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**“FACTORS AFFECTING STUDENTS’ SPEAKING PERFORMANCE  
IN THE ENGLISH LANGUAGE AT ADVANCED INTENSIVE ENGLISH I  
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## **Abstract**

The current study aims to investigate the main factors affecting students' speaking performance in the English language in the Advanced Intensive English I Courses in the Foreign Language Department at the University of El Salvador. Since one of the problematic in this level is that some students still face difficulties in the speaking English. Those problems have its root in different factors such the psychological factors, shortage of practice, lack of vocabulary knowledge, the rapport in classes, and the use of authentic materials. These problems are noticed when some students speak with hesitation or nervousness in a conversation or presentation. Therefore, this research attempts to find out which the main factors are influencing the students, and to find out some possible solutions in order to overcome them. Then, in order to obtain what those factors are, this research is based on the quantitative research and the descriptive method. These are used since they allow the researchers observe the environment in which students are and how they behave in it, and so to collect the data and transform it into statistical one.

Finally, regarding the results by making use of surveys and observation sheet, the analysis reveals that indeed the psychological factors, lack of practice, lack of vocabulary knowledge, the rapport in classes, and the use of authentic materials are affecting the students' speaking performance. Besides, it could be realized that the lack of vocabulary knowledge and no self-confidence are the factors that stand out over the others. Consequently, the results obtained in this research makes us a call to the need of developing strategies to solve this problem through the use of different strategies or class activities. Therefore, it is recommended to try to teach students by using techniques how to improve their vocabulary and make them to have a better self-esteem, especially in those who have difficulties to express with others.

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## **Introduction**

The learning of English speaking skill is a preference for a lot of English learners of another language. Students sometimes evaluate their success in learning by showing how well they have improved the spoken ability in a second language. Speaking is very important and necessary for all human beings in order to communicate. It helps to show desires, emotions, and the most important thing it is that it helps people interact with each other. In English language teaching and learning, there are four important macro skills that a person should learn to manage, one of those macro skills is speaking. Speaking is one of the skills most used in the daily life. Every person needs to communicate with each other by speaking. In addition, having a good communication skill is necessary. Nevertheless, not all language learners can communicate fluently and accurately after having been studied English for some years. Some people tend to have low performance when they have to communicate or speak up in front of others.

The present research project is an investigation about “Factors affecting students’ speaking performance in the English language in the Advanced Intensive English I Courses” which was developed in the Foreign Language Department of the University of El Salvador. It was carried out to obtain the results of the research topic that was about the problems in speaking skill that students face when learning a foreign language, in this case English language. As it is known this skill is very important because when students are learning another language, they develop the speaking skill as a preference. Then, in order to identify the main problems in speaking performance that the students face when putting into practice the speaking skill, the study is stated into the following parts: Statement of the problem, theoretical framework, methodology, analysis of the results, conclusions and recommendations.

Firstly, the problems affecting the students speaking performance are stated in the problematic situation. Regarding to the background of the study, this research project was conducted to know the objectives stated to get the results at the end of the investigation. Moreover, the hypothesis also guided the study in order to obtain results. The hypothesis is proved or rejected according to the results obtained. In the second part, it is the theoretical framework, it is divided into five parts. Those are: Psychological factors, lack of practice, vocabulary knowledge, the rapport in classes, and the use of authentic materials to improve the



spoken English. Those aspects are considered to be the ones affecting in the speaking performance of students.

Furthermore, the methodology explains the type of method and study that was applied to conduct the research according to the topic. The research took place at the Foreign Language Department in the Advanced Intensive English I groups. In the collecting data, surveys and observation sheets are used, those are designed to answer what the factors are affecting the students in their speaking performance. In this way, the teachers can know the factors that affect their students' speaking performance so that they can deal with those problems to help the students improve their speaking performance.

At the end, a deep analysis and interpretation of the data collected is presented. This leads to make the conclusions based on the results and give some recommendations to teachers, students and to the Foreign Language Department about how they can improve the teaching and learning methodology. Then, it is important for teachers to know the problems that affect students' speaking performance because in this way they can deal with these situations and help the students to improve their speaking performance. In conclusion, making use of the results presented in this research project, teachers and students can find ways to overcome speaking problems and develop the speaking skill in an appropriate way.

## CHAPTER I

### STATEMENT OF THE PROBLEM

#### 1.1 Problematic situation

At the moment of learning foreign languages is very important to master the four macro skills: reading, writing, listening and speaking. This is because these skills in the language classroom help learners to create an appropriate context in which to use the language and exchange information (Bilash, 2009). Therefore, when the English language is being learned, these skills are not the exception because students need to master them. The English teaching major from the Foreign Language Department has the objective to make students develop every linguistic skill of the English language in order to be proficient in it. According to Gonzalez (2009), “through pedagogy practice is wanted to develop the teaching and learning process of the four linguistic skills: oral and written comprehension and oral and written production.” Unfortunately, some students at Advanced Intensive English I Course have problems in those skills. Specifically, the speaking skill is a problem in their English performance for some of them because they cannot speak appropriately in different situations.

As it is known, speaking means the opportunity to talk and express feelings or thoughts in an oral way (Amir, 2013). In other words, speaking can allow people transmit in an oral way what they have on mind to other persons. Therefore, when talking about the English language, speaking is very important because in this way English learners express what they think or feel. However, it seems there are some students at Advanced Intensive English I Courses that are still facing the difficulty to speak clearly and fluently the English language. As Belegdair (2015) claimed, “learners still face difficulties in speaking English during oral classes, for example sometimes they forget words or hesitate what makes their speech inappropriate.” Maybe, this could mean that students do not have the capacity or talent to learn another language as English, even if they have a good teacher. However, this also can mean that there are some factors affecting their performance in English, and these factors make them fail in this skill.

Therefore, it is necessary to understand that the objective in teaching and learning the speaking skill in the English language is to make students improve this skill. Besides, it is

necessary to understand that the failure in speaking that some students have in the speaking skill at this level could be the result of some factors. So, it seems that these factors affect their performance at the moment to speak in English. Then, this study will be conducted to identify the factors which do not allow students to learn and put into practice their speaking in the English language. Therefore, this study is focused on finding the main ones that affect them and give advice to overcome them.

This research project emerges from the personal experiences of the researchers when studying the Advanced Intensive English I Courses since they had to face some difficulties in their speaking performance when learning the English language. The researchers noticed that during that time, there were some factors affecting their speaking and they could not identify them. Nowadays, those experiences have made them identify and understand those factors. Therefore, a question arises for this study: What are the main factors affecting students' speaking performance in the English language at Advanced Intensive English I Course?

## **1.2 Objectives**

### **General Objective:**

To find out the main factors that affect the students' speaking performance in the English language in the Advanced Intensive English I Courses.

### **Specific Objectives:**

- 1) To study the problems that the students encounter when they put into practice the English language.
- 2) To describe the main problems that students face when they are putting into practice their speaking skills.
- 3) To determine what teachers are doing to help the students improve their speaking skills
- 4) To recommend some possible solutions so that teachers can help their students to improve their speaking performance.

### **1.3 Research Questions**

**Main Research question:** What are the main factors affecting students' speaking performance in the English language at Advanced Intensive English I Courses?

#### **Subsidiary Questions:**

- 1) What are the main factors affecting the speaking performance of students at an advanced level?
- 2) Is accuracy and fluency important for good communication?
- 3) Is there any difference in the process of language learning between first and second language?
- 4) Do motivation, anxiety and self-esteem play an important role for someone who is learning another language?
- 5) Is the lack of vocabulary a factor affecting the speaking performance of students?
- 6) What are the factors that affect the students' learning vocabulary?
- 7) Is the lack of practice in the English language that does not allow students have a good speaking performance?
- 8) Why do students not practice the English language?
- 9) Is the lack of practice of the English language influencing in the speaking skill?
- 10) Is the teacher creating a good environment in the classroom in order to motivate students to participate and get a better speaking performance?
- 11) Are the materials used by the teacher appropriate to contribute in the development of the speaking skill in students?
- 12) What are the types of materials used by the teachers to develop the speaking skill?

## **1.4 Justification**

Speaking is considered as a very important skill, however, for some students it is difficult to develop this skill (Cody, 2011). Students can speak but they do not use a wide range of vocabulary and make pronunciation or grammar mistakes. Many learners of the English language find difficult to express their ideas when putting into practice the target language. Each student can face problems in different situations. After years studying English, not all learners can communicate fluently and accurately due to the lack of practice and confidence. Sometimes, students probably pass exams and other activities but they find the use of English difficult to communicate.

Therefore, in order to cooperate with the students to improve their speaking skill, it is of great importance to find ways to help them to overcome their problems. It is necessary to find out what are the factors causing a student to have a bad performance in the speaking skill. This undergraduate project aimed to focus on the problems affecting students' English speaking skill. There are different factors that could affect students in their speaking skill, and this research project was developed to find information about those factors.

The main objective of this study was to find out the most relevant problems in the speaking performance that the students face in the Advanced Intensive English level I courses at the Foreign Language Department. This study tries to know the strengths and weaknesses of the teaching and learning process focusing on the speaking skill. Then, based on the results some recommendations will be made to improve the English speaking skills of the students. It is expected to give some contributions in the quality of the English language teaching and learning process. This study will be useful for teachers in order to pay attention in their students' speaking needs at the moment of teaching, so that they can have a better understanding and solution. Also, the information and the recommendations will be useful for students since this can help them to know how to improve their speaking skill. This research project will also serve as a resource to other students at the Foreign Language Department who can be interested in carrying out further research in this field.

## 1.5 Hypothesis

### Work hypothesis:

Psychological factors, shortage of practice, lack of necessary vocabulary knowledge, the rapport in classes, and the use of authentic materials to improve the spoken English are the main factors affecting students' speaking performance in the Advanced Intensive English I Courses.

### Null hypothesis:

Psychological factors, shortage of practice, lack of necessary vocabulary knowledge, the rapport in classes, and authentic materials to improve the spoken English are not the main factors affecting students' speaking performance in the Advanced Intensive English I Courses.

### Independent variables

Psychological factors. (*Quantitative variable.*)

Shortage of practice (*Quantitative variable.*)

The lack of necessary vocabulary knowledge (*Quantitative variable.*)

Rapport in classes (*Quantitative variable.*)

The use of authentic materials to improve the spoken English (*Quantitative variable.*)

### Dependent Variable:

Students' speaking performance (*Quantitative variable.*)

### Description of the variables:

**Psychological factors:** They are an emotional disability characterized by an inability to build or maintain satisfactory interpersonal relationships with peers and/or teachers. Also, the inability to learn cannot be adequately explained by intellectual, sensory or health factors. For instance, some of these psychological factors are anxiety, lack of motivation, and self-esteem.

**Shortage of practice:** This is one of the most common problems in learners. They do not practice enough to achieve the level they want in a field, in this case the speaking skill. As a consequence, they do not know what to do when the opportunity to use what they have learned arrives.

**The lack of necessary vocabulary knowledge:** Vocabulary is very important in language acquisition, it is crucial for learners and it contributes to become proficient in a language. The lack of vocabulary knowledge may cause misunderstanding of ideas. For instance, when unknown vocabulary is found either in speaking, reading or listening, it may cause difficulties in processing the information.

**Rapport in classes:** Rapport is the ability that some teachers have to maintain harmonious relationships making students feel positive. Students need to think that someone is interested in what they do and think in the classroom. Rapport is important because it makes the person who is teaching more than just a lecturer. Rapport involves knowing every student in the class and their learning styles. Teachers who have good rapport with the students have the capacity to encourage them. Nevertheless, some students face some problems in their speaking performance because there is not a good rapport and they tend to avoid participation in classes.

**Authentic materials to improve the spoken English:** Materials play a very important role in the language classroom since they are used by the teacher to facilitate learning for student and that occurs not only inside but also outside the classroom. Some teachers do not make use of the appropriate material, and students can feel bored or without any interest in learning. So, that can affect their speaking performance.

**Students' speaking performance:** It is referred to the skills students use in conversational discourse and provide teachers a clear idea of what the learners actually need to perform in oral communication. That is why speaking is generally one of the most difficult skills language learners should face. Indeed, one frustration commonly showed by learners is that they have spent years studying English, but still they cannot speak it.



## **Chapter II**

### **LITERATURE REVIEW**

To find out what factors are affecting the speaking performance and so it makes possible to help students overcome the problems in learning speaking, it is necessary that teachers can recognize those factors that affect students' speaking performance.

Nowadays, in the era of globalization, the knowledge of a foreign language helps people in this interconnected world to open the door for job opportunities in the global economy and makes more media accessible, enriching public discussion of current issues and bring more other advantages. In modern days, the English language is the one that dominates in many countries around the world. According to Kachru and Smith (2008), "in the era of globalization and rapid diffusion of knowledge, all the nations are aware of the need to prepare their citizens to perform in ways that would ensure their prosperity and eminence in the world." Then, it is clear that the English language has become the most widespread languages in the world, now it is spoken by people with different purposes and activities to do in life. English is a language spoken in a lot of countries either as a native or foreign language. In addition, speaking is one of the skills that leads us to express something in a spoken language and maintain a relationship with different people in other cultures. Speaking is the ability to interact orally with others by sharing with them different points of views and feelings in different situations that take place in the real situations. In conclusion, the English language is necessary in this world. Therefore, the learners of this language need to speak it well and so they will have more benefits in their lives. However, if these learners need to master the English, they must overcome some factors that are affecting their performance in this language.

#### **2.1 Defining Speaking**

Speaking among the other skills (listening, reading and writing) is the most productive skill in the oral mode. Speaking is more complicated than it seems at first, and it is more than just pronouncing words. In addition, after having reviewed some previous studies related to speaking, it has been noticed that there are a lot of definitions about the term speaking. Speaking is to interact with others by talking, to produce words in an oral form by making a speech or asking

for something (Nunan, 1995). It is the process in which someone can communicate by sharing and receiving information by using verbal symbols in different contexts (Chaney, 1998). Speaking is a system of interaction that has meaning; it consists on producing, receiving, and processing information (Brown 1994, Burns & Joyce, 1997). Besides, speaking is the production of signals that are first listened, and then verbally expressed by the listeners in different contexts (Bygate, 1987). Therefore, speaking is the process of sharing and receiving information through communication with the use of sounds and words to form sentences.

## **2.2 The importance of speaking English skills**

As human beings, we are programmed to speak before we learn how to read and write. Human beings have been reading and writing for a lot of millions of years but they have been talking for much longer. When writing and reading were developed, it was to represent speech. It is clear that, there is something very special about humans that let them learn a language. Something very special about human brain is that it contains a specialized ‘language organ,’ an innate mental ‘module’ or ‘faculty,’ that is dedicated to the task of mastering a language (Chomsky, 1986). Besides, any child without physical or mental limitations will learn to talk in a very early stage of life. We spend much more time interacting with others in the oral form. Among countries, the English Language serves as a lingua franca and it is because it is spoken in a lot of countries around the world. The main aim of language is communication and the objective of speaking in a language context is to improve communication. When we use the language we are making use of a tool that helps us to communicate. People communicate with each other, to express and understand others’ ideas. In any place where there is speech, communication takes place. Thus, for people who are learning another language the importance of speaking skills is immense. Without a good speech, a language is reduced to a lot of words without any sense. The use of language is an activity which takes place in any part in our planet. English has become of great importance; it helps in areas such as education, medicine, engineering, marketing, science, technology, tourism etc. A lot of written material, research projects, and information about products of any type are settled and compiled in English. The new markets for English that are growing every day are widely spread outside the traditional countries of the developed world. For instance, China and India are countries that show a great demand in the English language, even though those countries are very different not only in

demographic conditions, but also in educational culture. The increase in the demand for English is associated in a close way to globalization (British Council, 2013).

Moreover, when someone is applying for a job he or she needs to demonstrate good communication skills, and show how to speak in an appropriate way. In a survey directed by Katz Business School at the University of Pittsburgh, organizations labeled communication skills as the most important aspect when selecting a management staff. The conducted survey found that not only written and oral communication skills are very important but also the ability to communicate well with others in the workplace are elements that predict success in a job (NcPheat, 2010). Having good communication skills help to present ideas in an organized and suitable way. People at their work places are supposed to speak correctly and effectively in-order to communicate well with one another.

It is considered that speaking is the most important skill, and that is due to the necessity to put into practice the oral ability in real time conversations. Oral communication is not too simple, people should know and manage some components such as pronunciation, grammar, and vocabulary, it is needed to be fluent, and have a good comprehension. Learners should have enough English speaking aptitude in order to communicate in an easy and effective way with others. Rivers (1981) found out that “outside the classroom, listening is used twice as often as speaking, which in turn is used twice as much as reading and writing.” In the same way Brown (1994) pointed out that inside the classroom, speaking and listening are the most often used skills. It is necessary to practice and become efficient to express opinions and feelings in the form of words, it is of great advantage for the speaker, because, in fact, the words we use in speech reflect the way we think.

At public schools in El Salvador, it is common that teachers concentrate just on grammar and vocabulary, due to the lack of resources and the problem of large groups. For that reason, in school's examinations, those skills are the ones that are taken as priority. But speaking is not taken as priority in a lot of English classrooms in public schools. Students can have knowledge about grammar and to know a lot of vocabulary, and can be easy for them to pass the task, exams and perform other activities for the knowledge they have, yet they meet some problems to speak English when they are not in the classroom. This indicates that students should put into practice the English speaking in any place they are. It can help them to improve their oral ability through

the use of the vocabulary they know, grammar or functional language like: greetings, presentations, conversations and others. In the traditional methods, speaking was ignored in the classroom and the emphasis was just on reading and writing (Richards and Rodgers, 2001). In the Grammar Translation Method; listening, pronunciation, speaking practice and communicative activities were not important in the classroom. Larsen-Freeman (1986), in her book *Techniques and Principles in Language Teaching* provides a description about some of the most common techniques used in The Grammar Translation Method such as: Translation of literary passages, reading comprehension questions, the use of antonyms/synonyms, fill-in-the blanks and memorization. In this case The Grammar Translation Method may make the language learning experience sometimes boring for students.

Of all the four language skills that are listening, speaking, reading, and writing, speaking is the most important one, it is very necessary for an effective communication (Ur, 2000). Speaking not only helps learners develop their vocabulary and grammar but also to improve their ability in writing. Moreover, language speakers have more opportunities to find jobs on international organizations and companies. This is supported by Baker and Westrup who emphasized that, a student who can speak English well may have greater chance for further education, finding employment and gaining promotion (Baker & Westrup, 2003). When students learn English, speaking is necessary to support their ability to use the language. Those skills are very important to the success of human beings. Furthermore, learning the English language has become popular for business, commerce culture, etc., all around the world. English is a language that has become widely spoken because it is used to transmit information and helps technology industries; it has been recognized as being standard. In the last decades, the English Language has been learnt and understood, and put into practice in a lot of countries as a second language. Moreover, the English language has become one of the most spoken languages around the world.

Many institutions have realized the importance of communicating in English in response to the increasing needs of job market. Most of the organizations require people with specific capacities in different areas with good communication abilities. Since the world has become global, the competence without efficiency and ability in English is difficult. Around the world, many factories and institutions have started training their people in English because it is

something that helps them grow in the employment area. Speaking skills are important for professional success.

### **2.3 Characteristics of Speaking Skill**

In the communicative approach, fluency and accuracy are of great importance. An affirmation was made from Mazouzi (2013) who explained that learners' activities should be designed based on equivalence between fluency and accuracy achievement. Those two elements are important and the main goal of those is the ability to communicate in real time situations in another language. Accuracy and fluency are factors that contribute to the students' success in the English speaking.

First, fluency is a characteristic of speaking performance and it should be the principal aim of teachers in the classroom. Fluency is the learners' ability to speak in an understandable way in order not to break down communication because listeners may lose their interest (Hughes, 2002). For that reason, fluency is necessary in speaking and it can be developed by putting into practice the knowledge of the language they have, even if they are limited in the area. Fluency makes communication easier when the speech is clear and ideas are connected making the use of the correct word, clear pronunciation, intonation and stress.

The second characteristic is accuracy. Students not only need to be fluent in learning a foreign language, but also need to be accurate. Accuracy in language means to use the correct grammatical structures when speaking. However, accuracy is defined as doing well or with few errors on not only grammar but also vocabulary and pronunciation (Thornbury, 2005). Besides, students should emphasize accuracy in their learning process. Mazouzi (2013) argued that "learners should pay enough attention to the exactness and the completeness of language form when speaking such as focusing on grammatical structures, vocabulary, and pronunciation." Learners' adequate use of grammar structure requires the length and complexity of the utterances and the well-structured clauses (Thornbury, 2005). To obtain accuracy in speaking means to select the correct words in the right contexts. When speaking, sometimes the same words or expressions are used in different contexts. For that reason, it is necessary to know when and how to use a word or expression in a particular situation. Thus, to speak the English language

accurately, it is important to master phonological rules and be aware of the various sounds and their pronunciations.

Knowing the stress, intonation and pitch is also important. Stress refers to the emphasis of intensity that may be given to some syllables in a word, or to some words that receive emphasis in a phrase or sentence. In the English language, stressed syllables are louder than non-stressed syllables. Also, they are longer and have a higher pitch. Intonation is also important; it is how the voice rises and falls in speech. It shows the attitude and emotion of the person who is speaking, and indicates the difference between statements and questions that is of relevance to regulate conversational interaction. Furthermore, the use of Pitch is necessary and it is determined by the frequency with which the vocal cords vibrate. It is an important element of accentuation at the level of individual words and at the level of longer utterances (Martha, 1996:148.) These three elements help people to communicate in an easier and correct way.

