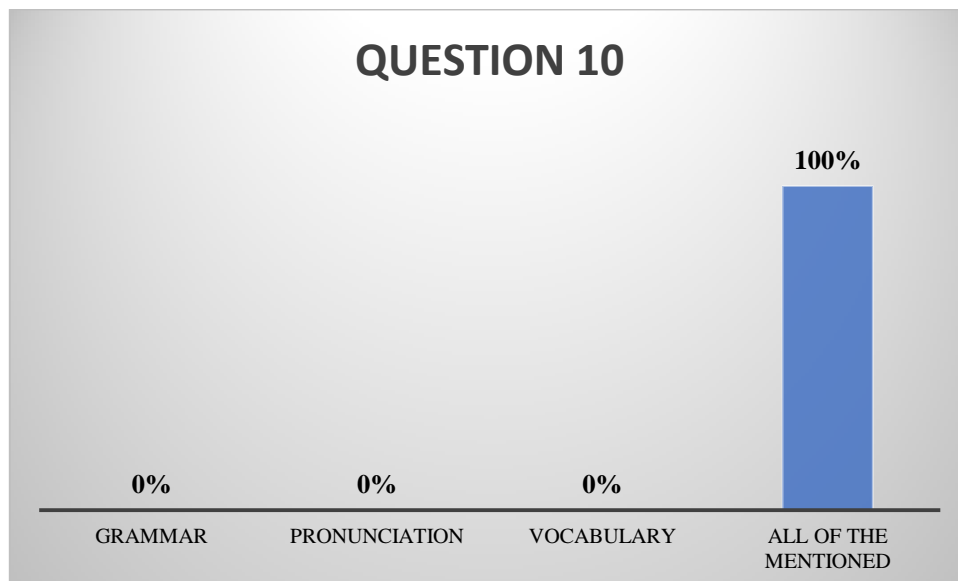
100% of the teachers expressed the most influential cause for students to be reluctant to speak English in the classroom is « all of the mentioned ». It consists of three linguistics factors: Grammar, pronunciation and vocabulary.

QUESTION 11

Which of the following linguistic factors contribute to some of your students use their mother tongue in classroom?

Question 11

Category	Percentage
GRAMMAR	33.3%
PRONUNCIATION	0.0%
VOCABULARY	0.0%
ALL OF THE MENTIONED	66.7%
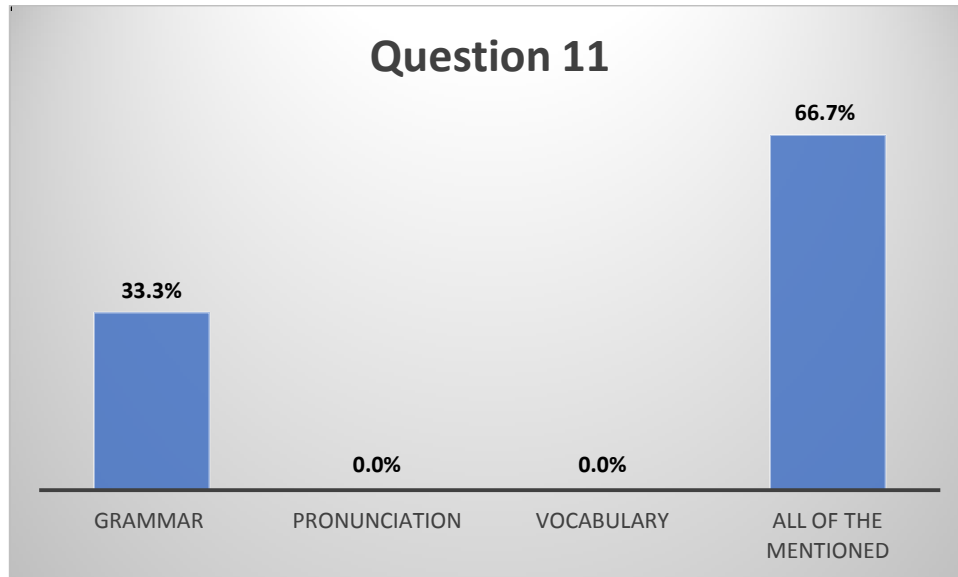
33.3% of the teachers assured that grammar is the weakest factors that contribute for students to use their mother tongue. Meanwhile, 66.7% of the teachers asserted that all of them are the strongest factors that contribute for some students to use their mother tongue in classroom.