## **2.4 Differences Between L1 and L2 Speaking**

To learn another language, it is necessary to take time and put much effort. Any person during the process of learning a language once has thought to give up. In the native language, children get knowledge about the world at the same time that they are acquiring language. Second language learners try to learn new ways to talk about the world.

Native speakers have a lot of time exposed to language from the people around them. Nevertheless, for learners of another language the exposure varies in quantity and in quality, depending on the environment this person is immersed in. For example, some people have a multilingual family; others learn in a classroom, someone who has traveled to another country to work or study, etc. can have more interaction with people who speak English as their native language. The success in learning another language depends on a range of factors such as L1 and L2 differences, motivation, individual differences in memory and also in personality, environment, etc. Not all language learners are the same, for some it is not difficult to learn another language, for others it is. The form in which someone learned the native language is different from the way it is learned any other language.

### **2.4.1 Differences in Language Input, Situations and Learners**

In most of the cases children acquire their first language in a familiar environment in a care-taking situation. In fact, all humans learn a language and there do not exist anything that can stop them in learning their first language at least there are total absence of language or they have physical or mental problems. They all learn the vocabulary, sounds and grammar of their dialect or language. For learners of another language, learning circumstances are different, whether the learner is involved in the target language or is learning in a classroom or taking an online course in a computer. Moreover, individual differences in second language acquisition are of great importance. Without having motivation and a positive attitude people cannot learn a second language, and there are some factors that are crucial. Individual ability may vary by some factors like personality, language learning style and motivation must be considered in someone who is learning a second language (Skehan, 1989). The language input that a child gets from their family or keeper differs in a great manner from the learner of another language. In first language acquisition parents talk and interact with children in a natural way. In addition, second language teaching often tries to recreate the conditions of the L1 when teaching L2 in the classroom, trying to use only the target language and having a simple interaction between students and teachers or between students. The Interaction Approach holds recasts (to present “something” in a different way) to be important for L2 acquisition (Long, 1996).

In an early stage of life, the lexical development is slow. Children start pronouncing some words by the end of the first year of life and after some months have passed, they know how some things are named. In a study of French as a foreign language, it was suggested that even for the best learners, a period of stagnation in vocabulary growth can last several years (Milton, 2006). L2 language learners can potentially take two paths. On the one hand, L2 learners can associate the new word directly to the intended referent just as one would in L1 learning. And on the other hand, L2 learners can establish translation equivalents between L1 and L2. The L1 allow people to discover the world at the same time as they are learning how to talk and describe the world. The process of first language learning begins with the acquisition of words from speech without looking for their meaning. L2 learners search for meaning from the beginning. Both L1 and L2 learners build language based in particular contexts.

## **2.5 The CEFR scales**

When talking about teaching and learning the English language, it is necessary to mention the Common European Framework of Reference for Languages (CEF or CEFR). The CEFR scale is used to know the level that learners have in the four skills (listening, speaking, reading and writing.) The CEFR is defined as an international standard for describing any language ability on a six-point scale: A1, A2 (beginners), B1, B2 (intermediate), and C1, C2 (masters), making in this way for anyone who is teaching and testing to see the level of different qualifications (Cambridge Assessment English, 2018). In other words, this scale is used to know the level of proficiency of the learners in their English skills. In this way, evaluators can know the appropriate form to assess their students, and according to Council Europe (n. d.) these levels are called *Common Reference levels*. Then, using this scale, it is also a tool to make students know which their strengths and weaknesses are in the four skills.

### **2.5.1 Content Coherence in Common Reference Level**

There are six levels in this scale with purpose to measure the knowledge of learners. These levels are the following:

#### **Level A1 (Beginner):**

This level is considered as the lowest in the performance of English language because learners interact using it with simple questions and answers such as where they live, the things they do, people they know and so on (Council Europe, n. d.). In this level, learners are beginning to acquire the language because they can just manage familiar topic. That is, they manage basic statement and vocabulary related to them.

#### **Level A2 (Elementary English):**

In this level learners have a little more knowledge of the language and tend to participate more in conversation with still certain problems. Council Europe (n. d.) noticed that learners, “initiate, maintain and close simple, restricted face-to-face conversation; understand enough to manage simple routine exchanges without undue effort; make him/herself understood and exchange ideas and information on familiar topics in predictable everyday situations” In other words, they start



putting into practice the target language with the little knowledge they have acquired. Also, they can communicate their ideas in a simple way.

### **Level B1 (Intermediate English):**

In this level learners have two features. The first feature is that learners maintain interaction and can communicate what they want (Council Europe, n. d.). Learners now can describe simple aspects of their lives such as experiences, events, hopes and dreams. The second one is that learners have the ability to talk with flexibility about the problems and everyday life (Council Europe, n. d.). That is, now they can communicate and exchange information, make arrangement and talk about other areas.

### **Level B2 (Upper-Intermediate):**

Learners can understand the main ideas of complex texts or conversations, besides they can speak fluently and spontaneously (Tracktest, n. d.). In this level learners can start giving their point of view clearly about some topics. However, they also feel that their progress is being slowly, but they know they have arrived somewhere because they have acquired new perspective about the language (Council Europe, n. d.). In other words, in this level is when students start paying special attention to every aspect of the language, and so they start to correct themselves.

### **Level C1 (Advanced English):**

This level has the characteristic that learners have a good management of the language. According to Council Europe (n.d.), “what seems to characterize this level is good access to a broad range of language, which allows fluent, spontaneous communication.” In other words, learners can use the language to express themselves fluently and spontaneously without too much effort at the moment to look for words. Tracktest (n. d.) claimed that learners, “can use language flexibility and effectively for social, academic and professional purposes.” In this level learners are about to master because they use the language for any situation.

### **Level C2 (Proficiency):**

In this level it is supposed that learners have mastered the language. However, although the language has been “mastered”, it is not considered that learners can have the same

competence of native speakers (Council Europe, n. d.). But, they have the ability to express spontaneously, with fluency and accuracy in any situation, even though if these are complex situations (Tracktest, n. d.). In few words, learners have a great ability to control the language automatically but they do not have the performance as native speakers.

### 2.5.2 Structured overview of CEFR scales

The following charts are rubrics of structured overview of CEFR scales proposed by Council Europe (n. d.). Each of them is used for evaluators in order to assess learners in their different competences:

#### a. Global Scale:

<b>Proficient User</b>	<b>C2</b>	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	<b>C1</b>	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
<b>Independent User</b>	<b>B2</b>	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	<b>B1</b>	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
<b>Basic User</b>	<b>A2</b>	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	<b>A1</b>	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

**Table 01: Common Reference Levels: global scale (Council of Europe, n. d, p. 24)**

In this rubric, evaluators or teachers check in general the level of every skill that learners have, and so they will realize how well they are. According to Council Europe (n. d.), “such a simple ‘global’ representation will make it easier to communicate the system to non-specialist users and will also provide teachers and curriculum planners with orientation point.” In few words, teachers will have the opportunity to evaluate easily the level that learners have and in this sense they will have orientation.

### b. Self-assessment grid:

Another type of rubric related to CEFR is the self-assessment grid. This rubric it is based on the six-point scale for self-assessment orientation that attempt to help learners to measure their skills and in this way to check and decide at the checklist in which level of proficiency they are by themselves (Council Europe, n. d.). That is, learners have the opportunity to assess their achievements in the learning of the English language or other language by themselves.

	Reception		Interaction		Production	
	Listening	Reading	Spoken Interaction	Written Interaction	Spoken Production	Written Production
<b>C2</b>	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.	I can express myself with clarity and precision, relating to the addressee	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.	I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles, which present a case with an effective logical structure, which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.
<b>C1</b>	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers	I can express myself flexibly and effectively in an assured, personal, style.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion	I can express myself in clear, well-structured text, expressing points of view at some length. I can write detailed expositions of complex subjects in an essay or a report, underlining what I consider to be the salient issues. I can write different kinds of texts in a style appropriate to the reader in mind.
<b>B2</b>	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. I can understand contemporary literary prose.	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can write letters highlighting the personal significance of events and experiences.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.
<b>B1</b>	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can write personal letters describing experiences and impressions.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes & ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can write straightforward connected text on topics, which are familiar, or of personal interest.

<b>A2</b>	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment). I can catch the main point in short, clear, simple messages and announcements.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can write a series of simple phrases and sentences linked with simple connectors like „and“, „but“ and „because“.
<b>A1</b>	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can write a short, simple postcard, for examples sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can use simple phrases and sentences to describe where I live and people I know.	I can write simple isolated phrases and sentences.

**Table 02: Common Reference Levels: self-assessment (Council of Europe, n. d, p. 26)**

**c. Qualitative Aspects of Spoken Language Use**

Talking about the CEFR and the charts for assessing the language level of learners, another important chart is the qualitative aspects of spoken language use. This chart is designed to assess the communicative language competences of the oral language (Council Europe, n. d.). This chart has the only purpose to evaluate the level of students in their spoken language, and so, to make them know in which areas of the speaking skill they are good or need to improve.

	<b>RANGE</b>	<b>ACCURACY</b>	<b>FLUENCY</b>	<b>INTERACTION</b>	<b>COHERENCE</b>
<b>C2</b>	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turntaking, referencing, allusion making etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.
<b>C1</b>	Has a good command of a broad range of language allowing him/her to select a formulation to express him/ herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur;	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.

<b>B2</b>	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he / she needs to, though he /she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.
<b>B1</b>	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
<b>A2</b>	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like "and", "but" and "because".
<b>A1</b>	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like "and" or "then".

**Table 03: Common Reference Levels: qualitative aspects of spoken language use (Council of Europe, n. d, p. 28)**

## 2.6 Factors that affect speaking for second language learners

### 2.6.1 Psychological factors

The oral production of learners is affected not only by the knowledge and skills they have, it is also affected by factors that are attached with their own personalities, each ones' attitudes, motivations, values, beliefs, cognitive styles etc., which is what defines someone's' identity. Furthermore, it is understandable that psychological factors become influential elements and give a great impact on how the students learn another language, especially in the area of speaking. Therefore, it is important to point out those psychological factors affecting the oral performance of students:

## a) Self-esteem

Self-esteem refers to the self-positive evaluation that each person makes of himself or herself (Rosenberg, 1965). He also added that high self-esteem consists of oneself respect and the worthy we think we are. One of the factors that contribute that students can have a good oral performance is self-esteem. Therefore, it is considered that people with high self-esteem are good at learning other languages, for they are always taking risk and it does not matter if they do well or not. Self-esteem is without any doubt one problem for students to do well with their speaking performance and it is most common in students in the adulthood. It can be concluded that since self-esteem becomes one of the influential factors, it can be said that the students with high self-esteem will have better achievement rather than those who do not. Brown (2007) claimed that: “Self-esteem is probably the most pervasive aspect of human behavior. It could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself and self-efficacy belief in your own capacities to successfully perform that activity.” Then, it can be said that high self-esteem helps to maintain motivation trying to fulfill personal goals and aspirations.

Three levels of self-esteem were stated for Brown (2007), those have been described as global, situational and task self-esteem:

**Global Self- Esteem:** According to Brown, global self-esteem is formed from inter and intrapersonal experiences people have, and from assumptions people make. This is an evaluation that someone makes about his or her own life after some situations and the abilities they have.

**Situational Self- Esteem:** Situational or specific self-esteem is about personal evaluation in some events of life. In particular life situations such as work, family, education, social life or aspects such intelligence, ability to speak, flexibility and empathy form the majority of situational or specific self-esteem. According to the condition, the level of situational self-esteem may change according to the circumstances a person is facing.

**Task Self- Esteem:** it is called task self-esteem for the reason that it relates to particular tasks within specific situations. For example, in the educational field, task self-esteem can refer to

one subject area such as Mathematics, Science etc. or when someone has certain skill in sport, it is determined in relation to task self-esteem. Task self-esteem might indicate to one's self-evaluation of an individual aspect of the of the learning process, those can be speaking, writing, taking a particular class in another language, or perform an unusual kind of activity in the classroom. It is evident that, self-esteem is a relevant variable in second language acquisition (Brown, 1994). No successful cognitive or emotive activity can be developed without some degree of task self-esteem, that why is of great significance.

## **b) Anxiety**

Spielberg (1983) defined anxiety as: “The subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system (Spielberg, 1983 as cited in Brown, 2007).” Everyone experiences anxiety at some time of life. For instance, it is normal to feel anxious before a job interview, an important exam, or when you are going to meet someone important or famous. Anxiety is a natural psychological aspect which contains the feeling of fear which sometimes cannot be controlled (Javed et al, 2013). Moreover, language anxiety, is the type of anxiety associated specifically with learning the second language (L2), it can arise from many kinds of sources (Skehan, 1989; Young, 1991 as cited in Ohata, 2005). It is common that anxiety occurs in the process of language learning. Students tend to be afraid of not using the correct vocabulary and correct grammar structure. The students cannot neglect the existence of being afraid and have a great tension when they think of foreign languages (Ortega, 2009).

In addition, anxiety can affect someone who is learning another language at any age, in any level. Therefore, adults are different from kids. At an advanced age; people tend to feel anxious whenever they make mistakes especially in public situation because it is related to an image and judgment from many people about their ability in performing their speaking. In addition, the intensive panic of being humiliated in social situations or embarrassing by himself or herself in front of other people is called social anxiety. Someone who suffers from that kind of anxiety tends to think that other people do better at public speaking situations. The person focuses the attention on every single mistake they do in front of others, and exaggerate them out of proportion by thinking that all eyes are focused on them (Medina, J, 2017).

In a research conducted by Peng and Dong, they focus their study on finding out how anxiety affects the learners speaking skill (Peng & Dong, 2010). In the results it is concluded that the higher anxiety a student has at the time of speaking, the lower ability he or she will develop. It was also found different reasons that produce high anxiety, and some factors that influence include: the attention to intonation and pronunciation; the motivation, and the interference of mother tongue. In the same way, another research was directed on understandings which are the main factors that make speaking English more stressful in some particular situations (Tanveer, 2007). The findings clearly indicate the existence of high levels of language anxiety in most of the learners who are learning English, even through the use of modern communicative language teaching techniques. In addition, anxiety in language learning can originate 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.

Many researchers have suggested that anxiety influences the language learning process. It is a unique emotion as it can help or debilitate learners. Moreover, anxiety can benefit students' performance in the way of being a motivator and they can find a good strategy and face new learning assignments in a positive way. On the contrary, severe anxiety can debilitate through the lack of motivation, causing to adopt a negative attitude trying to evade the learning activities. For instance, a student can be anxious before an important exam; however, this anxiety can motivate the students to study hard for the exam and try to do a good job, and that is because they spend much time studying for that exam. In contrast, a severe anxiety may intervene with concentration of the students, affect the brain information process, or forget the information obtained. Under these situations, the student can do his or her best effort on the exam.

### **c) Motivation**

Defined by Douglas Brown (2000), motivation is "quite simply the anticipation of reward." Another definition was proposed by Lee (2005), who defined motivation, as: "The source behind behavior and provides an explanation for why people do things." By those definitions it is clear that motivation conducts people to meet goals in life. Indeed, motivation is essential in the process of learning; it also helps teachers to know and understand the attitude of students towards learning. In the process of learning students need to provide a great effort to



achieve goals in life, it is not enough to have the desire of doing something if we are not motivated to do it.

### **) Intrinsic and Extrinsic Motivation:**

Every human being, in any period of life has done things just because they should do it and get a reward for it. In the same way, we have done something for the reason that is important to us and we feel satisfaction by doing it. In addition, some psychologists recognized that there is a big difference between “intrinsic” and “extrinsic” motivation. They define two kinds of people, the ones who perform activities thinking on getting rewards; those are extrinsically motivated. On the other hand, people that do things because they like and enjoy doing it, those are intrinsically motivated. During the learning process, some students show interest and try to practice it with excitement, they are motivated to perform or engage in an activity to get a reward or avoid something; those are intrinsically motivated. Nevertheless, students that just want to learn the language in order that friends, family or teacher compensates. In this case, the person's behavior is motivated by an internal desire to participate in an activity for its own benefit and they are extrinsically motivated. The person's behavior is motivated by an internal desire to participate in an activity for its own sake. That is to say, extrinsic motivation is fueled by the anticipation of reward from outside and beyond the self (Brown, 2007). Otherwise, intrinsic motivation is to do “something because the act of doing it is enjoyable in itself” (Williams & Burden, 1997).

### **) Motivation in Speaking English**

Motivation is important as it can influence students' unwillingness to speak in English (Nunan, 1999). Motivation is a key element in the learning process; it leads to the success or failure of students. The lack of motivation in learning causes hesitation in students to speak English in the classroom (Babu, 2010). He also clarified that sometimes students are not motivated enough by the teacher to practice the foreign language, and the communication fails. It is believed that motivation is a product of good teaching performance. Students should be motivated to learn and practice the language they are learning, teachers must have creativity, personality and the most important that is the interest in their students. It is to say that the motivation of students is of great importance. Therefore, it is necessary that teachers show love and passion for what they are doing.

### **2.6.2 Lack of necessary vocabulary knowledge**

The vocabulary part is one of the most important keys at the moment to speak because it contributes to students become proficient in English language when they speak. Abdelkarim (2017) claimed that, “vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas” (p. 272). Then, when students learn vocabulary, students are able to speak with accuracy what they have on their mind. On the contrary, when they do not have enough vocabulary knowledge, they find hard to communicate their ideas. Besides, it is a fact that students can focus on getting grammar knowledge, even in pronunciation; but if they do not manage a good vocabulary level, they will not get fluency in English. If students spend most of the time focusing on studying grammar, these will not improve in English, mainly in the speaking skill. They will see improvements when learning more words and expressions (Thornbury, 2002). In other words, the importance in learning vocabulary is clear because this will help students express to others without hesitation. Therefore, when students do not manage enough vocabulary, they can face some problems when speaking or writing. These students, according to Shefelbine (1990), are known as low vocabulary students because they do not manage well the appropriate words according to the situation. Therefore, this happens when they do not practice vocabulary properly and the following are some factors that make students not acquire it:

#### **) Students do not learn the meaning of words:**

One of the difficulties that students face when learning English is that they cannot understand some words, and as consequence they cannot use them when they speak. The problem has its origin when they do not know the meanings of those words, or they can know the words but with other meaning. Also, another fact usually happens after students have learned a word with a meaning, but later they see that word with other meaning. So, they find difficult to recognize a word with a totally different meaning (Thornbury, 2002). In other words, according to the author, students struggle accepting different meaning of words because it is not as the way they learned it before. This has its consequences because when students do not understand the meaning of a word, they find difficult to understand or express the ideas. Therefore, these low vocabulary students have the disadvantage to identify few the words and understand them easily

(Shefelbine, 1990). So, for lacking vocabulary knowledge, students have a high disadvantage because they do not comprehend the meanings of words in different context. Consequently, if they do not understand the meanings, they will not know which words say when talking.

) **Forgetting words:**

Frequently, students forget either the new words or the old ones when learning the English language. This is a very usual problem in the learning process because students often forget the words they learn either in class or outside of it. This happens since our brain in a period of time forget some information. According to Thornbury (2002), “it has been estimated that up to 80 percent of material is lost within 24 hours of initial learning ... in absent of opportunities to use language.” In other words, students can learn words in class or by themselves at home, but at the very next day they cannot remember the majority of them. Also, according to the author the problem seems to have its root when students do not put into practice the new learned words. This is because they just learn the words in class and do not find the moment to practice them, or because they do not feel the desire to practice. However, this simple action of not eventually practicing the words has its aftermath in students at the moment to have a real conversation. Students start looking or thinking which words to say, and as consequence they hesitate and the message of the conversation is difficult to be understood. In conclusion, students take for granted the learning of new vocabulary, and to put it into practice every time they can.

) **Use the same words over and over again:**

It is very common to see many students use and over use the same words in any situation. It does not matter if they are with friends or classmates or if they are in a restaurant, the school or in a special event, they always repeat the same words. They act as if they are programmed to use the same words. This point is connected with the previous one “*forgetting words*” because students often forget vocabulary related to different situations. Therefore, students force themselves to use only the known vocabulary, that is, they use the vocabulary that they are accustomed to hear and use in class. However, there is a solution for this problem. According to Thornbury (2002), “...if learners see or use a word in a way different from the way they first met it then better learning is achieved”. So, the solution given for the author is to make learners see and use the words in different situations, but also it is essential to teach them the words that are

used for those specific situations. In this way, they will be able to recognize and use those words accurately. Then, after having seen that the problem of repetition of words is related to either the lack of the appropriate vocabulary, and it can be concluded that students need to be explained and motivated to use different words in any situation and encourage them to enrich their vocabulary.

### **) Difficulties encountered in learning vocabulary when speaking or writing:**

Difficulties to express orally what learners are thinking or even to write the appropriate words in a short paragraph their ideas, those are the characteristics that learners with few learned vocabulary have. Although this research is focused on the speaking skill, it is necessary to mention the writing skill since in both skills can be identified how well students manage vocabulary in these two skills. In this way, it can be identified who has rich or poor management of words. There are two kinds of learners, those who are higher vocabulary and those with lower vocabulary. These last kinds of students have more difficulties acquiring the English language because they encounter a sort of problem when speaking or writing. Shefelbine (1990) observed that, “students with lower levels of verbal ability tend to have correspondingly lower levels of general vocabulary knowledge. When these students read, they are likely to encounter more unknown words than do students with higher vocabulary knowledge.” Then, this means that students with poor vocabulary struggle since they are forced to identify which word they are reading and look which words to say. Besides, students with less vocabulary knowledge have more difficulties when learning words because they do not have enough knowledge to identify and put words in context and therefore they need to have more effort at the moment to learn the words (Shefelbine, 1990). Then, it can be said that these students have a long way in learning new vocabulary and so to be speak well the English language. This is because they have to overcome the difficulties in learning vocabulary if they want to master the speaking skill.

### **2.6.3 Shortage of practice**

In classrooms or outside of these, it is common to see that some students speak in English trying to master this language. However, there are others who do not practice in order to improve their English. These group students face difficulties for not practicing and this problem needs to be overcome for in order to achieve in students a good level in the speaking skill. Because it has serious consequences on their English acquisition. For instance, they will not be able to express

their idea and speak without hesitation the English language. In other words, this will impede them to learn how to speak well in the future, either in everyday things or even in the labor field. Reynaud (2015) declared that, “if students today graduate from high school or even from university without being able to “speak” English, it is simply because [teachers] are not giving them enough practice in... speaking.” Then, even though if students have a degree in the university, it is not guaranteed that they will have a good level in English because they have not learned to speak it appropriately. Therefore, it seems evident that this problem has its roots at the time when they were learning English and they did not practice this language. However, this is not only a problem that has to be faced for students, but also by teachers since they have the knowledge to make students speak and improve the speaking.

There are some reasons that make students not to have enough practice in speaking:

) **No motivation and self-confidence:**

This point about the motivation is studied in the section *2.5.1 - Psychological factors*, but it is necessary to mention it once again. Since this factor is one the most important in the process of learning English because this encourages learners to practice speaking and to acquire a good level in the English. Without motivation students will not feel the desire to learn, and at the same time, to become proficiency in every skill of English, mainly in speaking. In other words, without motivation students will have many problems when learning to develop the speaking skill. These problems may affect the students until they finish a course or major in a university.

Besides, motivation and self-confidence are so related in every aspect of life, and in this case when students are learning English. According to Ebata (n. d.), “it is motivation that produces effective second-language communicators by planting in them the seeds of self-confidence.” If students want to have a good level in speaking, they need first to have a good motivation. In this sense, after they feel the motivation, they will feel confidence to learn and speak English. This will obviously bring great benefits to students because if they are motivated and have self-confidence, they will feel the desire to speak and learn more English. This can be confirmed by some researchers, for instance Ismail Gurler. Gurler (2015) claimed that, “among all other language skills, speaking is of an exclusive place to have effective communication and self-confidence is one of the facilitators to start conversation.” Then, it can be inferred that when

students are promoted the motivation either by themselves or teachers, the use of communicative skills will be easily achieved.

### J **No practice community:**

Practicing the learned topics in the class is one of the most important things that students need to do if they want to remember and master something. For example, when learning English is not the exception because if learners want to learn to speak well, they have to practice again and again. The most appropriate way to do it, it is to practice with either friends or classmates. However, many learners do not like to socialize with them. For example, when learners dislike talking with others, mainly with classmates they do not like, it is because they are usually struggling with feeling of fear of failing and being disapproved by their teachers and classmates (Mondal, n. d.). Many times the reasons why students do not participate in class, it is because they think that both teachers and classmates could think that they do not speak in inappropriate way the English, or say something not correct to their opinion. They may think that they do not have a good pronunciation, fluency or good level of vocabulary, and therefore their classmates could laugh about the way they speak English.

Also, this problem can occur because students can sometimes think or feel that the teacher is trying to force them to speak as a native speaker. So, students get nervous or anxious because they think that they do not have the capacity to do it. Therefore, teachers have to make students conscious that in their classes will not occur the worst to them. So, to do this, teachers first have to be also aware that students are not going to speak as a native speaker, mainly when they are still in basic or intermediate levels. As Reynaud (2015) remarked, “it is an illusion to think that students will learn to speak and pronounce words with a decent accent.” What the author is trying to say is that teachers must understand that students will not have the accent of native English speakers and they have to let students know that there is no problem in this issue. In this sense, teachers should never push students to speak as native speakers, and so they will feel comfortable to speak with freedom in class and at the same time they will practice their English in community.

### ) **No good relationship with the teacher:**

Sometimes the relationship between teachers and students is not considered as a factor of why students like or not like to participate in class. However, this a fundamental factor because if teachers establish a good relationship with their students, they will be encouraged to practice the English language. On the other hand, if teachers have a bad relationship, students will not feel motivated to learn or practice English. Many times it has been seen that in some classrooms the teachers with a strong personality, so the practice of speaking is low. Only few students participate talking about the topic that is being studied and the rest just observe or answer when they are asked. Mondal (n. d) claimed that, “the teacher as an individual personality is an important element in the learning environment or in the failures and success of the learner.” Then, this means that teachers have the key to make students practice their skills, mainly speaking. Also, this means that according of how is the personality of the teacher in the classroom, students will achieve a success in speaking or not.

### ) **Wasting time in other activities:**

This factor is one of the most common that affects the practice of English in students. They usually like to waste time doing different activities which do not contribute to their English enrichment. However, they can use these spare time activities to improve their English. Some activities that affect their performance in English either for improvement or not, it may be listening to music, watching TV, films, playing video games, surfing on the Internet, and reading any kind books, newspapers, or magazines (Sundqvist. 2009). Even though using social media such as Facebook, WhatsApp and Twitter can be part of their improvement. They can have spare time activities and use them to improve their English, but they do not use them for that purpose. Also, they can have more spare time activities in their daily routine such as the social networks, reading books, magazine or newspaper. However, they do not do it, instead of that they prefer to use these activities as distractors and not as way to improve every skill in English. Then, it is necessary to make students understand that they need to know how they can use their activities to practice not only their speaking, but also every skill in English.

#### 2.6.4 Rapport in classes

For some persons, it seems impossible to think that the relationship that teachers have with their students helps to determine the learning process. In the preview point is mentioned briefly the importance of the relationship between teachers and students. So, again this point is mentioned since it is important because when students and teachers work in a very good relationship, students feel good and motivated to learn, therefore, at the same time to be active communicators. This relationship has a name which is *rapport*. Harmer (2007) considered that, “rapport means, in essence, the relationship that students have with the teacher and vice versa.” When the rapport exists in the classroom, the cooperation becomes part of every class. This happens because students recognize the teachers as leaders and feel them part of their community. According to some authors, teachers must have certain characteristics to create rapport. Therefore, there are four characteristics that teachers must have to create rapport such as: recognizing students, being even-handed, respecting students and listening to them (Harmer, 2007). In other words, the teachers must show respecting students by saying their name, listening to them carefully and making eye contact, solving problems professionally and, in this way they are fair with all students (Orge, 2014). So, if teachers have all these characteristics according to the authors, they can help students learn and improve every skill, mainly to the most important of them, the speaking skill. This happens because when there is a good rapport, students get motivated to participate in class and at the same time to practice English.

On the other hand, when rapport does not exist in class, the learning and practicing process become very hard. Students start to lose the interest to participate and just wait that the class finishes. This usually happens because of the personality of teachers is not the adequate according to students. Based on how the teachers’ personality are, they will connect with the pupils’ personalities and this can establish a type of behavior with them in the classroom (Mondal, n. d.). In other words, the personality of teachers determines if the learning process will be a failure or success in the learning process. Therefore, if the classes exist inharmonious rapport where the relationship between teacher-student can provoke a negative impact in the classroom, students may feel frustrated, confused and helpless (Xiao, 2013). Therefore, it may be assumed that without a good rapport the class will not succeed because learners will not feel motivated to talk in classes. So, it is necessary to understand that this is the key to concrete a good relation



between teachers and students with the purpose to the goals established to motivate students to be more participative in classes and practice their speaking skill. In conclusion, the rapport is an essential factor which helps teachers to create a good environment in class.

### **2.6.5 Authentic materials to improve the spoken English**

One of the important factors which can affect the efficiency of learning is the type of materials in the classroom. These materials must be authentic in order to help students to improve their knowledge and capacity in speaking (Merchi, 2013). When teachers use authentic materials, these help students to get motivated and learn easily how to speak, so they will talk during classes. In few words, the material allows them to use the language for communication rather than just practicing it in situations controlled by teachers. For that reason, teachers must be conscious about the impact of using materials to improve the oral performance in English. These materials may be textbooks, equipment, CD-ROM, school supplies, videos, articles and other instructional materials. In this way, every authentic material allows students to make them enrich their abilities at any situation.

Nevertheless, the lack of authentic materials in classes may bring some problems. For instance, some teachers often use the same type of material in every class, and the most common is the textbook. Even though it is important in the class, the problem begins when they only get stuck on using it as it is the only material. Merchi (2013) explained that, “a teacher believes that the teaching of oral expression is too difficult because of the lack of text books, as an essential aid.” What this means, it is that sometimes teachers are used use only in text book instead of using other kind of material. However, if teachers use a variety of materials, they will create an artificial environment to expose students to the target language and culture. But, when teachers are not able to use them, this artificial environment does not achieve the purpose they have, which it is to create communication in the classroom. In other words, the lack of authentic materials cannot make the communication in the classroom very effective. Kozhevnikova (2013) reported that, “the lack of exposure to authentic or semi-authentic communication can slow down students‘ progress.” In this sense, authentic material is an essential factor that influences the practicing process in students. So, the failure or success will depend on how teachers use them to make learners improve the speaking.

### 2.6.5.1 Types of authentic material used with speaking activities

As in any class that has the objective to master any skill, there are different types of materials that help teachers teach to students how to develop the speaking skill. These materials help students practice the speaking. Therefore, it is important to mention that these materials can be combined with activities. The following materials are the most used to achieve this goal.

#### a) **Visual aids:**

Visual aids are instructional devices (such as a chart, map, or model) that appeals chiefly to vision; especially: an educational motion picture or filmstrip (Collins Dictionary, n. d.). These devices help as model to understand or remember the given information in classes. It allows also to students feel motivated to participate more and get the idea over what the teacher is talking about.

The most common visual aids are the following:

**The board:** Also it is called black board. In every classroom there is always a board on the wall. The boards are used by teachers to as material assistance to support their classes, and this is the most common resource available for language teachers (Merchi, 2013). The board helps to a large degree at teachers to teach the speaking skill because they can be combined with different speaking activities using their creativity. For example, teachers can do a storyboard with their students, and so they will practice the topic that is being studied in the class.

**The pictures:** These visual aids are a common way to transmit the knowledge of the English language. Using pictures is a simple way in which teachers can represent the message they want to transmit to their student. For example, they can represent a word, a sentence and a short story with just a single picture. Merchi (2013) established that, “pictures can be a source of external motivation in the foreign language lesson and it may be stimuli of discussion and other similar oral activities...” In other words, pictures have the power to make students use their imagination and motivate them to participate and speak. Some activities that students can do using pictures can be describing the picture, picture dictation and relating pictures.

**Wall charts or posters:** A simple way to transmit an idea or knowledge is by using charts or posters. They are a great way to attract the visual attention of students because in them is explained the most important of the topic. Merchi (2013) stated that, “wall charts and posters contain a sequence of events related in time and space which make them suitable for narratives...” When teachers use these materials, students can understand better and talk about what there is in them. For instance, when teachers are teaching about asking direction, they can use a poster with a map and ask for direction. In this sense, students can speak and answer looking at map.

#### **b) Audio Material**

**CD-rooms or MP3 audios:** Since these tools were introduced in education, students were motivated to learn and reinforce different topics (Bliss, n. d.). These kinds of materials are used in listening activities because they contain recordings of native speakers such as conversations and stories. Using these aids, students can listen to them and learn pronunciation and intonation. Also, students can record to themselves and later listen how they sound as an activity.

**Radio:** The radio is a tool that has been used for years as a media both for entertainment and information. However, in teaching English can be used as a tool to teach listening and at the same time speaking. Merchi (2013) mentioned that, “teachers of oral expression can use radio during the tutorial session which aims to improve speaking skill through listening to various programmes.” So, when using the radio, students can do some activities such as listening radio frequencies from English speaking countries in order to improve either their listening and speaking.

#### **c) Internet**

**Podcasts:** Millin (2016) wrote that, “a podcast is an audio file which you can download to your computer, phone or mp3 player and listen to whenever you choose.” In education a podcast can be a tool which helps learners to improve their listening and speaking because they listen the topics with real native speakers. Then, in this way, this tool helps to acquire more knowledge about any topic. Besides, the best part is that usually they are free to get. Therefore, teachers can advise students to use podcast as an activity to improve their skills by listening.

**Watch videos:** To watch videos on internet is one of the easiest things to do when learning English. Aside from listening audios of native speakers, videos are one of the best options to practice listening and speaking. This is because students can watch them either in a website or YouTube and have the advantages to watch at the same time to see the transcriptions and so to help learners to understand better the context of the video. Therefore, videos are important and very used in classrooms because they can be used as listening tool to improve this skill in students (McKinnon, n. d.). Another advantage of videos is that they can be downloaded and so to be shown during classes as an activity. However, to achieve the aim to make students understand and use what they listen and watch in the video is essential to so some activities. These activities need to be incorporated before, during and after students watch the videos. There should be a relative standard format that can be used in every listening lesson: Pre-listening, listening and post-listening activities (Richards & Renandya, 1998).

In the pre-listening activity should have the objective to make to students anticipate what the audio or video will be about. The activity should provide the context to match up what it would be in the real life and create motivation by making students guess what they will hear in the audio or video (Richards & Renandya, 1998). What it really occurs it is that students start guessing what the video will be about. They will start thinking about it when first looking the title of the video or just knowing what it is the topic that they are studying in the class. Also, teachers must give students worksheet with questions and so they will have clearer what the video will have to do with a certain topic.

Besides, during the listening activity, it is necessary to have the aims to make students have objectives to accomplish during they are listening the audios or videos. In this part, it is when students will make use of the question provided by the teacher. The objectives purpose is to make students read some questions which will be answered during they are listening because if they do not have any objective they will not pay attention to the recording and information will not be detained. In few words, what they listen will not have any sense. This happens because according to Richards & Renandya (1998), “learners listen an unfocused way if questions are not set until the passage has been heard.” In other words, some questions can be given while students are watching a video. And so, it can be ensured that students are listening with a clear purpose and their given answers are not depending on memory (Richards & Renandya, 1998).

Finally, the post-listening has the objective to know what students understood in the context. For instance, the learners can be asked to infer the meaning of new words from the context and also as part of the activities they can write on the board and ask students to work on their meaning (Richards & Renandya, 1998). The purpose is to see what students understood when watching the video. For instance, which new words they learned, or to see if they understood what the context in the video was. Also, it is to make students participate because teachers can ask students directly or indirectly to answer the questions they provided. In conclusion, videos are an essential part of the learning process when they are practicing the speaking skill and these type of activities can really help in the learning process. This is because students can both listen at the same time any context in dialogues and understand them easily when there are questions to answers.

## **2.7 Features of good English speakers**

After having talked about the speaking skill itself and mainly the factors affecting students' speaking performance, it is time to talk about the characteristics that students need to get if they want to become good English speakers. Wil (2016) noted that, "there some common qualities such as diligence and a positive attitude that will help [English speakers] to learn any subject." If students have positive attitudes, they will be successful in the English language. This means they will speak well and confidently at any moment to have a conversation in English.

The main features of a good English speaker are the following:

### **) Study vocabulary, grammar and the right pronunciation:**

Students who want to be proficient in English are always trying to improve every important aspect of it. They only have an objective, to be good English speakers. Wil (2016) remarked that, "to speak English well, [English speakers] need to be able to do several things at the same time: know (and choose) suitable vocabulary, use the right grammar and sentence patterns, and produce the correct sound." In other words, students must be able to manage every aspect of vocabulary, grammar and pronunciation. Then, when learners have these characteristics, they know that it is necessary to have under their control this knowledge because is essential for him.

### ) **Speak English at any situation:**

Learners who have the feature of speaking English at any situation, they do not care if they talk English with a classmate, friend or an unknown person. These kinds of learners like to interact with anyone because they know this is how they will achieve a good level in speaking and the other skills. If students take seriously the goal to become good English speakers, they have to meet people, either native speakers or not who they can speak English (Wil, 2016). In other words, these types of learners are conscious that not only with native speakers they can practice, but also with non-native ones. For that reason, they can also go or create a conversation club, and as it was said before, with the only objective to talk and improve their English.

### ) **Think in English:**

Also, good English speakers try to think in English as it is their mother tongue. This is a good way to enhance their spoken English, and the best part it is that they can do either in home, street, classroom or in a cafeteria, anytime they want (Wil, 2016). The good English speakers have this on mind at the moment to practice this language. This is good for them because they get familiar very fast with this language. Then, these learners think in English when they go to sleep, travel at the bus, or when cooking their favorite food, that is, in any activity that they do during day by day.

### ) **Recording how they speak:**

Successful English learners are usually measuring themselves in a certain period of time in order to check how well they are speaking. Wil (2016) stated that, “Even though [English speakers] might not like hearing your own voice, this is a very useful way to find out what’s wrong with your spoken English.” They do this because they want to know the aspects that can be improved about their speaking. They usually record their thoughts or what they did during the day, and so they assess themselves.

### ) **Listen audios and watch videos:**

This is definitely one of the most important aspects of good English speakers. They like listening audios in order to try to understand not only what the words mean, but also to how the

person says them (Dawdy, n. d.). They go through words and try to understand the context of the conversation in the audios. Also, they like to watch videos and do the same as they listen an audio. Also, when they listen or watch videos, they try to notice how the words or expression are said.

### **) They are not afraid to make mistakes:**

This is one of the issues that are difficult for many learners, to get rid of the feeling of fear to make mistakes at the moment they are speaking. It could be the pressure to pretend that they do not have deficiencies in the language or just to force them to speak as a native speaker. Whatever the case, good English speakers do not care if they make a mistake or not. They do not let the fear to paralyze them. Dawdy (n. d.) believed that, “even if [English speakers] think you’re making a mistake, keep speaking anyway. Most of the time, people will understand what [they are] trying to say, even if [they] make a mistake.” These learners know this, for that reason, they continue talking and trying to say what they have on their mind even making a mistake.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter discusses how the researchers obtained the data. It has to do about the selection of the place and the participants involved in this study. For this research project, the researchers carried out the appropriate procedures to find out the main factors that influence students' speaking performance in the English language in the Advanced Intensive English I Courses from the English Teaching Major at the Foreign Language Department, in the theoretical groups 02 to 04 at the University of El Salvador, semester II - 2018. These groups were part of the schedule that the department provided for all students. Besides, this research project was executed in order to give recommendations and so help the teachers and the department to improve their teaching. Also, this research project explains how the study was accomplished in order to follow the objectives stated by using the different instruments.

#### 3.1 Type of method

The type of study that was used for this research project in order to find out the factors affecting students' speaking performance in the English language was the mixed method research. This type of research was chosen because it is the best for this study since according to FoodRisc Resource Centre (n. d.) "Provides a more complete and comprehensive understanding of the research problem than either quantitative or qualitative approaches alone." Also, Johnson et al (2007) claimed that, "Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches for the broad purposes of breadth and depth of understanding and corroboration." In other words, when combining these two types of method, the researchers have the opportunity to gather information and give a detailed description of the situation, either by observing the attitudes or behaviors (FoodRisc Resource Centre, n. d.). Then, after that, the researchers can quantify the problem by way of generating numerical data that can be transformed into usable statistics in order to quantify attitudes, opinions, behaviors, and other defined variables (DeFranzo, 2011). In other words, this type of research obtains the data and try to describe, understand and quantify the problems and see how prevalent these are. In other words, it tries to understand the phenomenon



or process of the people involved by analyzing and interpreting data and so it converts it into numerical forms.

In this way, by using this type of study, the researchers got the respective conclusions about relationship of the collected data and the main factors affecting students in their speaking in the English language. This is why with all the collected data and the information gathered in the literature review helped to explain why these factors affect in the learning of the speaking skill. In this sense, at the end of the research project some recommendations are given in order to overcome these problems.

### **3.2 Type of study**

Since the purpose of this study was to find out the factors affecting students' speaking performance, the appropriate method to research them was the descriptive research. Since this research has the aim to characterize a set of concepts to measure and so determine, describe or identify the results of the phenomenon in an analytical way (Dodovski, 2011). Descriptive research mainly deals with the description of the state of affairs as it is at present by collecting data through not having control over variables (Kurmar, 2008). In other words, it describes the phenomenon without the intervention of the researchers, just observing and describing various aspects of this. The descriptive method can provide with real facts what it is happening in the learning and teaching of the speaking skill in an environment that is not controlled by the researchers.

Therefore, the research that was used in this research project was the descriptive research because it allowed to study the relationship between the factors that are affecting students of the second academic year in their speaking skills. In this case, the factors were in the speaking performance of students in the Advanced English I course. In other words, for this study the necessary instruments were administered to collect the data. The surveys and observation sheet were the instruments. So, at the end we have given some recommendations in order the students and teachers can overcome that situation.

### **3.3 Population**

Population is a group of people that will be studied to collect data. Explorable (n. d.) defined population as “a research population is also known as a well-defined collection of individuals or objects known to have similar characteristics.” In other words, people are part of the same group where they share different characteristics. So, population is the entire group of people where the research will be carried out.

This research project studied the population of students from the second year of the English Teaching Language in the Advanced Intensive English I Courses. The population of students in this major was divided in morning and evening shifts. There were around 4 groups with around 28 or 30 students in each group, counting a total of 120 students in the two shifts. The researchers chose these students because they are still in the process of learning the English language, and have problems in their speaking performance.