QUESTION 12

Do you use any strategies, what do you use to cope with student's reluctance to speak English?

Question 12
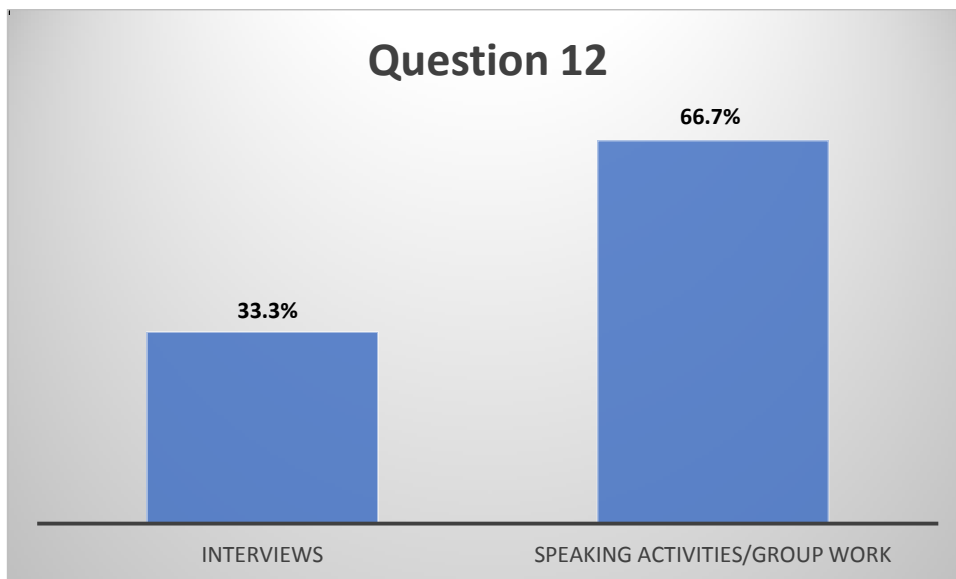
66.7% of the teachers assure by implemented speaking activities and group work are good strategies to cope with the student´s reluctance to speak the language inside the classroom. And only, 33.3% of the teachers believe that interviews help to deal with reluctance to speak English.

V.   RESEARCH QUESTIONS ANALYSIS

The purpose of this research was to study the phenomenon of students' reluctance to speak English inside the class. The research questions guided the research team to have better insights about the problem.

These are the following questions:

➢ *What are the causes of the students' reluctance to speak English inside the classroom?*

According to the outcomes found in this research, it can be said that there are many causes of the student's reluctance to speak English inside the classroom. Firstly, the students are reluctant to speak English inside the classroom because they are not proactively speakers of the language. Then, they are used to talking in their mother tongue. Also, they consider that some contents of the classes are difficult and when they participate teachers correct them constantly. And finally, despite of that the students said that they speak English actively during classes; they only do it when the teacher asks impersonal questions. These are the causes of the student's reluctance to speak English inside the classrooms according to the results.

Subsidiary questions responses:

➢ *Out of the causes, which ones are the most influential in students' reluctance to use the studied language inside the classroom?*

As it has been said before there are many causes of student's reluctance, however due to pragmatic reasons, the most influential ones can be highlighted as follow: The students have lack of interest of speaking. They consider that sometimes they face problems understanding the contents of the class. They also have problems on aspects of grammar, pronunciation and vocabulary when speaking English. Besides that, the undergraduates are afraid of making mistakes, volunteering to ask or answer questions, and the like. The above

causes joined with cultural background, status and shyness are the most influential ones to student´s reluctance to speak English.