### **3.4 Sample**

A sample is a part of a large group that in this case is the population. The Educational Centre (n. d.) reported that “in research terms a sample is a group of people, objects, or items that are taken from a larger population for measurement.” Sampling is used to obtain information of a portion instead of an entire population. If the population is used to collect data, it would make difficult to gather the data. This is why observing a portion of population it would be possible to determine the characteristics of the population (The Educational Centre, n. d.).

The present research study took place at the University of El Salvador and it was developed with students of the English Teaching Major. The sampling was focused on the second academic year of the English Teaching Major. The groups that were used as sample are groups 02, 03 and 04 in the semester II - 2018. However, the group 01 was not taken since it was chosen to develop the piloting. Therefore, it is important to say that the three mentioned groups were chosen for the sample since these the students from these groups are supposed that they have a good management of the spoken English and they are getting the level B2 according to the CEFR. Also, these groups were taken since there were in the last semester few groups of English in this level. Besides, these groups were chosen for the following reasons: the group 02 was in

the morning shift and it was more difficult for the researchers to go to the classes in this shifts because of their time and place they live. Therefore, the groups 03 and 04 were appropriate for them because these were in afternoon shift. Then, they had a better time to go and pass the instruments without any inconvenient.

So, the chosen groups were also ideal to the purpose of study the problems affecting students' speaking performance always taking into account that the research question is: What are the main factors affecting students' speaking performance in the English language at Advanced Intensive English I Courses?

Semester	Code	Group	Subjects	Students capacity	Schedule	Days
IV	IAII14	01	Advanced Intensive English I Course	28	6:00 - 8:00 a.m.	Mon, Tue, Wed, Fri
		02		28	6:00 - 8:00 a.m.	Mon, Tue, Wed, Fri
		03		28	3:00 – 5:00 p.m.	Mon, Tue, Wed, Fri
		04		28	3:00 – 5:00 p.m.	Mon, Tue, Wed, Fri

**Table 1: Selected class groups to form the sample**

In order to calculate the estimated number for the sample for every group the next formula of finite population was needed to be applied.

$$n = \frac{NK^2 p . q}{e^2 (N - 1) + k^2 . p . q}$$

**Where:**

n = Sample size

N = Population

$K_2$  = Constant that must not be less than 25% (2.56)

$e$  = Maximum permissible error (0.1)

$p$  = Probability in favor (0.5)

$q$  = Probability against (0.5)

Using the following formula for the research the result is the following:

$$n = \frac{3 \cdot 0.5 \cdot 0.5 \cdot 0.5}{0.1^2(3 - 1) + 2.5 \cdot 0.5 \cdot 0.5} = 2$$

The research took the groups 02, 03, and 04 which each of them had around 30 students registered, so the sample to be taken in each group was **25** students. Then, the taken sample had in total 75 students approximately in the three groups.

However, when the researchers went to these three groups, only 58 students were taken as sample since the days they did the survey and the observation sheet, these groups had less students than the expected ones. There were the following number of students in each group: 15 students, 19 students in one of them and in the other 23 ones.

### **3.5 Instrumentation**

For the descriptive research, the following instruments for collecting data were used:

#### **Survey**

Rouse (n. d.) defined the survey research as, “the collection of data attained by asking individuals questions either in person, on paper, by phone or online. Conducting surveys is one form of primary research, which is the gathering data first-hand from its source. This instrument is very common because these are useful to collect data from large groups of subjects. For these surveys, it would be used the Likert Scale.

This survey had the objective to describe the aspects or characteristics regarding the point of view of students about the factors that affect their speaking performance and so that to prove the hypothesis stated for this study.

For this study, the survey was divided in three parts; the first and second parts consisted of 27 statements in total with multiple options such as: 1. Strongly Disagree, 2- Disagree, 3- Agree, and 4- Strongly Agree. The first part, that contains 16 statements, is concerned with the factors that students consider are affecting their speaking performance. The second part, that contains 11 statements, and it had the aim to know how they learn or practice the English language either themselves or in the classroom. Also, at the end, it has a part where students could write others factors that they considered are affecting their speaking performance.

The third part, also using the Likert scale, has the options “1. Not yet, 2. Yes, I can, 3. I can more than that.” This part had 13 statements. And it was based on the Common European Framework and considering the level B2, and it had the aim to identify how students considered their performance or level in the speaking skill.

The surveys were delivered to the students at Advanced Intensive English I course. The students read and choose one of these options. The purpose of this survey was to get information about what the students think or feel over the factors affecting their speaking performance. **(See annex 1)**

### **Observation sheet**

According to Bryant (n. d.), “the observation is a method of data collection in which the researchers observe within a specific field. It is sometimes referred to as an unobtrusive research method.” In few words, using this type of instrument the researchers will not have the necessity to intervene with the target sample. Therefore, in order to collect data, the researchers observed the students from the groups in the Advanced Intensive English I Courses in one class. The observation sheet had the objective of understand the context within which students interact. In this sense, it had the aim to observe the behavior of the students during a real class.

The observation sheet had 3 parts in which the first one had the aim to know how many students were asked by the teacher during the class and so that observe their behavior at the moment to answer. The second has the objective to identify if the interaction between teacher-students and students-students during the class it is bad, good or excellent. Also, it had the aim to see if the students were participative or not during the pair works or team works. The last part had

the objective to see which tools were implemented in the classes and if these help students in their speaking performance. (See annex 2)

### **3.6 Piloting**

Piloting is the preview proof of the instruments in the real world with few people who are not the sample. As the Center for Evaluation and Research (n. d.) claimed that piloting has, “the purpose to make sure that everyone in your sample not only understands the questions, but understands them in the same way. This way, too, you can see if any questions make respondents feel uncomfortable.” In few words, piloting has the objective to identify if the instruments will work with the target sample. For this study, it was chosen the theoretical group 01 in the Advanced English I Course since it was from the morning shift. So, this made the researchers to applied it there, since they found more appropriate for their time. Because they did not have to go to the classes and apply the instruments in the morning.

The survey was passed to around 12 students and the observation sheet was applied in order to observe the whole class. The survey was applied to verify if students could understand what they were being asked. For the use of observational sheet, it was necessary to apply it and observe the whole class in this group and check if it was necessary to add or take away some points. The students were selected in a non-random way. During the piloting just one question was asked in the survey which was about the doubt of a word. Also, in the observation sheet, just the order of some options were changed. At the end, each detail was taken into consideration in order to improve the instrumentation tool before being applied to the target sample.

## CHAPTER IV

### DATA ANALYSIS

#### 4.1 Students' Survey

This survey was designed for students of second year in the Advanced Intensive English I Course from the English department at the University of El Salvador. The aim of this survey was to gather information about the main factors affecting students' speaking performance. It was focused on what difficulties learners face when they engage in the speaking skill

. This survey is divided in three parts:

**Part I:** It was concerned with the factors that affect the speaking performance of students at the moment to speak English.

**Part 2:** The second part had the aim to know how students learn or practice the English language either at home or in the classroom.

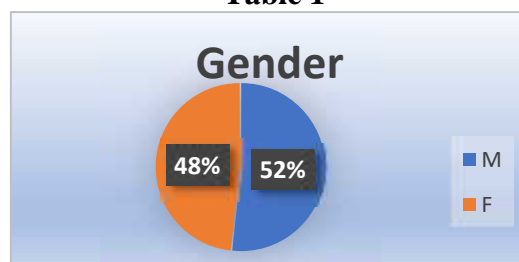
**Part 3:** It was about how students consider their level in the speaking skill.

#### 4.2 The Analysis and Interpretation of the Survey's Result

##### ) GENDER

Gender	Students	Percentage
M	30	52%
F	28	48%
<b>Total</b>	<b>58</b>	<b>100%</b>

Table 1



Graphic 1

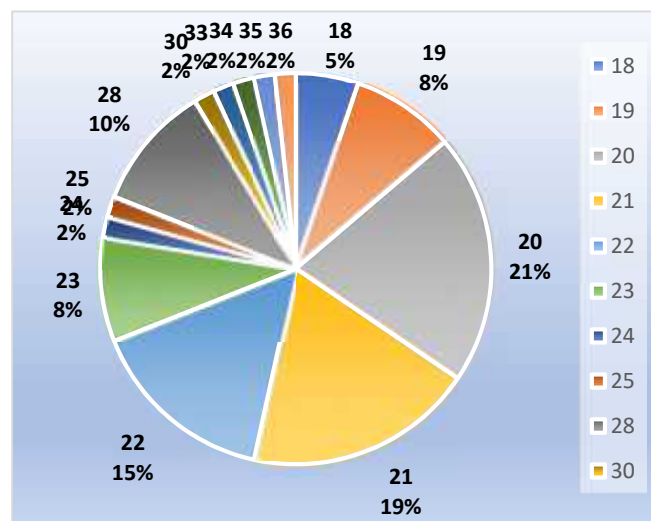
**Source:** Major in English, teaching option students of Advanced Intensive English I courses, Semester II-2018. The 52% of interviewed were male and the 48% female.

**Interpretation:** The graphic reflects that there was a small difference regarding the number of male and female students in the interviewed groups. This means that both gender are interested in learning the English language.

) **AGE**

Age	Students	Percentage
18	3	5%
19	5	9%
20	12	21%
21	11	19%
22	9	16%
23	5	9%
24	1	2%
25	1	2%
28	6	10%
30	1	2%
33	1	2%
34	1	2%
35	1	2%
36	1	2%
<b>Total</b>	<b>58</b>	<b>100%</b>

**Table 2**



**Graphic 2**



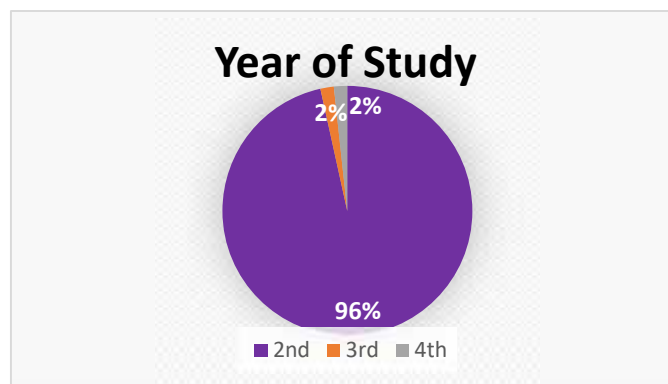
**Source:** Major in English, teaching option students of Advanced Intensive English I courses, Semester II-2018. The 21% of interviewed were 20 years old. the 19% was 21. The 16% was 22. The 10% was 28. The 9% was 19. The 9% was 23. The 5% was 18. The 2% was 24. The 2% was 25. The 2% was 30. The 2% was 33. The 2% was 34. The 2% was 35. The 2% was 36.

**Interpretation:** The results show that a high percentage of the interviewed students were between 18 and 23 years old. It could be assumed that this high percentage of students is due to the recent admission of students at the University who are still struggling to finish the major. However, a low percentage of students were in the age of 30 and 36 years old. This phenomenon might be caused for the different responsibilities that an adult person has, it could be family, work, economic resources or the ability to learn.

) **YEAR OF STUDY**

Year of Study	Students	Percentage
2nd	56	96%
3rd	1	2%
4th	1	2%
<b>Total</b>	<b>58</b>	<b>100%</b>

**Table 3**



**Graphic 3**

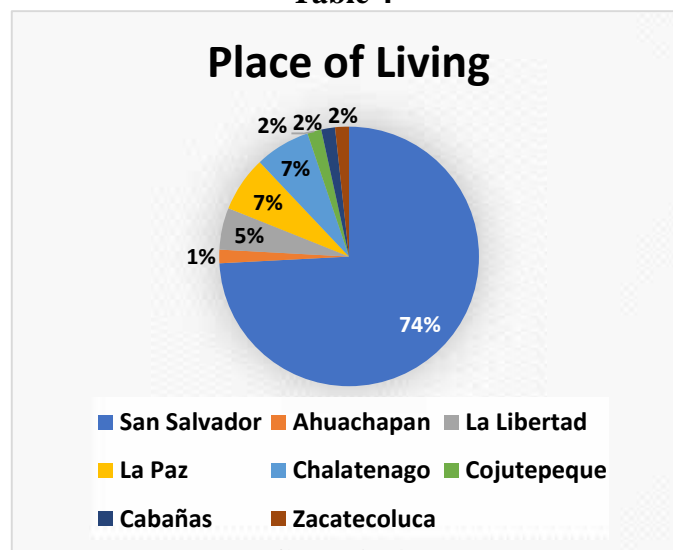
**Source:** Major in English, teaching option students of Advanced Intensive English I courses, Semester II-2018. The 96% of interviewed were in the second year. The 2% was in third year and the 2% was in fourth year.

**Interpretation:** Practically all students who participated in the investigation were in their second year and they have not had any kind of situation for which they can be delayed in their major. Nevertheless, a small percentage of students that are still taking this subject are in third and fourth year. It could be inferred the reason that some students do not take the subject when it is required or they have failed this or other subjects. These academic issues do not allow them to take the subject according to the study plan.

) **PLACE OF LIVING**

Place of Living	Students	Percentage
San Salvador	43	74%
Ahuachapan	1	2%
La Libertad	3	5%
La Paz	4	7%
Chalatenago	4	7%
Cojutepeque	1	2%
Cabañas	1	2%
Zacatecoluca	1	2%
<b>Total</b>	<b>58</b>	<b>100%</b>

**Table 4**



**Graphic 4**

**Source:** Major in English, teaching option students of Advanced Intensive English I courses, Semester II-2018. The 74% of interviewed students live in San Salvador's Department. The 7% lives in La Paz. The 7% lives in Chalatenango. The 5% lives in La Libertad. The 2%

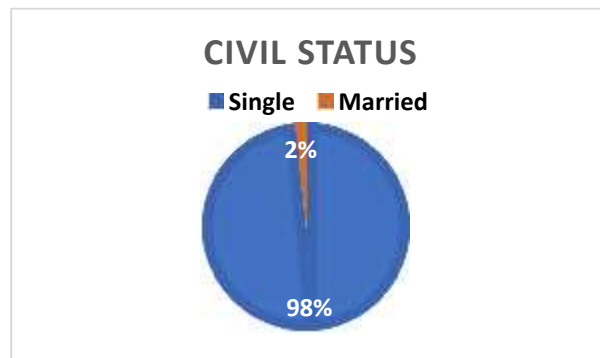
lives in Ahuachapán. The 2% lives in Cuscatlán. The 2% lives in Cabañas. The 2% lives in Zacatecoluca.

**Interpretation:** A greater part of the students that were taken for the investigation lived in San Salvador and it might be that they have the advantage of living in a place that is accessible to arrive to the University without having to travel long distances. Moreover, a small percentage of students travel to the University from La Libertad, Ahuachapán, Cuscatlán, Cabañas and Zacatecoluca.

) **CIVIL STATUS**

Civil Status	Students	Percentage
Single	57	98%
Married	1	2%
<b>Total</b>	<b>118</b>	<b>100%</b>

**Table 5**



**Graphic 5**

**Source:** Major in English, teaching option students of Advanced Intensive English I courses, Semester II-2018. The 98% of interviewed were single and just the 2% is married.

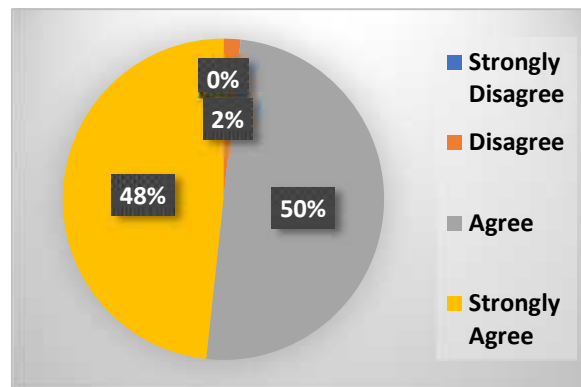
**Interpretation:** According to the results of the investigation, a great number of students were single and one of the interviewed was married.

## PART I

- 1) **Accuracy (The ability to do something without making mistakes) and fluency (The ability to express oneself easily and articulately) are important elements for a good communication.**

Level of Agreement	Students	Percentage
Strongly Disagree	0	0%
Disagree	1	2%
Agree	29	50%
Strongly Agree	28	48%
<b>Total</b>	<b>58</b>	<b>100%</b>

Table 6



Graphic 6

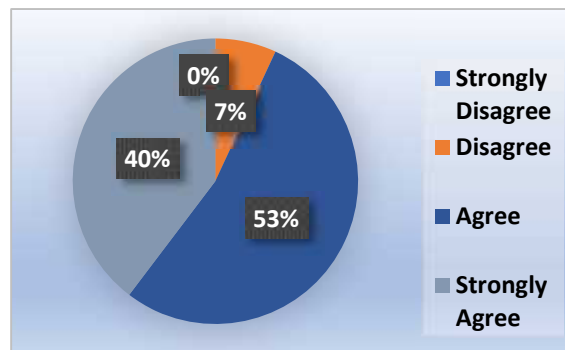
**Source:** Major in English, teaching option students of Advanced Intensive English I courses, Semester II-2018. The 50% of interviewed were in agreement that accuracy and fluency are two important elements for a good communication. The 48% of marked that is in strongly agreement and just the 2% is in disagreement. Nobody is in strongly disagreement with the statement.

**Interpretation:** According to the results, the majority of students affirmed that accuracy and fluency are important elements for having a good communication. However, a small percentage was in disagreement and considered that those components are not important when communicating. Therefore, this means that the majority of students see these element as a priority when it comes to communication because these can help them to have a good communication with others.

2) There is a big difference in the process of learning the first and foreign language.

Level of Agreement	Students	Percentage
Strongly Disagree	0	0%
Disagree	4	7%
Agree	31	53%
Strongly Agree	23	40%
<b>Total</b>	<b>58</b>	<b>100%</b>

Table 7



Graphic 7

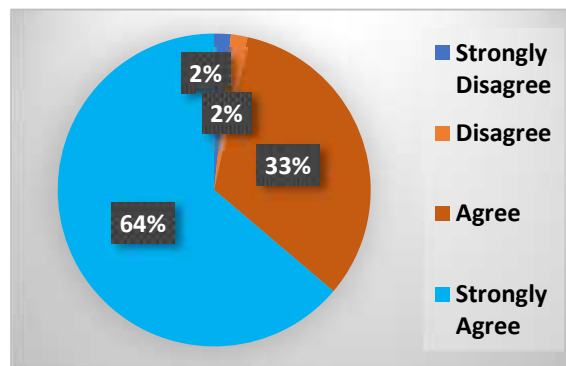
**Source:** Major in English, teaching option students of Advanced Intensive English I courses, Semester II-2018. The 53% of interviewed students were in agreement that there is a big difference in the process of learning the first and foreign language. The other 40% marked that they were in strongly agreement and just the 7% was in disagreement.

**Interpretation:** Practically all students that were interviewed accepted that the process of learning a foreign language is very different than acquiring the native or first language. A small percentage of them said that they were in disagreement and that there is no difference. Probably, students' answers were based on the way they learn, since for some of them it is more difficult to learn than others.

3) **Motivation (Desire or willingness to do something; enthusiasm) is important for someone who is learning a second language.**

Level of Agreement	Students	Percentage
Strongly Disagree	1	2%
Disagree	1	2%
Agree	19	33%
Strongly Agree	37	64%
<b>Total</b>	<b>58</b>	<b>100%</b>

**Table 8**



**Graphic 8**

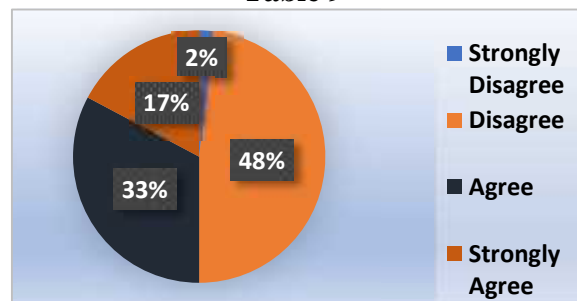
**Source:** Major in English, teaching option students of Advanced Intensive English I courses, Semester II-2018. The 64% of interviewed were strongly agree that motivation is important for someone in the process of learning a second language. The 33% of students marked that were in agreement. The 2% was in disagreement and the last 2% was strongly disagreeing.

**Interpretation:** Among interviewed students, it is evident that a high percentage of them considered that motivation is very important when learning a foreign language. On the other hand, a small percentage of students that were interviewed think that motivation is not necessary to success while learning another language. Then, this means that few students do not consider the motivation an important element for learning and practicing the speaking skill. Therefore, this could also mean that maybe they do not feel motivated when learning English. However, it seems that the majority of them are motivated about learning English.

4) **Anxiety (A natural psychological aspect which contains the feeling of fear which sometimes cannot be controlled) plays an important role for you in the process of learning another language.**

Level of Agreement	Students	Percentage
Strongly Disagree	1	2%
Disagree	28	48%
Agree	19	33%
Strongly Agree	10	17%
<b>Total</b>	<b>58</b>	<b>100%</b>

**Table 9**



**Graphic 9**

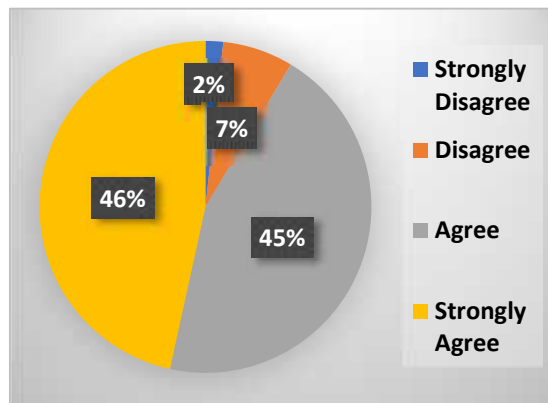
**Source:** Major in English, teaching option students of Advanced Intensive English I courses, Semester II-2018. The 48% of interviewed students were in disagreement that anxiety plays an important role for them in the process of learning a foreign language. The 33% of students marked that they were in agreement and that anxiety plays an important role for someone who is learning another language. Besides, the 17% of interviewed were in strongly agreement and the last 2% of students were strongly disagreeing.

**Interpretation:** Among students that were interviewed, the majority of them think that anxiety does not play an important role for someone in the process of learning a foreign language. However, there were a great number of students who consider that anxiety can affect someone who is learning a foreign language, in this case English. So, this could mean that almost the half of students considered that they do not feel anxiety when learning the English language. However, the other half of them faces the anxiety when learning it.

5) **Self-esteem (refers to the self-positive evaluation that each person makes of himself or herself) takes an important role in your in the learning process.**

Level of Agreement	Students	Percentage
Strongly Disagree	1	2%
Disagree	4	7%
Agree	26	45%
Strongly Agree	27	46%
<b>Total</b>	<b>58</b>	<b>100%</b>

**Table 10**



**Graphic 10**

**Source:** Major in English, teaching option students of Advanced Intensive English I courses, Semester II-2018. The 46% of interviewed students were in strongly agreement that self-esteem takes an important role for them in the process of learning the English language. The 45% of students marked that they were in agreement. The 7% of them were in disagreement and the 2% were strongly disagreeing.

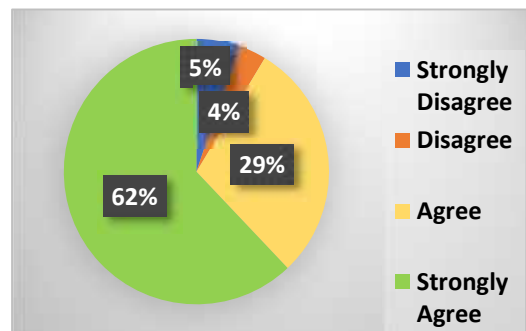
**Interpretation:** The results show that a high percentage of students accepted that self-esteem plays an important role in process of learning. A small percentage of them did not consider that self-esteem is important and that it can help them to fulfill personal goals in life. This could mean that almost all of them are really conscious the impact that self-esteem has in their lives and also they consider that it is essential in the English learning process.



6) **The lack of vocabulary is an important factor that is affecting your speaking performance in English.**

Level of Agreement	Students	Percentage
Strongly Disagree	3	5%
Disagree	2	4%
Agree	17	29%
Strongly Agree	36	62%
<b>Total</b>	<b>58</b>	<b>100%</b>

**Table 11**



**Graphic 11**

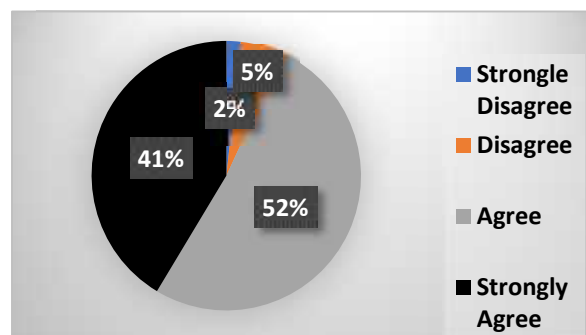
**Source:** Major in English, teaching option students of Advanced Intensive English I courses, Semester II-2018. The 62% of interviewed were in strongly agreement that the lack of vocabulary is an important factor that is affecting their speaking performance in English. The 29% of students marked that they were in agreement. The 5% of them were strongly disagree and the last 4% of students were in disagreement.

**Interpretation:** It is notable in the graphic that the majority of interviewed people confirmed that the lack of vocabulary affects their speaking performance. Moreover, according to the level of agreement there was a small percentage that did not consider that not knowing the enough vocabulary can affect in their speaking. This means that the majority of students are aware that if they do not manage a good level in vocabulary, they will not be able to have a better performance in their English speaking skill. On the other hand, only few of them are not aware of this problem.

7) **Shyness (tendency to feel awkward, worried or tense during social encounters, especially with unfamiliar people) also affects in the improvement of students English language.**

Level of Agreement	Students	Percentage
Strongly Disagree	1	2%
Disagree	3	5%
Agree	30	52%
Strongly Agree	24	41%
<b>Total</b>	<b>58</b>	<b>100%</b>

**Table 12**



**Graphic 12**

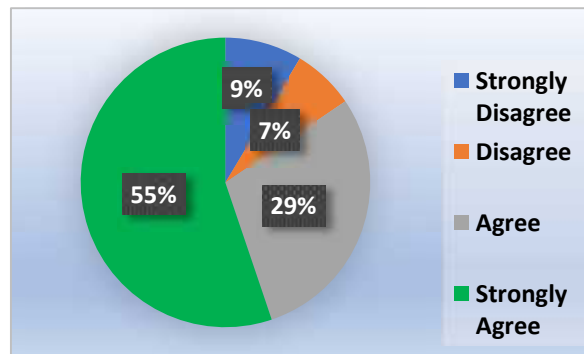
**Source:** Major in English, teaching option students of Advanced Intensive English I courses, Semester II-2018. The 52% of interviewed were in agreement that shyness also affects in the improvement of students English language. The 41% of students marked that they were in strongly agreement. The 5% of interviewed were in disagreement and the 2% of them were in strongly disagreement.

**Interpretation:** Among students who participated in the investigation a high percentage of them were in agreement, for that reason, it can be assumed that shyness affects in the improvement of students English language, because they do not like to participate and take an active part in speaking activities. A small percentage of interviewed were in disagreement that shyness can affect, and it can be inferred that those who answered in this way are the ones who participate more in classes

8) **The lack of practice in the English language does not allow you to have a good speaking performance.**

Level of Agreement	Students	Percentage
Strongly Disagree	5	9%
Disagree	4	7%
Agree	17	29%
Strongly Agree	32	55%
<b>Total</b>	<b>58</b>	<b>100%</b>

**Table 13**



**Graphic 13**

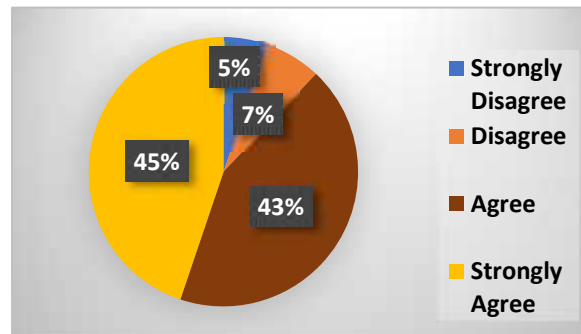
**Source:** Major in English, teaching option students of Advanced Intensive English I courses, Semester II-2018. The 55% of interviewed were in strongly agreement that the lack of practice doesn't allow them to have a good speaking performance. The 29% of them marked that they were in agreement. The 9% of interviewed people were in strongly disagreement and the 7% of them were in disagreement.

**Interpretation:** According to the level of agreement presented by the students, they accept that the lack of practice in the English language is one of the main factors affecting their performance in speaking. However, a small part of them think that the practice is not important for having good communication skills. Then, this could be assumed that the students who did not consider the lack of practice important for their speaking performance, they could have achieved a good speaking level and they do not practice enough. However, this could also mean that they do not practice enough since they do not care about their English performance. On the other hand, the majority of them considered that the lack of practice in their English can affect their speaking performance.

9) **The lack of exposure to the English language influences in your speaking performance.**

Level of Agreement	Students	Percentage
Strongly Disagree	3	5%
Disagree	4	7%
Agree	25	43%
Strongly Agree	26	45%
<b>Total</b>	<b>58</b>	<b>100%</b>

**Table 14**



**Graphic 14**

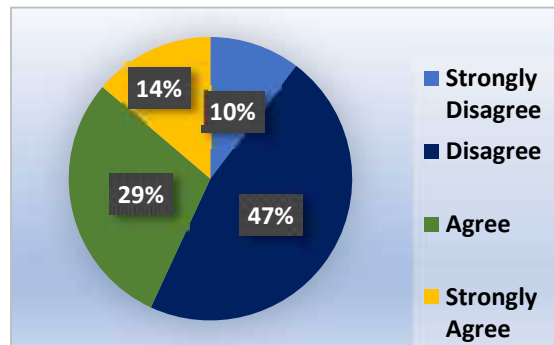
**Source:** Major in English, teaching option students of Advanced Intensive English I courses, Semester II-2018. The 45% of interviewed were in strongly agreement that the lack of exposure to the English language influences in their speaking performance. The 43% marked that they were in agreement. The 7% of students were in disagreement and the 5% of them were in strongly disagreement.

**Interpretation:** The graphic shows that the lack of exposure to the English language is a factor that affects students to have a good development in the speaking area. Moreover, among interviewed students it could be noticed that a low percentage of them did not consider that the exposure to the English language can affect them. Therefore, it is inferred that the students not only know that they need to have a good exposure to the English language, but also they feel this is affecting them in their speaking performance. This happens because if they do not have that exposure, they will not learn appropriately and quickly this language. However, only few of them consider that this is not a problem in the development of their English performance.

**10) Your mother tongue does not allow you to use English adequately.**

Level of Agreement	Students	Percentage
Strongly Disagree	6	10%
Disagree	27	47%
Agree	17	29%
Strongly Agree	8	14%
<b>Total</b>	<b>58</b>	<b>100%</b>

**Table 15**



**Graphic 15**

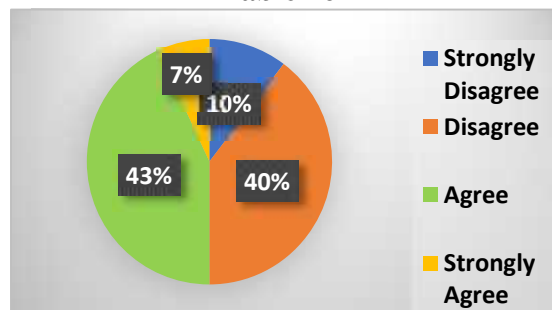
**Source:** Major in English, teaching option students of Advanced Intensive English I courses, Semester II-2018. The 47% of interviewed were in disagreement and that the mother tongue does not affect in the use of the English language. The 29% marked that they were in agreement. The 14% answered that they were in strongly agreement. The 10% of them were in strongly disagreement.

**Interpretation:** Among interviewed students and their points of view, a high percentage of them think that the mother tongue does not influence in the learning and practice of the English language. However, some students agreed that the mother tongue affects them in the improvement of the English language, specially the speaking ability. This means that for the majority of students it is not a problem their mother tongue at the moment to speak. However, there are other students who consider that it is affecting their English performance.

11) You are not disciplined enough to study and put into practice the English language.

Level of Agreement	Students	Percentage
Strongly Disagree	6	10%
Disagree	23	40%
Agree	25	43%
Strongly Agree	4	7%
<b>Total</b>	<b>58</b>	<b>100%</b>

Table 16



Graphic 16

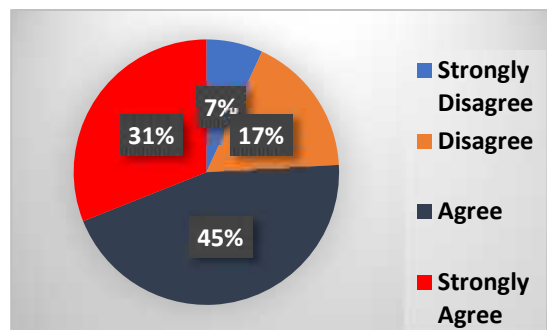
**Source:** Major in English, teaching option students of Advanced Intensive English I courses, Semester II-2018. The 43% of interviewed were in agreement and that they are not disciplined enough to study and put into practice the English language. The 40% replied that they were in disagreement. The 10% of students were in strongly disagreement. The 7% of them were strongly agreement.

**Interpretation:** Based on the obtained data, it could be said that half of students interviewed are not disciplined enough to study and practice the English language and that is why they sometimes face difficulties at the moment of speaking. Moreover, the other half answered that they usually study and put into practice the English Language. So, it could mean that the half of students the discipline is a big deal in their learning process and practice, but it seems that the other half of them have discipline when learning and practicing the English language.

12) Stress (A state of mental or emotional strain or tension resulting from adverse or demanding circumstances) is a factor that does not permit you to develop the speaking skill.

Level of Agreement	Students	Percentage
Strongly Disagree	4	7%
Disagree	10	17%
Agree	26	45%
Strongly Agree	18	31%
<b>Total</b>	<b>58</b>	<b>100%</b>

Table 17



Graphic 17

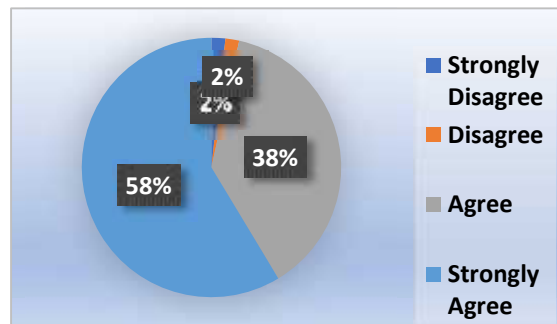
Major in English, teaching option students of Advanced Intensive English I courses, Semester II-2018. The 45% of interviewed were in agreement that stress is a factor that does not permit to develop the speaking skill. The 31% marked that they were in strongly agreement. The 17% of students were in disagreement. The 7% of them were in strongly disagreement.

**Interpretation:** Based on the students' answers, the researchers can conclude that stress is considered as an important factor that affects someone to develop any kind of ability, in this case speaking. However, a small percentage of the interviewed students considered that stress is something that does not affect to develop the ability to perform well in speaking. Then, it could be assumed that the majority of students are having issues with the stress at the moment to develop the speaking skill. On the other hand, only few of them consider that it is not affecting them, so it could be inferred they know how to deal with the stress.

13) You consider the teacher creates a good environment in the classroom in order to motivate you to participate and speak.

Level of Agreement	Students	Percentage
Strongly Disagree	1	2%
Disagree	1	2%
Agree	22	38%
Strongly Agree	34	58%
<b>Total</b>	<b>58</b>	<b>100%</b>

Table 18



Graphic 18

**Source:** Major in English, teaching option students of Advanced Intensive English I courses, Semester II-2018. The 58% of interviewed were in strongly agreement that the teacher creates a good environment in the classroom in order to motivate students to participate and speak. The 38% marked that they were in agreement. The 2% answered that they were in strongly disagreement. The 2% of them were in disagreement.

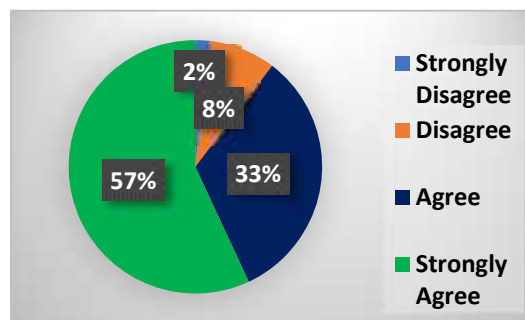
**Interpretation:** The results show that a high percentage of students affirmed that the teacher generates the conditions during the class in a way that students can be motivated and want to participate in speaking activities. Just a few of the people interviewed considered that the teacher is not creating the conditions and implementing to make them feel confidence and participate. Therefore, it is inferred that the teachers in the English department create a good environment with students in classes and teach appropriately.



14) The teacher's corrections are in an adequately way and this helps you to improve their pronunciation mistakes and develop confidence.

Level of Agreement	Students	Percentage
Strongly Disagree	1	2%
Disagree	5	8%
Agree	19	33%
Strongly Agree	33	57%
<b>Total</b>	<b>58</b>	<b>100%</b>

Table 19



Graphic 19

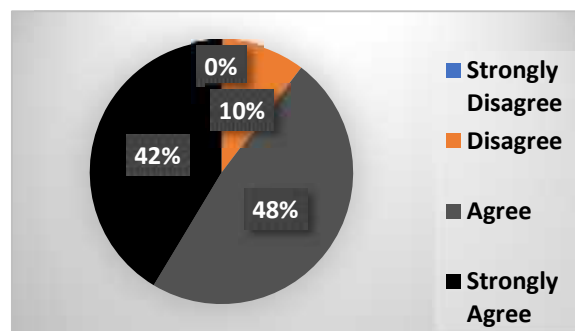
**Source:** Major in English, teaching option students of Advanced Intensive English I courses, Semester II-2018. The 57% of interviewed were in strongly agreement that the teacher's corrections are in an adequate way and this helps them to improve their pronunciation mistakes and develop confidence. The 33% marked that they were in agreement. The 8% of students were in disagreement. The 2% of them were in strongly disagreement.

**Interpretation:** According to the students' answers, it could be concluded that the teacher's corrections during classes are suitable. In addition, it helps to the improvement in pronunciation mistakes and makes learners to feel comfortable when putting into practice the language. A few students were not in agreement, they could think that the teacher's correction during the class do not benefit them to develop confidence and improve in learning. So, this means that the students consider that the feedback provided by the teachers helps them in their pronunciation mistakes and this makes them also have confidence.

15) **There is a good relationship students-teacher in the classroom and you and your classmates tend to participate more in classes.**

Level of Agreement	Students	Percentage
Strongly Disagree	0	0%
Disagree	6	10%
Agree	28	48%
Strongly Agree	24	42%
<b>Total</b>	<b>58</b>	<b>100%</b>

**Table 20**



**Graphic 20**

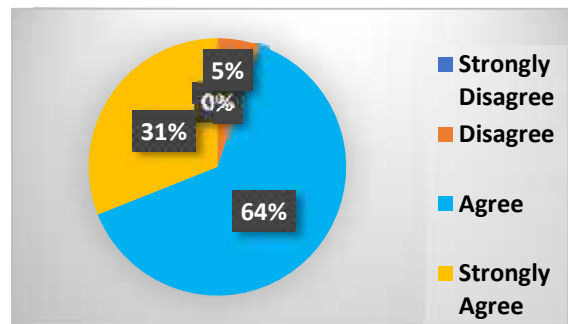
**Source:** Major in English, teaching option students of Advanced Intensive English I courses, Semester II-2018. The 48% of interviewed were in agreement that there is a good relationship students-teacher in the classroom and that they tend to participate more in classes. The 42% of students answered that they were in strongly agreement. The 18% of them were in disagreement. Nobody was in strongly disagreement.

**Interpretation:** According to the obtained data, a high percentage of students affirmed that there exists a good relationship with the teacher in the classroom which gives them the confidence to participate in classes. However, a low percentage of interviewed reported that the relation between teacher and students is something that does not allow them to engage in speaking activities. Therefore, it is inferred that the majority of students consider that they have a good rapport with the teachers and with their classmates and for that reason the participation in classes is good, but few of them think there are no good relationships with the teachers and classmates.

16) The materials used by the teacher in classes are appropriate and contribute in the development of the speaking skill in your class.

Level of Agreement	Students	Percentage
Strongly Disagree	0	0%
Disagree	3	5%
Agree	37	64%
Strongly Agree	18	31%
<b>Total</b>	<b>58</b>	<b>100%</b>

Table 21



Graphic 21

**Source:** Major in English, teaching option students of Advanced Intensive English I courses, Semester II-2018. The 64% of interviewed were in agreement that the materials used by the teacher in classes are appropriate and contribute in the development of the speaking skill. The 31% answered that they were in strongly agreement. Just the 5% of them were in disagreement. Nobody was in strongly disagreement.

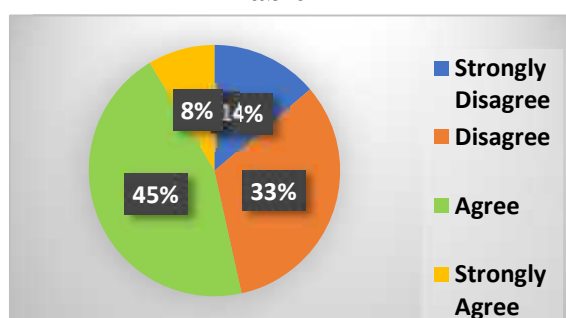
**Interpretation:** It could be noticed in the graphic that the majority of students answered that the teacher uses the appropriate materials for the class, and that this material permits them to practice speaking. Nevertheless, a few students considered that the material used in classes do not help them in the practice of the language. So, it could be inferred that the teachers present a variety of tools in order to teach and the students think that the presented material helps them to learn and develop the speaking skill.

## PART II

1) I practice my listening and speaking by using CD-room o MP3 audios.

Level of Agreement	Students	Percentage
Strongly Disagree	8	14%
Disagree	19	33%
Agree	26	45%
Strongly Agree	5	8%
<b>Total</b>	<b>58</b>	<b>100%</b>

Table 22



Graphic 22

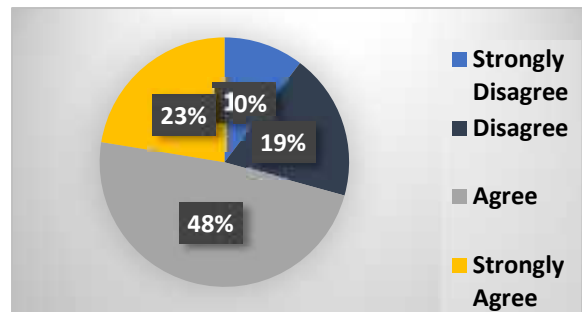
**Source:** Major in English, teaching option students of Advanced Intensive English I courses, Semester II-2018. The 45% of interviewed were in agreement that they practice listening and speaking by using CD-room o MP3 audios. The other 33% answered they were in disagreement. The 14% of students were in strongly disagreement. However, the 8% of them were in strongly agreement.