- ➢ *What teachers do to cope with this problem?*

To cope with the student's reluctance to speak English inside the classroom teachers use different interactive activities like interviews, debates, conversations, role plays and oral presentations about different topics during the classes. Besides this, teachers encourage student to look for the opportunities to interact with native speakers, both inside and outside the classroom. Native speakers are linguistic models and provide appropriate feedback. This means that the teachers prepare activities aimed to produce a real communication.

- ➢ *What are possible solutions to reduce reluctance?*

According to the results, some possible solutions provided by students to reduce students' reluctance are: The English teacher should work on the student's motivation, implement role play, group work, and interviews. Otherwise, teachers stated that students might collaborate with some ideas to have more interactive classes in order to encourage themselves to get more knowledge and improve the oral skills.

VI. CONCLUSIONS

After conducting this research systematically, it can be concluded that there were found multiple factors that cause the students' reluctance to speak English inside the classroom in the Advance Intensive English I course from the B.A in English Teaching semester II in 2017. Among this causes it can be mention the following:

The students are reluctant because the teacher corrects them constantly. This means that students do not like to be corrected even though, they know that this is immerse in the teaching and learning process, however they prefer not to speak inside the classroom. And they usually remain silent when the teacher asks questions about the topic being developed. They show that they do not understand the taught class content.

Also, the students do not speak English inside the classroom because of shyness. The lack of interest, cultural background and status are influential factors for students not to speak English in class. They are not proactively speaker of the language. Despite of the teachers' motivation through the implementation of variety of speaking activities, such as: pair work, group work and interviews.

Throughout the development of this research, the research team were able to find another common linguistic aspect issue in students' reluctance which are Grammar, Vocabulary and Pronunciation. Even though, teachers and students are aware for this situation and they are trying to develop the student's skill during the semester. According to them Grammar is the most complicated part to learn the language and to get in practice. Most of the students have no problems with vocabulary or pronunciation.

For that reason, teachers are implementing different type of activities oral presentation, listening presentation. According to the agenda or in some cases different type of activities like singing songs, dramas, or small competitions inside the classroom. With

this type of exercises students will improve their pronunciation as they will start to play with the grammar structures and getting more vocabulary knowledge.

Students admitted they were reluctant to use the language in the classroom and they did nothing to change this, they accepted having problems in understanding the language, speaking problems, pronunciation problems, as well as difficulties in vocabulary and grammar, others aspects that contributed to reluctance were that they felt afraid of making mistakes and being mocked at, and they were shyness, all of these factors accumulated can block students from speaking if they do not react, looking for viable alternatives that will help them focus more on speaking ability because this is a tool that will help them find a good job, with this research we intended raise awareness in them, because they are still on time to redirect them and change this phenomenon of reluctance not only them, but also in the Foreign Language Department and in this way this phenomenon can decrease.

In many cases, students are reluctant to speak because of the topics being discussed in classes, so it is important that students leave all reluctance because if they have the willingness and the passion to learn the language they must be disciplined when they learn it, since the students must prepare in advance before the class is given, having the knowledge of vocabulary to be used, grammar and thematic aspects to be taught in class, if the students commit themselves they will grow in knowledge and will not be blocked. They will be very competitive people in everything they develop in this area.

VII. RECOMMENDATIONS

To teachers:

➢ Help the student with confidence and guided them through the learning process.

➢ Set expectations to the students according to the agenda, what should be taught and what would they have at the end of the course.

➢ To promote an equal participation in speaking activities.

➢ To implement more speaking activities to the students get familiar with the topics.

To students:

➢ To look proactively for more options to improve their language instead of being limited to the class.

➢ To participate more in the classes to improve the area of opportunities (Vocabulary, Grammar and Pronunciation)

➢ To students and teachers to have better communication between each other, so teacher can fill all the students' need and teacher can help students in their learning process.