**Interpretation:** According to the obtained data, it could be noticed that the majority of students practice listening and speaking by using CD-room o MP3 audios. Moreover, almost half of the interviewed were in disagreement. Therefore, it means that not all learners use the same tools to practice and that they use other kind of device to develop their speaking and listening ability.

2) I usually listen to conversations or music in the radio.

Level of Agreement	Students	Percentage
Strongly Disagree	6	10%
Disagree	11	19%
Agree	28	48%
Strongly Agree	13	23%
<b>Total</b>	<b>58</b>	<b>100%</b>

Table 23



Graphic 23

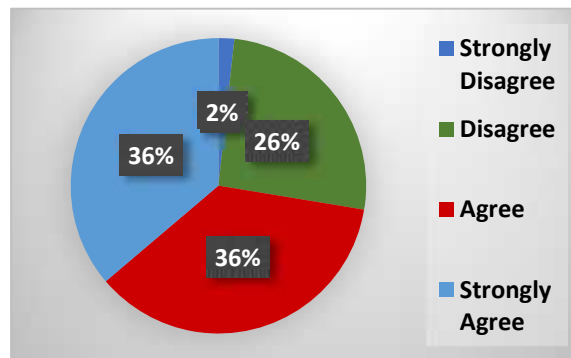
**Source:** Major in English, teaching option students of Advanced Intensive English I courses, Semester II-2018. The 48% of interviewed were in agreement that they listen to conversations or music in the radio to improve the speaking ability. The 23% answered that they were in strongly agreement. The 19% of students were in disagreement. The 10% of them were in strongly disagreement.

**Interpretation:** Based on the results of the investigation, the majority of students argued that they regularly listen to conversations and music in the radio to improve their speaking ability. A few learners were in disagreement; probably they rarely listen to conversations or music in the radio in order to improve their English. However, this could also mean that they prefer other kind of tool for practicing English.

3) I use the internet to listen to podcasts and improve my listening and vocabulary.

Level of Agreement	Students	Percentage
Strongly Disagree	1	2%
Disagree	15	26%
Agree	21	36%
Strongly Agree	21	36%
<b>Total</b>	<b>58</b>	<b>100%</b>

Table 24



Graphic 24

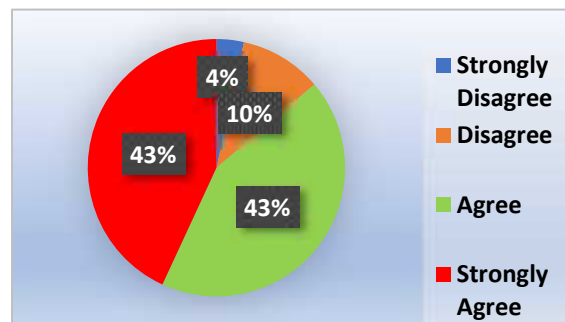
**Source:** Major in English, teaching option students of Advanced Intensive English I courses, Semester II-2018. The 36% of interviewed were in agreement that they use the internet to listen to podcasts and improve the listening and vocabulary. The other 36% marked that they were in strongly agreement. The 26% of students were in disagreement. The last 2% of them were in strongly disagreement.

**Interpretation:** According to the results, the majority of interviewed people answered that they use the internet to listen to podcasts in order to improve listening and learn new vocabulary. On the contrary, a low percentage was in disagreement. This means they probably do other kind activities for improving the listening and learning vocabulary.

4) I watch videos in English in YouTube or other websites with or without caption at home.

Level of Agreement	Students	Percentage
Strongly Disagree	2	4%
Disagree	6	10%
Agree	25	43%
Strongly Agree	25	43%
<b>Total</b>	<b>58</b>	<b>100%</b>

Table 25



Graphic 2

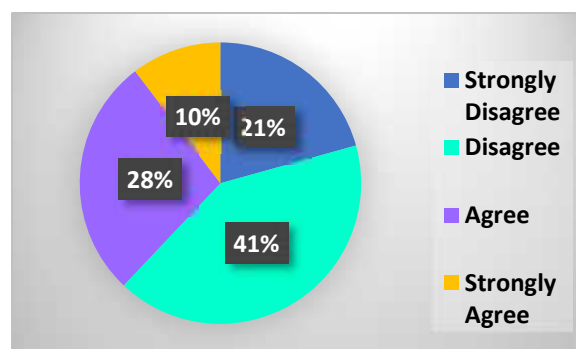
**Source:** Major in English, teaching option students of Advanced Intensive English I courses, Semester II-2018. The 43% of interviewed were in agreement that they watch videos in English in YouTube or other websites with or without caption at home. The 43% answered that they were in strongly agreement. The 10% of students were in disagreement. The 4% of them were in strongly disagreement.

**Interpretation:** It is evident that the majority of the students interviewed usually watch videos in English in YouTube or other websites with or without caption at home in order to improve the speaking ability. However, a small percentage of students admitted that they rarely watch videos on internet to learn more about the language.

5) I often practice English everyday with others out of the class.

Level of Agreement	Students	Percentage
Strongly Disagree	12	21%
Disagree	24	41%
Agree	16	28%
Strongly Agree	6	10%
<b>Total</b>	<b>58</b>	<b>100%</b>

Table 26



Graphic 26

**Source:** Major in English, teaching option students of Advanced Intensive English I courses, Semester II-2018. The 41% of interviewed were in disagreement that they often practice English everyday with other out of classes. The 28% marked that they were in agreement. 21% of students were in strongly disagreement. The last 10% answered that they were in strongly agreement.

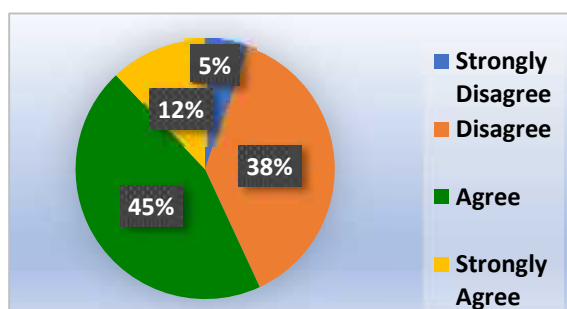
**Interpretation:** Based on the results obtained, it could be concluded that the majority of students participating in the investigation do not practice the English language everyday with others out of classes. However, less than half of them were in agreement. This means that not all students are putting their effort to practice the language outside the classroom and so improve their speaking skill. Then, it could be inferred that this is not allowing them to have a good level in the English language.



6) I take time to learn new vocabulary.

Level of Agreement	Students	Percentage
Strongly Disagree	3	5%
Disagree	22	38%
Agree	26	45%
Strongly Agree	7	12%
<b>Total</b>	<b>58</b>	<b>100%</b>

Table 27



Graphic 27

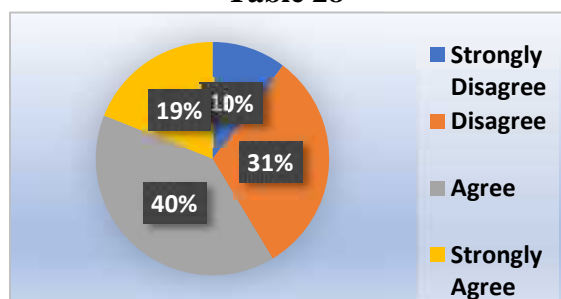
**Source:** Major in English, teaching option students of Advanced Intensive English I courses, Semester II-2018. The 45% of interviewed were in agreement that they take time to learn new vocabulary. The 38% of students were in disagreement that they do not usually take the time to learn new vocabulary. The 12% answered that they were in strongly agreement. The 5% of them were in strongly disagreement.

**Interpretation:** It could be noticed in the graphic that half of the interviewed students affirmed that they are taking the time to learn and enrich vocabulary. The other half of students interviewed assumed that they do not take time to study vocabulary which affects them in the learning of the English language. So, this could be inferred that approximately the half of students think it is necessary to learn vocabulary.

7) I study more grammar than vocabulary because it is more important.

Level of Agreement	Students	Percentage
Strongly Disagree	6	10%
Disagree	18	31%
Agree	23	40%
Strongly Agree	11	19%
<b>Total</b>	<b>58</b>	<b>100%</b>

Table 28



Graphic 28

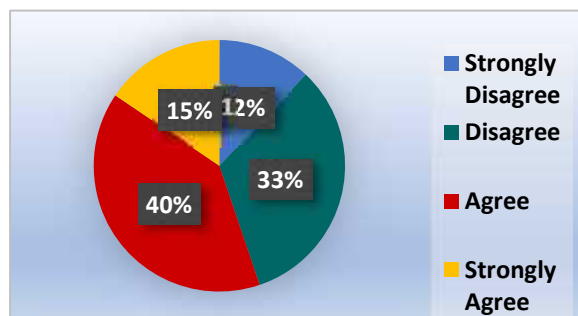
**Source:** Major in English, teaching option students of Advanced Intensive English I courses, Semester II-2018. The 40% of interviewed were in agreement that they study more grammar than vocabulary because it is more important. The 31% marked that they were in disagreement. 19% answered that they were in strongly agreement. The 10% of them were in strongly disagreement.

**Interpretation:** According to the results, it could be determined that interviewed students tend to study more grammar than vocabulary. Besides, there is another percentage of the interviewed who considers that vocabulary is as important as grammar. Therefore, it could be inferred that the majority of students are more focused on learning grammar since consider it more important. However, there are others who say the contrary and this could mean they think both skills are important.

8) Wall charts, posters or other kinds of pictures are used during classes frequently.

Level of Agreement	Students	Percentage
Strongly Disagree	7	12%
Disagree	19	33%
Agree	23	40%
Strongly Agree	9	15%
<b>Total</b>	<b>58</b>	<b>100%</b>

Table 29



Graphic 29

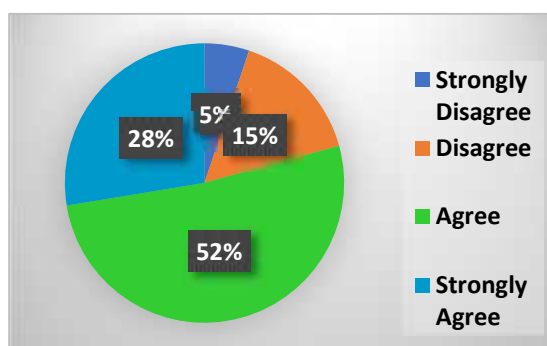
**Source:** Major in English, teaching option students of Advanced Intensive English I courses, Semester II-2018. The 40% of interviewed were in agreement that wall charts, posters or other kinds of pictures are used during classes frequently. The other 33% answered that they were in disagreement. The 15% of students were in strongly agreement. The 12% of them were in strongly disagreement.

**Interpretation:** The results show that the majority of interviewed learners were in agreement that different kind of tools such as wall charts, posters, pictures, etc. are regularly used in classes to help students in their speaking development. Furthermore, a great part of them think that the use of wall charts, porters, pictures, etc. is limited in the classroom. This means that teachers uses a variety of tools in order to improve the speaking skill of students.

9) The radio or other device are usually used to make us listen audios in classes.

Level of Agreement	Students	Percentage
Strongly Disagree	3	5%
Disagree	9	15%
Agree	30	52%
Strongly Agree	16	28%
<b>Total</b>	<b>58</b>	<b>100%</b>

Table 30



Graphic 30

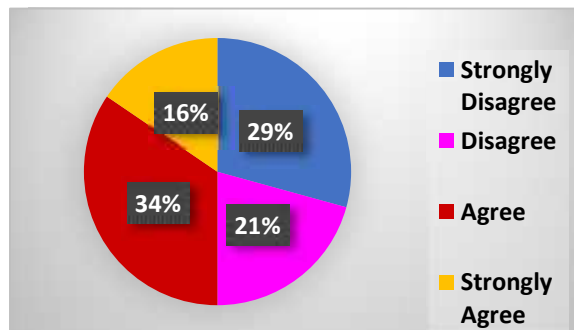
**Source:** Major in English, teaching option students of Advanced Intensive English I courses, Semester II-2018. The 52% of interviewed were in agreement that the radio or other device is usually used for listening audios in classes. The 28% marked that they were in strongly agreement. The other 21% answered that they were in disagreement. The last 5% of them were in strongly disagreement.

**Interpretation:** Based on the obtained data, the majority of students mentioned that the radio or other kind of device is sometimes used to make listening during the English class. A low percentage of interviewed reported that this kind of device is rarely used in the class to improve either listening or speaking. This means that teachers use more frequently the radio in order to make students practice their listening skills and so the speaking skill.

**10) We watch videos very often in classes**

Level of Agreement	Students	Percentage
Strongly Disagree	17	29%
Disagree	12	21%
Agree	20	34%
Strongly Agree	9	16%
<b>Total</b>	<b>58</b>	<b>100%</b>

**Table 31**



**Graphic 31**

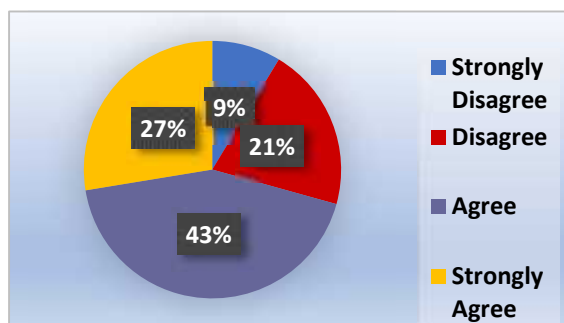
**Source:** Major in English, teaching option students of Advanced Intensive English I courses, Semester II-2018. The 34% of interviewed were in agreement that they watch videos very often in classes. 29% answered that were in strongly disagreement. The 21% of students were in disagreement. The last 16% of them were in strongly agreement.

**Interpretation:** According to the obtained data, the half of students assumed that videos are usually watched in classes in order to improve their speaking performance. Moreover, the other half percent of them consider that the videos are not frequently shown in classes. Therefore, it could be inferred that teachers usually make use of videos and so they can help to improve the students' speaking performance.

11) We make use of the internet in order to improve our learning in listening or speaking in classes.

Level of Agreement	Students	Percentage
Strongly Disagree	5	9%
Disagree	12	21%
Agree	25	43%
Strongly Agree	16	27%
<b>Total</b>	<b>58</b>	<b>100%</b>

Table 32



Graphic 32

**Source:** Major in English, teaching option students of Advanced Intensive English I courses, Semester II-2018. The 43% of interviewed were in agreement that they make use of the internet in order to improve their learning in listening or speaking in classes. The 27% answered that they were in strongly agreement. The 21% of students were in disagreement. The last 9% of them were in strongly disagreement

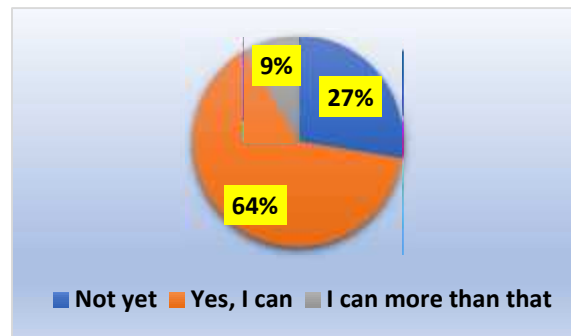
**Interpretation:** According to the obtained data, a great number of students affirmed that during the class they make use of the internet in order to improve the speaking and listening ability. However, there were other students that commented that they were in disagreement and that the use of internet is limited. Then, it means that teachers also like to make use of this essential tool and so students can have another way to improve their English in classes.

### PART III

1) I can interact with a degree of fluency and spontaneity that makes regular interaction with others quite possible.

Level of Agreement	Students	Percentage
Not yet	16	27%
Yes, I can	37	64%
I can more than that	5	9%
<b>Total</b>	<b>58</b>	<b>100%</b>

Table 33



Graphic 33

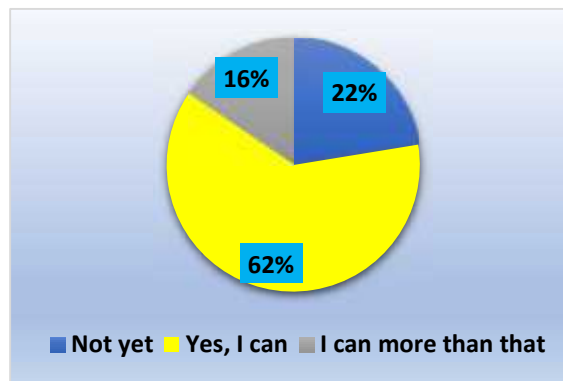
**Source:** Major in English Teaching Option students at the Advanced Intensive English I courses, semester II-2018. From 100% interviewed students, the 64% of them replied that they can interact with a degree of fluency and spontaneity that makes regular interaction with others quite possible (“Yes, I can”). The 27% responded that they cannot still speak in this way (“Not yet”). Also, the 9% answered that they are able to speak better than that (“I can do more than that.”)

**Interpretation:** According to the obtained data, the majority of students consider that they can interact with a degree of fluency and spontaneity and make regular interaction with others quite possible. This means that the majority consider that they have acquired the intermediate level. However, it is followed by some students who considered that they are not able to speak in this way. This can be interpreted that they find difficulties at the moment to speak and that they have not acquired the intermediate level yet. But, there are few students who consider they can speak with a better fluency and spontaneity. Then, it could be inferred that they have an advanced level in these areas of the speaking skill.

2) I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.

Level of Agreement	Students	Percentage
Not yet	13	22%
Yes, I can	36	62%
I can more than that	9	16%
<b>Total</b>	<b>58</b>	<b>100%</b>

Table 34



Graphic 34

**Source:** Major in English Teaching Option students at the Advanced Intensive English I courses, semester II-2018. From 100% interviewed students, the 62% of them answered that they can take an active part in discussion in familiar contexts, accounting for and sustaining their views (“Yes, I can”). The 22% answered that they cannot still do that (“Not yet”). However, the 16% considered that they can do it better (“I can more than that”).

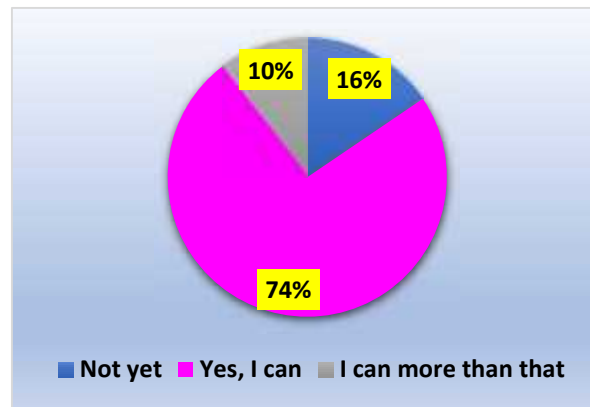
**Interpretation:** It could be inferred that the majority of students in the observed classes can take an active part in discussion in familiar contexts, accounting for and sustaining their views. This makes it clear that the majority of them have achieved the intermediate level when taking part in area of speaking. On the other hand, a percentage of students have not achieved this level yet. This is interpreted that they need to do more in order to reach the intermediate level because they cannot still take part in this kind of discussions. However, there are few students who consider that they have reached this level and have gone to the next one because they take part in those discussions and do it better (the advanced level.)



3) I can present clear, detailed descriptions on a wide range of topics related to my field of interest.

Level of Agreement	Students	Percentage
Not yet	9	16%
Yes, I can	43	74%
I can more than that	6	10%
<b>Total</b>	<b>58</b>	<b>100%</b>

Table 35



Graphic 35

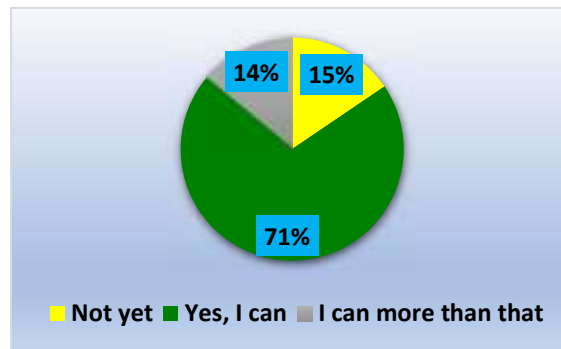
**Source:** Major in English Teaching Option students at the Advanced Intensive English I courses, semester II-2018. From 100% interviewed students, the 74% of them answered that “yes, they can”, they can present clear, detailed descriptions on a wide range of topics related to their field of interest. The 16% replied that “not yet”, they cannot still present these kind of topics. Also, the 10% responded that they can do it better (“I can more than that”).

**Interpretation:** It is inferred that almost three fourth of the interviewed students can present clear, detailed descriptions on a wide range of topics related to their field of interest. Therefore, this means that they consider that they have reached the intermediate level. Nevertheless, few students consider they do not still have this level in speaking. So, it means they still need to study more in order to achieve that level to talk about topics of their field of interest. However, only a small part of the interviewed students consider they are able to talk better when it comes about topics of their interest.