To the Foreign Language Department:

➢ To check the syllabus and verify the topics to select what are the most updated topics so they can be more interested in the learning process.

➢ To receive and provide feedback from anyone to improve the content of the syllabus.

SCOPES AND LIMITATIONS

Scopes

Data gathering process, it was possible to obtain many scopes for instance:

➢ It investigated an innovative topic, little studied, of much recurrence and very important as it is the student´s reluctance to speak English in classroom.

➢ Through research project we created awareness among teachers about the importance of performing enough speaking activities that motivate students to speak English.

➢ Through research project, students were able to reflect their academic performance in speaking skill and the importance of practicing their English proactively.

➢ There were enough human, material and financial sources to carry out the execution of research project.

➢ Everyone could identify what the meaning of reluctance is, in which situations they are experienced it.

Limitations

Data gathering process gave certain limitations such as:

- ➢ The research team´s schedules represented a limitation since they had no enough time to meet. Nevertheless, they showed interest in execution of the research project.

- ➢ Not all the teachers were willing to permit the administration of the instruments and doing observation since according to them the class was full of observers from other research groups.

- ➢ The teacher's discomfort although, the observation was directed to students, some of them felt uncomfortable during the observation session.

- ➢ Another limitation found was the fact that neither of the two parties (teachers or students) provided an accurate answer, until we contrasted with the instrument of the observation and noticed the behavior inside the classroom.

- ➢ The data gathering was administered late to closure/opening of the semester.

- ➢ Lack of awareness among some students felling out instruments because some of them wrote comments out of the topic under study and in some cases, they did not answer some questions.

VIII. BIBLIOGRAPHY

Ayu Wandika, F. (2002). Students' Reluctance To Speak In English Classroom Interaction At Senior High School (Senior High School). Program StudiPendidikanBahasaIngris STKIP PGRI Sumatera Barat.

Gebre-eyesus, A. (2014). Exploring The Causes Of Students' Reluctance In English Speaking Classroom: The Case Of Gode Secondary And Preparatory School (Master Of Arts In Tefl). School Of Foreign Language Studies, Haramay University.

Hernández, R., Sampieri, Fernández, C., Collado, Baptista, P., Lucio, & Casas, M. D., Perez. (1997). Metodología de la investigación (1st ed.). Naucalpan de Juárez, México: McGraw-Hill interamericana de México, SA de C.V.

Hernández Sampiere, Roberto et al (2006, 2010. Metodologia de la Investigacion. Mexico S.A de C.V.

Kabir, U. (2014). Challenges of Speaking English in Bangladesh I Classrooms (Master of Arts in TESOL). BRAC Institute of Languages (BIL), BRAC University.

Occhipinti, A. (2009). Foreign Language Anxiety in in-Class Speaking Activities - Two Learning Contexts in Comparison (Partial Fulfillment of the Requirements Autumn Term 2009). The Department of Literature, Area Studies and European Languages The University of Oslo.

WEBSITES REFERENCES

Ebooks:

Javad, M., Riasati. (2014). Causes of reticence: Engendering willingness to speak in language classrooms (1st ed., Vol. 3, 115-122) [PDF]. doi:10.5861/ijrsll.2013.410

R, S., S. (2013). Reticent Students in the ESL Classrooms (2nd ed., Vol. 4, 65-73) [PDF]. doi:10.7575/aiac.alls.v.4n.2p.65

Tesfaye , D., Abebe, & G/Tsadik, D., Deneke. (2015). Causes of Students' Limited Participation in EFL Classroom: Ethiopian Public Universities in Focus (1st ed., Vol. 6, 74-89) [PDF]. doi:10.15515/ijert.0976-4089.6.1.7489

Websites:

Al , S., Hosni. (2014). Speaking Difficulties Encountered by Young EFL Learners (6th ed., Vol. 2, 22-30) [PDF]. Retrieved April 1, 2017, from
http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.682.9417&rep=rep1&type=pdf