4) I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Level of Agreement	Students	Percentage
Not yet	9	16%
Yes, I can	41	71%
I can more than that	8	14%
<b>Total</b>	<b>58</b>	<b>100%</b>

Table 36



Graphic 36

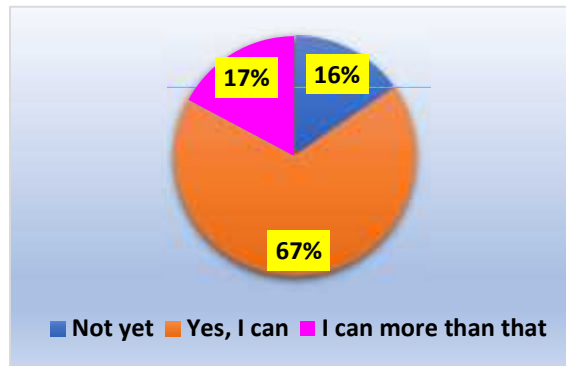
**Source:** Major in English Teaching Option students at the Advanced Intensive English I courses, semester II-2018. From 100% interviewed students, the 71% of interviewed students answered that they can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options (“Yes, I can”). The 15% replied that they still have problems in explaining a viewpoint on a topical issue giving the advantages and disadvantages of various options (“Not yet”). However, the 14% answered that they can do more than that (“I can more than that”).

**Interpretation:** According to the students’ answers, it could be noticed that high percentage of students can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Then, it is inferred they have the intermediate level when it has to do with explaining the advantages and disadvantages of the any topic. Otherwise, this is followed by some students who consider they cannot still do that. But, there are few students who consider themselves that they have more level when it comes about this kind of explanations

5) **I can initiate discourse, take my turn when it is appropriate and end conversation when I need to.**

Level of Agreement	Students	Percentage
Not yet	9	16%
Yes, I can	39	67%
I can more than that	10	17%
<b>Total</b>	<b>58</b>	<b>100%</b>

**Table 37**



**Graphic 37**

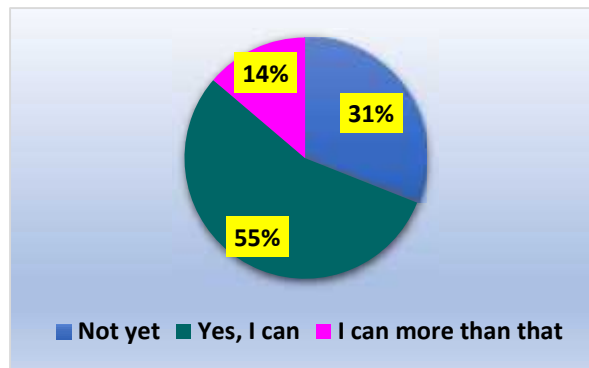
**Source:** Major in English Teaching Option students at the Advanced Intensive English I courses, semester II-2018. From 100% interviewed students, the 67% said that they can initiate discourse, take turn when it is appropriate and end conversation when it is needed (“Yes, I can”). The 16% answered that they cannot still initiate and end conversations when it is needed (“Not yet”). Besides, the 17% considered that they can initiate these kind conversations much better (“I can more than that”).

**Interpretation:** It seems that they majority of students can initiate discourse, take their turn when it is appropriate and end conversation when it is needed. Therefore, it is inferred that they have acquired the intermediate level at the moment to start and end a conversation. However, it is followed by a percentage of students who consider they have already passed this level and have acquired the advanced one when it comes about to initiate and end conversations. On the contrary, there are few students who think they do not still have the capacity to start and end a conversation when it is needed as the other students who have intermediate level.

6) I can help the discussion along on familiar topics confirming comprehension and inviting others take part of the discussion.

Level of Agreement	Students	Percentage
Not yet	18	31%
Yes, I can	32	55%
I can more than that	8	14%
<b>Total</b>	<b>58</b>	<b>100%</b>

Table 38



Graphic 38

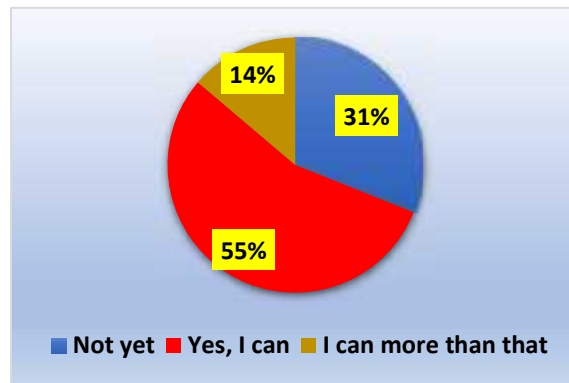
**Source:** Major in English Teaching Option students at the Advanced Intensive English I courses, semester II-2018. From 100% interviewed students, the 55% of interviewed answered that they can help the discussion along on familiar topics confirming comprehension and inviting others take part of the discussion (“Yes, I can”). The 31% answered that they still have problems in doing that (“Not yet”). Also, the 14% also replied that they talk and help about it better (“I can more than that”).

**Interpretation:** According to the data obtained, it could be concluded that students can help in discussions along on familiar topics confirming comprehension and inviting others take part of the discussion. Then, it could be interpreted that they have reached the intermediate level when it comes to this kind of discussions. However, there are also group of students who consider they do not still do that. That is, they still need more knowledge in English in order to talk and help in these topics. Also, there are some students who think they can do that and even do it better, that is, in an advanced level.

7) I can use a limited number of cohesive words to link my ideas clearly, coherent discourse.

Level of Agreement	Students	Percentage
Not yet	18	31%
Yes, I can	32	55%
I can more than that	8	14%
<b>Total</b>	<b>58</b>	<b>100%</b>

Table 39



Graphic 39

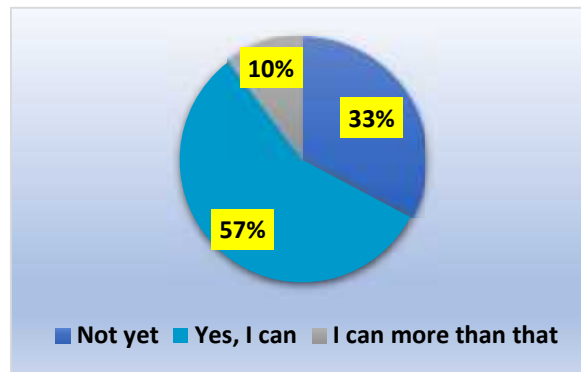
**Source:** Major in English Teaching Option students at the Advanced Intensive English I courses, semester II-2018. From 100% interviewed students, the 55% answered that they can use a limited number of cohesive words to link ideas clearly, coherent discourse (“Yes, I can”). On the other hand, the 31% answered that they cannot still do that (“Not yet”). Besides, the 16% considered that they can do it and better (“I can more than that”).

**Interpretation:** Among interviewed students, it could be said that more than the half of them can use a limited number of cohesive words to link their ideas clearly. So, it is inferred that they think they have the intermediate level when it comes about the use of cohesive words. Also, more than a quarter of these students think they cannot still do it. As a result, it is interpreted they need learn more cohesive words to achieve the intermediate level. On the contrary, few students consider they make more use of cohesive words. Therefore, it could be inferred they consider they have already reached the advanced level when it comes about the use of these words.

8) I show a relatively high degree of grammatical control at the moment to speak.

Level of Agreement	Students	Percentage
Not yet	19	33%
Yes, I can	33	57%
I can more than that	6	10%
<b>Total</b>	<b>58</b>	<b>100%</b>

Table 40



Graphic 40

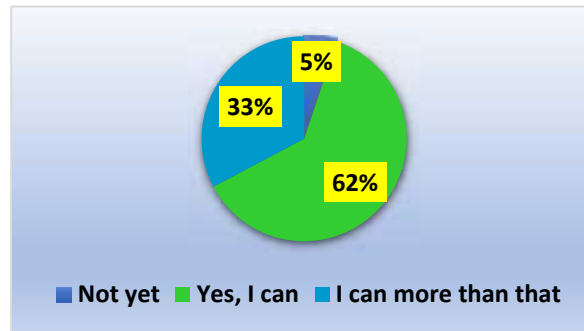
**Source:** Major in English Teaching Option students at the Advanced Intensive English I courses, semester II-2018. From 100% interviewed students, the 57% of interviewed answered that they can show a relatively high degree of grammatical control at the moment of speaking (“Yes, I can”). The 33% answered that they still do it (“Not yet”). Also, the 10% replied that they can do it and even more than that (“I can more than that”).

**Interpretation:** According to the collected data, it is noticed that more than half of interviewed students show a relatively high degree of grammatical control at the moment of speaking. So, this means they have the intermediate level when it comes the use of grammar at the moment to speak. However, it is followed by a percentage of students who think they still have problems on that. This could be inferred that they are not still in the intermediate level because they do not have a use of degree grammatical control in speaking. On the other hand, a very small group of students consider themselves that they total high degree of grammatical control when speaking. Then, this means they are in the advanced level when it comes to it.

9) I can understand the main ideas in a discussion.

Level of Agreement	Students	Percentage
Not yet	3	5%
Yes, I can	36	62%
I can more than that	19	33%
<b>Total</b>	<b>58</b>	<b>100%</b>

Table 41



Graphic 41

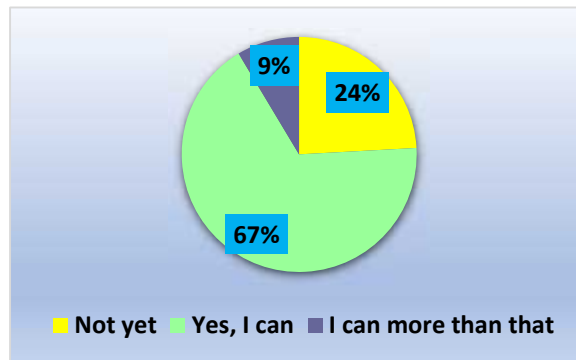
**Source:** Major in English Teaching Option students at the Advanced Intensive English I courses, semester II-2018. From 100% interviewed students, the 62% replied that they can understand the main ideas in a discussion (“Yes, I can”). The 5% answered that they cannot still have problems in understanding the main ideas in a discussion (“Not yet”). Nevertheless, the 33% responded that they can do it and better (“I can more than that”).

**Interpretation:** From the obtained data, it seems that more than half of students can understand the main ideas in a discussion. This is interpreted that the majority of them have the intermediate level when understanding the main ideas. On the contrary, there is a group of students who consider they can understand the main ideas in a discussion more easily in comparison to the others. However, only few of them consider they still have difficulties in understanding the main ideas. This can be inferred they have not acquired the intermediate level yet when it has to do with it.

10) I can deal with most concrete and abstract topics.

Level of Agreement	Students	Percentage
Not yet	14	24%
Yes, I can	39	67%
I can more than that	5	9%
<b>Total</b>	<b>58</b>	<b>100%</b>

Table 42



Graphic 42

**Source:** Major in English Teaching Option students at the Advanced Intensive English I courses, semester II-2018. From 100% interviewed students, the 67% considered that they can deal with most concrete and abstract topics (“Yes, I can”). The 24% answered that they cannot still deal with concrete and abstract topics (“Not yet”). However, the 9% marked that they can do it better (“I can more than that”).

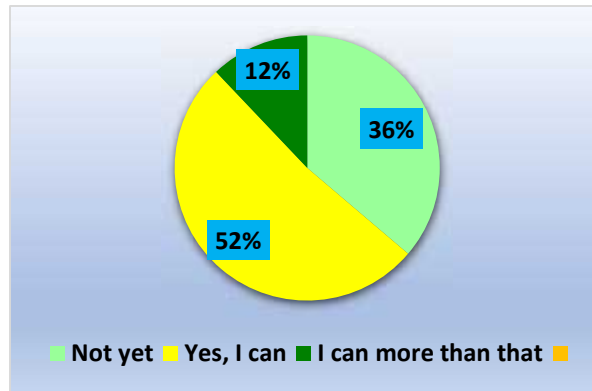
**Interpretation:** According to the collected data, it is assumed that the majority of students can deal with most concrete and abstract topics. So, this means they are in the intermediate level when dealing with those topics. But, there are still some students who have difficulties in these topics. That could be inferred they are not still in this level. On the contrary, there are few students who can deal with these topics easier than the others. So, it means they are in the advanced level when talking with topics like this.



11) I can produce technical discussions in my field of specialization.

Level of Agreement	Students	Percentage
Not yet	21	36%
Yes, I can	30	52%
I can more than that	7	12%
<b>Total</b>	<b>58</b>	<b>100%</b>

Table 43



Graphic 43

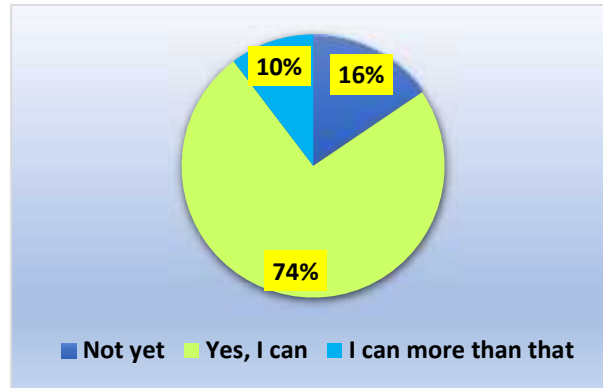
**Source:** Major in English Teaching Option students at the Advanced Intensive English I courses, semester II-2018. From 100% interviewed students, the 52% of interviewed answered that they can produce technical discussions in their field of specialization (“Yes, I can”). The 36% answered that they still have problems in producing these kind of discussions (“Not yet”). Also, the 12% replied that they produce technical discussions easily (“I can more than that”).

**Interpretation:** Among interviewed students, it is notable that some more than half of students can produce technical discussions in their field of specialization. This means they are in the intermediate level when producing these discussions. Otherwise, it is followed by some students who consider they do not have still that capacity. Therefore, they have not achieved this level. However, there are few students who think they can produce those technical discussions more easily in comparison to the others.

12) I can explain a viewpoint on a topical issue giving the advantages and disadvantage of various options.

Level of Agreement	Students	Percentage
Not yet	9	16%
Yes, I can	43	74%
I can more than that	6	10%
<b>Total</b>	<b>58</b>	<b>100%</b>

Table 44



Graphic 44

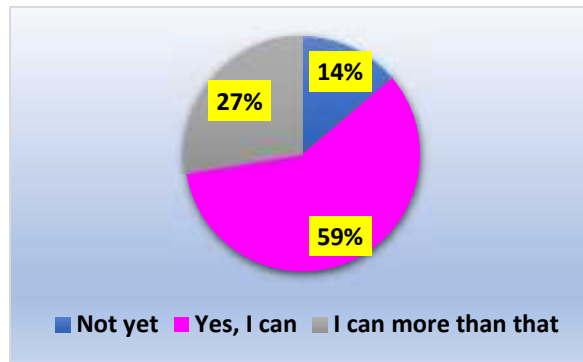
**Source:** Major in English Teaching Option students at the Advanced Intensive English I courses, semester II-2018. From 100% interviewed students, the 74% replied that they can explain a viewpoint on a topical issue giving the advantages and disadvantage of various options (“Yes, I can”). The 16% answered that they still have problems in this (“Not yet”). Besides, the 10% considered that they can do it better (“I can more than that”).

**Interpretation:** According to the obtained data, it could be inferred that the majority of students can explain a viewpoint on a topical issue giving the advantages and disadvantage of various options. Therefore, this means that these students have the intermediate level when explaining these kind of issues. But, there is a group who think they need more practice to explain in this way. Then, it is inferred that they consider they do not still have the intermediate level. On the contrary, there is another group of them who consider they can explain these topics more easily. This could be interpreted that they have already reached the advanced level.

13) I can describe experiences and events without feeling anxious.

Level of Agreement	Students	Percentage
Not yet	8	14%
Yes, I can	34	59%
I can more than that	16	28%
<b>Total</b>	<b>58</b>	<b>100%</b>

Table 45



Graphic 45

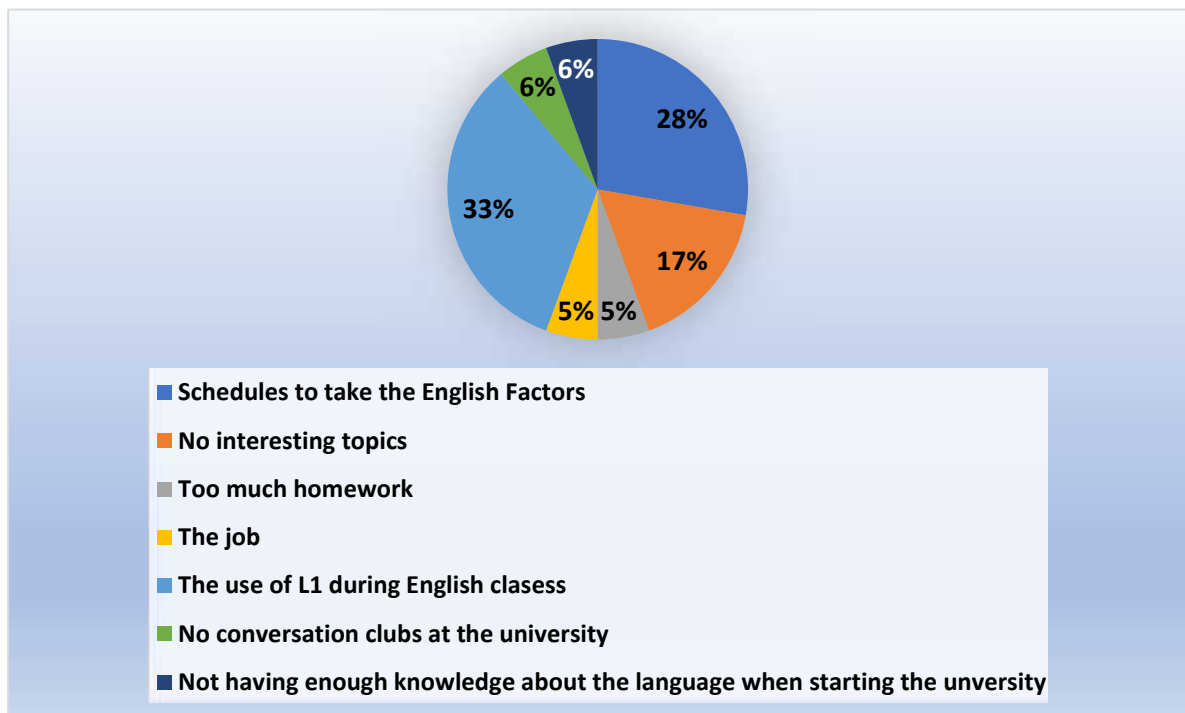
**Source:** Major in English Teaching Option students at the Advanced Intensive English I courses, semester II-2018. From 100% interviewed students, the 59% of interviewed answered that they can describe experiences and events without feeling anxious (“Yes, I can”). The 14% considered that they still have problems in this (“Not yet”). Also, the 27% responded that they can do it better (“I can more than that”).

**Interpretation:** After having collected the data, it could be inferred that more than half of students can describe experiences and events without feeling anxious. So, this can be interpreted that they have already achieved the intermediate level. However, there is a group of students who says that they can describe these experience more naturally. So, it means they have already passed to the advanced level. On the other hand, few students consider they still have difficulties in it. Therefore, it could be also inferred they need more practice in order to achieve the next level.

**Other factors you consider that are affecting in your speaking performance:**

Other Factors	Students	Percentage
Schedules to take the English classes	5	28%
No interesting topics	3	17%
Too much homework	1	6%
The job	1	6%
The use of L1 during English classes	6	33%
No conversation clubs at the university	1	6%
Not having enough knowledge about the language when starting the university	1	6%
<b>Total</b>	<b>18</b>	<b>100%</b>

**Table 46**



**Graphic 46**

**Source:** Major in English Teaching Option students at the Advanced Intensive English I courses, semester II-2018. From 100% interviewed students, the 33% of interviewed answered that the use of L1 during English classes is affecting them in their speaking performance. The 28% considered that the schedule to take the English class is a factor affecting them. The 17%

answered that something that affects them is the lack of interesting topics. Also, the 6% replied that there are no conversation clubs at the University where they can practice the English language. The 6% responded that not having enough knowledge about the language when starting the university affects them. Finally, the 5% answered that too much homework also affects them.

**Interpretation:** According to the opinions of the interviewed students, it could be said that the majority of students who answered this part, think that the use of L1 during English classes is affecting their speaking performance since it does not allow them to improve it. Also, other students replied that the schedules to take the English classes are not allowing them to study English and improve their speaking development. From this factor, it could be interpreted in a negative way since the schedules at the Advanced English I course during this semester were not much flexible. There were only two different hours to take this subject (from 6:00 am – 8:00 am and from 3:00 pm – 5:00 pm) when students could have more options in time for studying, for instance in groups from 10:00 am – 12:00 m or from 1:00 pm – 3:00 pm.

Also, some students think that some topics in classes are not interesting. This could be inferred that sometimes the teachers do not teach in an appropriate way the topics. For instance, they could teach it without motivation, or they did not study well the topics. However, this could be also interpreted that students do not like the topic because it is not new for them. Besides, only one student replied that too much homework is affecting his/her speaking performance. This maybe happens because when there is too much homework, the students cannot focus on a specific subject like the English subjects appropriately. Also, one student answered that the job is affecting the speaking performance. This is comprehensible since sometimes the job takes too much time and does not let the necessary time to study the topics studied in classes and practice more the English speaking skills.

Besides, a student also answered that the lack of conversational club in the university can affect the speaking skill. However, it seems that this student does not have knowledge that in every semester some students from higher levels usually do this kind of clubs in order to help students to improve their skills. On the other hand, another student answered that the lack of enough knowledge about the English language when starting the university affect students in their speaking. This could be inferred that when some students are starting the basic level, they could think they had to learn English (at least the basic level) before entering in the university.

This happens because sometimes they can feel hard the English language since they do not understand too much. So, they could consider as if they cannot learn quickly.