Chang, F. (2011). The Causes of Learners' Reticence and Passivity in English Classrooms in Taiwan (1st ed., Vol. 8, 1-22) [PDF]. Retrieved March 24, 2017, from
www.asiatefl.org/main/download_pdf.php?i=143&c=1419303136

Savaşçı, M. (Ed.). (2014, February 21). Why are Some Students Reluctant to Use L2 in EFL Speaking Classes? An Action Research at Tertiary Level. Retrieved March 4, 2017, from http://www.sciencedirect.com/science/article/pii/S1877042814006521

Annexes

CHECKLIST

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

Research Project: Semester I

Topic: The causes of the students' reluctance to speak English inside the classroom in the Advanced Intensive English I course from the B. A in English Teaching, semester II-2017 at the Foreign Language Department, School of Arts and Sciences in the University of El Salvador.

General objective: To discover the causes of reluctance in students from Advanced Intensive English I courses semester II-2017 from the Foreign Language Department in the School of Arts and Sciences at the University of El Salvador to speak English inside the classroom.

N°	Group:	Date:			
	Schedule:	Observer's name:			
	Are/Do the students…	**Never**	**Sometimes**	**Usually**	**Always**
1	Speak in class frequently?				
2	Use their mother tongue at certain intervals of time in conversation or when they answer questions?				
3	Show that they do not understand the taught class content because they are silent when the teacher asks questions about the topic being develop?				
4	Show a lack of interest in the taught class because they are eating, talking with their peers or performing other activities outside the thematic taught in class?				
5	Avoid speaking English in front of the class because they struggle to pronounce the words?				
6	All the students proactively speaking during class?				
7	Avoid speaking English because the teacher tends to compare them with others in that ability?				
8	Reluctant to speak English because the teacher corrects them constantly?				
9	Show fear and anxiety that others make fun of them?				

UNIVERSITY OF EL SALVADOR
SCHOOL OF ART AND SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES

STUDENT'S INTERVIEW

Date: _____   **Time**: _____
Interviewer: _____
Interviewee: _____

Objective: To collect information about the causes of the students' reluctance to speak English inside the classroom in the Advanced Intensive English I course from the B. A. in English Teaching, semester II-2017 at the Foreign Language Department, School of Arts and Sciences in the University of El Salvador.

Instruction: Please answer the question according to your knowledge.

Reluctance: Feeling or showing aversion, hesitation, or unwillingness to do something.

1. Do you speak English actively during the classes?

    Yes ☐   No ☐

    Why? _____
    _____
    _____
    _____

2. Do you feel motivated to speak English in classes when the teacher asks an impersonal question?
    Yes ☐   No ☐

    Why? _____
    _____
    _____
    _____

3. What kind of situations and language classroom activities can you point out to make you reluctant?

_____
_____
_____
_____
_____

4. Do you consider having troubles to understand contents of the classes?

Never ☐   Sometimes ☐   Usually ☐   Always ☐

Which ones? _____
_____
_____
_____

5. Which of the three aspects gives you more difficult when speaking?

Grammar ☐   Pronunciation ☐   Vocabulary ☐

6. Are there any reasons concerning grammar that cause you reluctance to speak English as student?

Yes ☐   No ☐

7. Do you have any pronunciation problem while speaking English in classes?

Yes ☐   No ☐

8. Do you consider your vocabulary is poor? If the answer is Yes, does this cause you to be reluctant to use the language?

Yes ☐   No ☐

9. Have your classmates ever mocked at you for not being able to speak English properly in classes?

Yes ☐   No ☐

How? / When? _____
_____
_____
_____

10. Which of the following social factors might be causing reluctance that may affect you to use the English language in the classroom?

Shyness. ☐
Experiences. ☐
Culture and status. ☐
Unable to understand the English classes. ☐
Being afraid of volunteering ask / answer questions. ☐
Being afraid of negative teacher traits or teacher's evaluations / corrections. ☐
Being afraid of making mistakes and being mocked at. ☐

Why? _____
_____
_____
_____
_____

11. Which of the social factors do you think is affecting you the most to speak English in classes?

Volunteering Ask / Answer Questions ☐
Negative Teacher Traits or Teacher's Evaluations / Corrections ☐
Making mistakes ☐
Being mocked at ☐

Why?
_____
_____
_____
_____
_____

12. Do you think the teacher can help you decrease your reluctance to speak English in the classroom?
                    Yes ☐   No ☐

How?
_____
_____
_____
_____
_____

13. Are you reluctant to use the language inside the classroom?

       Yes ☐   No ☐

Why?

_____
_____
_____
_____
_____
_____

If yes, what do you recommend or what type of activities can teachers implement to reduce reluctance to speak English inside the classroom?

_____
_____
_____
_____
_____
_____
_____

Observation/comments:

_____
_____
_____
_____
_____
_____
_____

TEACHERS' INTERVIEW

UNIVERSITY OF EL SALVADOR
SCHOOL OF ART AND SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES

TEACHER'S INTERVIEW

Date: _____   **Time**: _____
Interviewer: _____
Interviewee: _____

Objective: To collect information about the causes of the students' reluctance to speak English inside the classroom in the Advanced Intensive English I course from the B. A. in English Teaching, semester II-2017 at the Foreign Language Department, School of Arts and Sciences in the University of El Salvador.

Instruction: Please answer the question according to your knowledge.

1. Do you consider some students do not speak English in class because of lack of interest?

    Yes ☐   No ☐

    Why _____
    _____
    _____
    _____
    _____

2. Do you consider that the phenomenon of the reluctance is increasing inside the classroom?

    Yes ☐   No ☐

    Why? _____
    _____
    _____
    _____
    _____

3. In your opinion, do you consider your students are unmotivated to speak English in classes?

Yes ☐   No ☐

Why   do   you   consider   this   is   so?
_____
_____
_____
_____
_____

4. Do you think that students who learn slower face more troubles than those who learn faster when speaking English inside the classroom?

Yes ☐   No ☐

Why? _____
_____
_____
_____
_____

5. According to your experience as a teacher, how do you handle introverted students in your English classes?

_____
_____
_____
_____
_____
_____

6. According to you, students who are proficient in the use of the language tend to participate in the class. Can this be a cause of reluctance in the rest of the students in the classroom?

Yes ☐   No ☐

Why? _____
_____
_____
_____
_____
_____

7. Do you consider that cultural background and status are influential factors for not speaking English in class?

Yes ☐   No ☐

Why? _____
_____
_____
_____
_____

8. For the following scale, do you consider that your students understand the contents of the topics taught in the class?

Nothing ☐   A little ☐   Some ☐   A lot ☐

Why? _____
_____
_____
_____
_____
_____

9. Which of the following causes are the most influential for students to be reluctant to speak the English language in the classroom?

Shyness.   ☐
Being afraid of volunteering ask / answer questions.   ☐
Being afraid of negative teacher traits or teacher's evaluations / corrections.   ☐
Being afraid of making mistakes and being mocked at.   ☐
All the above.   ☐

Why? _____
_____
_____
_____
_____
_____

10. Which of the following linguistic factors have you noticed could cause students' reluctance to speak English in the classroom?

Grammar ☐　　　Pronunciation ☐　　　Vocabulary ☐　All of the mentioned ☐

Why? _____
_____
_____
_____

11. Which of the following linguistic factor contribute for some of your students use their mother tongue in classroom?

Grammar ☐　　　Pronunciation ☐　　　Vocabulary ☐　All of the mentioned ☐

Why? _____
_____
_____
_____
_____

12. Do you use any strategies, what do you use to cope with student's reluctance to speak English?
_____
_____
_____
_____

If you use several, which ones are the more successful according to you?
_____
_____
_____
_____

Observation/comments:
_____
_____
_____
_____
_____

PHOTOGRAPHS