#### **4.3 Class's Observation Sheet**

This observation sheet was designed for observing at the students of second year in the Advanced Intensive English I Course from the English Department at the University of El Salvador. The aim of this observation was to understand the context within which students interact. In this sense, it was observed the behavior of the students during a real class. In other words, this instrument allowed the researchers observe the reaction or behavior of students at the moment to answer, the tools used by the teachers and how the students interacted in the classrooms.

This observation sheet is divided in three parts:

**Part I:** It had the aim to know how many students were asked by the teacher during the class and how many participated without being asked, and so the researchers observed their behavior at the moment to answer. Also, if they answered long or short sentences.

**Part 2:** The second part had the objective to identify if the interaction between teacher-students, students-students and also the student's participation during the class was bad, good or excellent. Also, it allowed to see if the students were participative or not during the pair work or team work.

**Part 3:** The last part had the objective to see which tools were implemented in the classes and if these helped students in their speaking performance.

#### **4.4 Analysis and Interpretation of the Observation Sheet's Result**

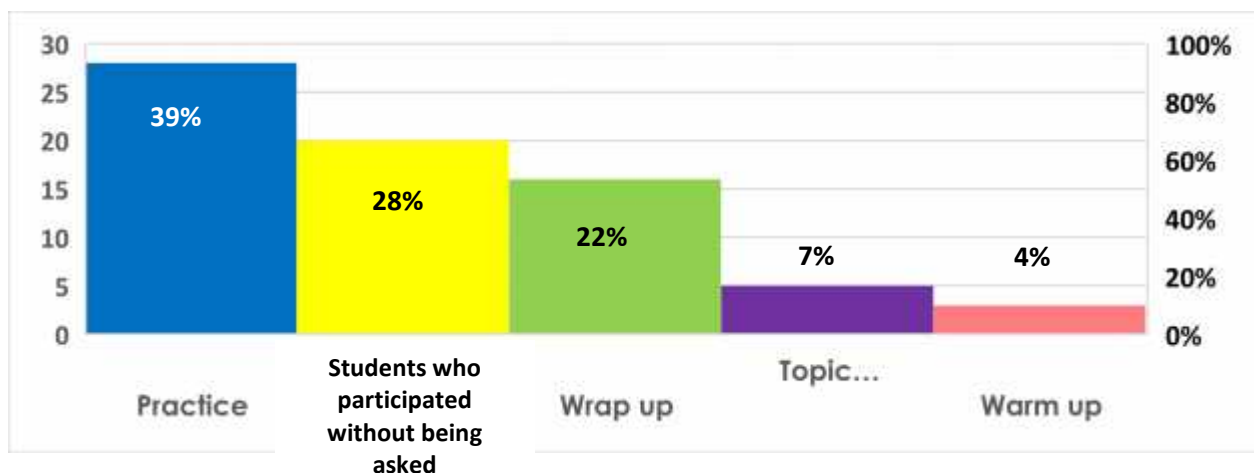
**No. of students observed: 58**

## Part I

### Observation 1:

	Students asked during the classes	Percentage
Warm up	3	4%
Topic presentation	5	7%
Practice	28	39%
Wrap up	16	22%
Students who participated without being asked	20	28%
<b>Total</b>	<b>72</b>	<b>100%</b>

Table 1



Graphic 1

**Source:** Major in English Teaching Option students at the Advanced Intensive English I courses, semester II-2018. From 100% of speaking participations during the classes, the 72 times of students' participation occurred when teachers asked students directly any questions about the topic. The majority of times that teachers asked students, it was during the practice which it has the 39%. The 22% of students' participation happened during the wrap up. Also, the 7% of these participations was during the practice and it is followed by the 4% of them which occurred during the warm up. However, the 28% of students' participations occurred when students decided to take part of the class without being asked to do it.

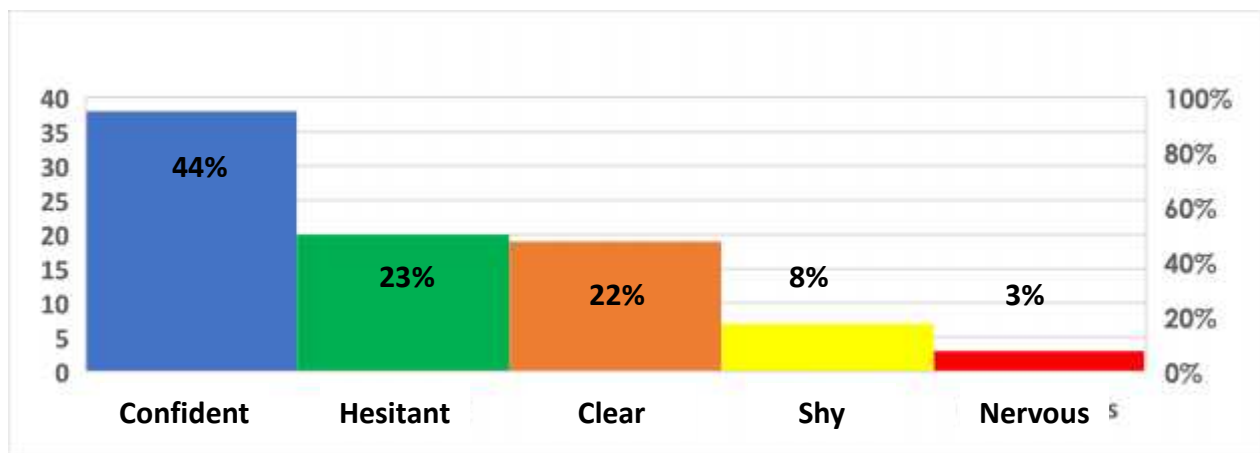
**Observation:** During the classes, it was observed that in the warm up teachers asked students to play games and talk among them. Besides, it could be noticed that teachers made a review of the last class and during the practice activity they explained more about the new topic. Also, it was seen that the majority of students do not like participating in classes. They just waited until being asked.

**Interpretation:** According to the data obtained during the observation of students, it could be inferred that teachers take advantage to ask direct questions related to the topic during the practice. Also, it could be assumed that some students like to participate during the classes. Maybe, this happens since they understood more about the topic. To be specific, from 58 students in three classes, 20 students (that is less than the half of them) like to participate in order to talk during the classes. Then, it could mean that the majority do not like to speak only when they are asked.

**Observation 2:**

Reactions	Reaction of students who were asked in the class	Percentage
Nervous	3	3%
Hesitant	20	23%
Shy	7	8%
Confident	38	44%
Clear	19	22%
<b>Total</b>	<b>87</b>	<b>100%</b>

**Table 2**



**Graphic 2**



**Source:** Major in English Teaching Option students at the Advanced Intensive English I courses, semester II-2018. From the 100% of reactions at the moment to speak that students had when they were asked, 44% of them answered with confidence. 23% of reactions were with hesitation in their speaking. 22% answered clearly the statements. Also, the 8% of students had a reaction of shyness and only the 3% reacted with nervousness.

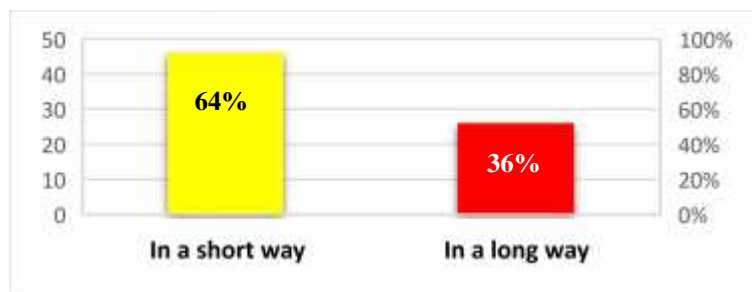
**Observation:** The majority of students answered with confidence. But, there were others who still hesitate at the moment to speak. It seems they did not manage a good vocabulary knowledge and have confidence in themselves.

**Interpretation:** Before talking about the reactions of students when they were asked, it is necessary to mention that at the moment to see the reactions of students. Some of them responded with two or more kinds of them. For instance, some of them reacted with confidence and hesitation at the same time. Others responded with confidence and they also speak clearly. Also, some of them were nervous and speak with hesitation as well. Therefore, in this graphic, it is represented which reactions were the most common in students who were asked for the teacher and participated by themselves. Then, according to the results, it seems that the majority of them have confidence when speaking in English and also say clearly their ideas. However, there are others who have problems in the vocabulary part because they did not make use of the learned vocabulary and they started to think which word to say. Besides, it seems that they also think in their mother tongue before speaking. Also, it could be inferred that students did not pay attention to the topic explained by the teachers or they did not read the material provided also by them. Then, for that reason, they hesitate at the moment to express their ideas in English. Also, there are few of them who speak with nervousness or shyness. This could mean that these students do not have self-confidence because they do not have the appropriate level of the English language.

**Observation 3:**

	<b>How students answered their sentences</b>	<b>Percentage</b>
In a short way	46	64%
In a long way	26	36%
<b>Total</b>	<b>72</b>	<b>100%</b>

**Table 3**



**Graphic 3**

**Source:** Major in English Teaching Option students at the Advanced Intensive English I courses, semester II-2018. From the 100% of students asked by the teachers and who participated by themselves, the 64% answered in short way and the 36% answered in a long way the sentences.

**Observation:** One of the activities observed in the classes was a paraphrase activity made during the wrap up, in which students had to paraphrase in a speaking form what it was written in a paragraph.

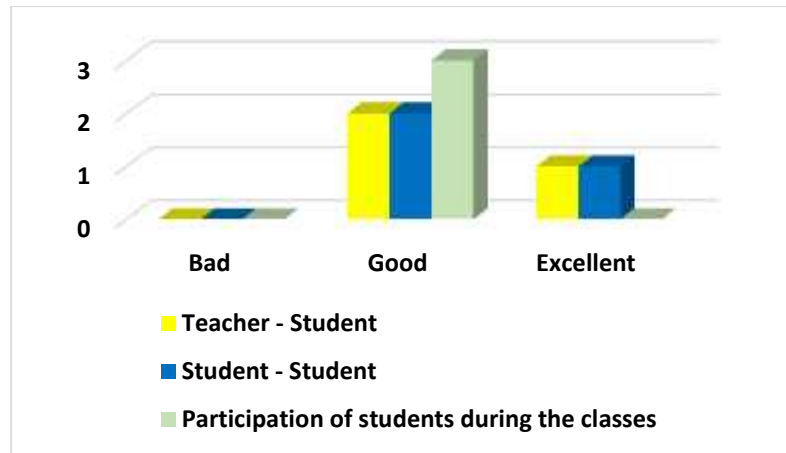
**Interpretation:** The majority of students preferred to say short sentences at the moment to answer the questions of the teachers, even when they could add more details. So, it seems that students do not like to speak too much time during the classes in English when teachers ask. Also, it seems that they did not read the material provided by the teachers. Therefore, it could be inferred they do not like to practice their vocabulary and try to improve their fluency. Only some of them forced themselves to speak more and make an appropriate use of the English language.

## Part II

### Observation 4:

Interaction in classes	Bad	Good	Excellent
Teacher - Student	0	2	1
Student - Student	0	2	1
Participation of students during the classes	0	3	0

**Table 4**



**Graphic 4**

**Source:** Major in English Teaching Option students at the Advanced Intensive English I courses, semester II-2018. From the 3 classes observed, the relationship “teacher – student” and “student – student” was never bad. In two classes the relationship between them was “Good” and only in one class was “Excellent.” Also, the participation of students during the classes was never “Bad” or “Excellent, in fact, in the three of them was “Good.”

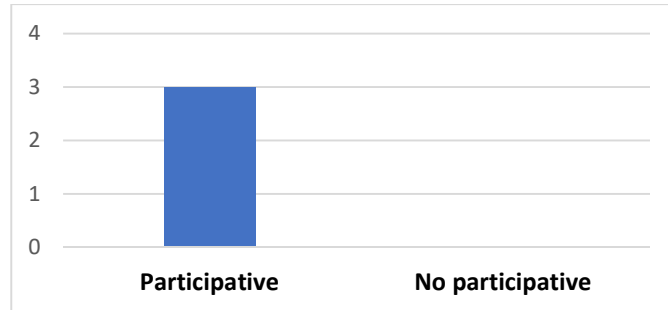
**Observation:** During the classes, teachers always tried to make students participate by asking them either direct questions to each student or asking in general in order to make students participate by themselves. Besides, teachers are always checking if students need help while they are doing the activities

**Interpretation:** The participation in three classes was good because teachers were always trying to ask question to students directly or in general. Also, when students got distracted the teachers made them to listen to what they were explaining. Besides, it seems that the relationship between teacher – students and student – student are good or excellent. This is inferred since students pay attention when teachers are explaining or asking something.

**Observation 5:**

	Reaction of students during "pair work or team work"
Participative	3
No participative	0

**Table 5**



**Graphic 5**

**Source:** Major in English Teaching Option students at the Advanced Intensive English I courses, semester II-2018. In the three classes the students were participative.

**Observation:** During the activities when students had work in pair or in groups, teachers were walking around and see if the students had some doubts. Also, in some activities the teachers socialize with students.

**Interpretation:** In the three classes the students were participative during the activities in which they had to work in pairs or team work. This happened because teachers were aware if students had doubts and also they socialize with them. That activity had a positive impact in the development of the activities and so in the participation.

**Observation 6:**

How the English language was spoken by students during the classes
7
8
8
<b>Average of the use of English in the classes</b>
7.7

**Table 6**

**Source:** Major in English Teaching Option students at the Advanced Intensive English I courses, semester II-2018.

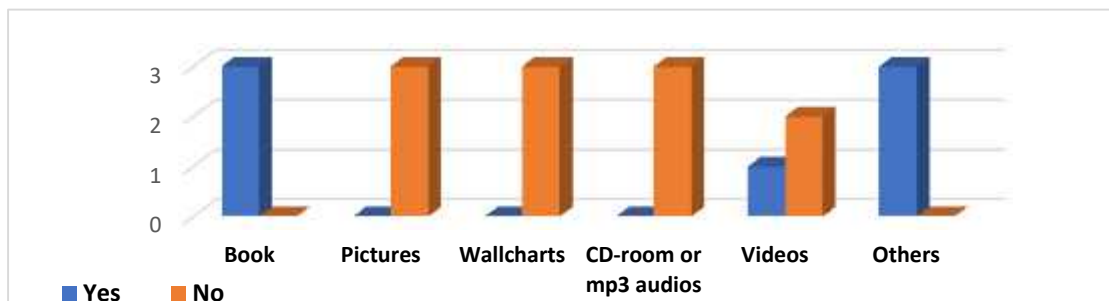
**Interpretation:** During the classes, the main problem that students have is the use of their mother tongue. Both when the teacher is explaining the topic and when they are working in groups or in pairs. But, mainly in group activities, students usually speak in their mother tongue.

**Part III**

**Observation 7:**

Tool implemented in class	YES	NO
Book	3	0
Pictures	0	3
Wallcharts	0	3
CD-room or mp3 audios	0	3
Videos	1	2
Others	3	0

**Table 7**



**Graphic 6**

**Source:** Major in English Teaching Option students at the Advanced Intensive English I courses, semester II-2018. In three classes teachers used the English book. In one class the teacher showed videos. Besides, in the three classes they used other instruments. But, in none of them teachers used pictures, wallcharts, CD-room or MP3 audios.

**Observation:** During the different activities teachers used other kind of instruments, such as: Laptop and projector for showing Power Point Presentations and videos, and worksheets. Even in class, in a Power Point Presentation the teacher showed memes (a virally-transmitted cultural symbol or social idea) to explain the topic. Also, another instrument used by the teacher was Facebook, where it was uploaded some information related to the studied topic. However, pictures, wallcharts, CD-room or MP3 audios were not used.

**Interpretation:** It seems that teachers not only prefer to use the English book, but also other kind of instruments in order to make students understand the topic. Since the most common instruments such as the worksheets, until the most modern ones such as the memes, which according to Gil (2018) “memes are intended to be funny, often as a way to publicly ridicule human behavior.” These memes were shown during a Power Point Presentation and these brought a good impact in class since it made students participate and not to get bored in class. Also, some videos were shown by a teacher, and students were asked to infer what the videos was about (the context) and the new words they understood. However, the pictures, wallcharts, CD-room or MP3 audios were not used in the observed classes. It seems that this happened because the teachers found another tool to present the topic and use it in the class.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### 5. 1 Conclusions

The researchers have investigated the main factors that affect the students' speaking performance in the English language at the Advanced Intensive English I Courses. How these intervene in the learning of the speaking skill either in a positive or, mainly in a negative way. In this research project, the theoretical part or literature review had the description of each factor that can affect students in their speaking performance. They were described in terms of definitions, types of factors and the impact these have in students. Each of them were supported by different authors describing the consequences that these factors can have if they are not overcome. For instance, the psychological factors such as motivation, self-esteem, and anxiety are the first factors mentioned, and these explained how affect the students. Besides, the shortage of practice in the English language, the lack of the necessary vocabulary knowledge, the rapport in classrooms and the use of authentic materials were the other factors studied by the researchers.

Also, the researchers were focused on observing which factors affect more to students at the moment to speak. In other words, what difficulties the students faced when speaking in English. Therefore, in order to do that, they asked and observed the behavior or reactions that students had when speaking. Then, for this study, two kinds of instruments were used in order to search the main factors affecting to students. The first instrument used was the survey. The survey was only for students and it was passed in order to know which factor or factors the students consider or feel that are affecting them in their speaking performance. The second instrument was the observation sheet and it was used in order to observe students in their real environment (the classroom) how they responded or acted when asking to answer any question in English or when they participate.

As a result, after having collected the data, it was concluded that teachers are aware about the factors affecting to students. This was concluded when observing the classes because the teachers tried to help students in their doubts and to create a friendly environment, and so try to make students participate by asking directly or indirectly questions. Also, the findings revealed

that the majority of students had a good level in English since the majority of them felt confident in their speaking performance and speak clearly. However, even if students reacted in this way, some of them had still hesitation when speaking. This could mean that they did not still manage enough vocabulary. Therefore, the teachers need to make students learn new techniques in order to make them acquire new vocabulary and in this way, students will overcome step by step this problem. Also, this can mean that they have not acquired yet the appropriate level in English. This is concluded for the collected data, because the majority of students answered that they do not practice enough.

On the other hand, it was also observed that during the classes, most of the students liked to speak in their mother tongue. They only used the English when teachers asked something. Besides, it was observed and concluded that even though the relationship student-teacher and student-student are good, the majority of students preferred to participate only when teachers asked them or when they worked in pairs or in groups. This means that students still feel shy when they are in the classroom. Besides, the material used by teachers created a great impact in students. For instance, the use of videos and slides in Power Point Presentation with memes (a virally-transmitted cultural symbol or social idea) made students to have interest in the topic and participate more in the class. Also, the data revealed that the majority of students considered that they have the appropriate English level, that is, the intermediate one. This was concluded after analyzing the part three of the survey. The results showed that the interviewed students considered they can interact with a degree of fluency and spontaneity, to take part in discussions actively, to explain the viewpoints of the topics among other kind of characteristics that students have in the intermediate level (according to the charts of evaluations from the CEFR scale).

In conclusion, after the analysis of the instruments, the research hypothesis is accepted since the studied factors are affecting the students' speaking performance either in a positive or negative way. Mainly, the psychological factors such as the confidence and motivation are affecting, and this is seen when students did not like to participate and speak. Also, the shortage of practice and lack of vocabulary knowledge because at the moment to speak the students presented hesitation. Also, the other factors that were studied in this research such as the rapport that also is considered as a key of the successful of the class. This was observed in classes when the teachers tried to create friendly relationships with learners and that decreased their anxiety



and made students participate more. As final point, the use of authentic materials increased the motivation of students in the classes. The tools such as videos and the slides in the Power Point Presentation using memes, it helped learners to get motivated and have interest in the topics. Then, they participated and speak more using the English language. As a conclusion, all these factors studied during this research are really affecting the students' speaking performance and these may be taken in consideration by further research for the sake of improving the speaking skill in learners.

## **5.2 Recommendations**

Based on the findings of the research work, the researchers would like to share the following suggestions to the professors, learners and authorities at the Foreign Language Department of the University of El Salvador.

### **To teachers,**

- ) They should first improve the environment conditions in the classroom not only by having the necessary material for the class, but also by allowing students to feel completely comfortable during the class. Some students sometimes could feel embarrassed for the attitude of the teacher in the classroom when making observations and giving feedback. Teachers should not discourage students by criticizing them in front of the class if they had failed in their pronunciation or answers to questions. This could develop stress, anxiety, a bad relation between the students and teachers that might affect the process of learning. The teachers need to encourage students to use English in the classroom to make it a habit. They should also use English all the time in the classroom so that the students have more exposure to the language.
- ) Teachers should help their students overcome shyness and inhibition by having friendly, helpful and cooperative behaviors to make students feel comfortable during classes when having speaking activities. Moreover, teachers ought to remind students not to worry about making mistakes and that it is normal when learning. Furthermore, they should give clear instructions and feedback in order that student can have sufficient guidance.

- ) The teachers ought to manage the topics of the textbook in order to make them easier, interesting and significant for the students' daily lives. The teachers could manage the content being taught according to the necessity of students. Diversity of learners in a classroom is normal, but it is also a great opportunity to share knowledge and enrich the learning experiences of students through different points of view. For instance, the same topic can be analyzed from different perspectives. Additionally, students could make a presentation about any topic based on their own knowledge, experience or something that they enjoy talking about. This way, students can be more motivated to learn and talk about some topics that are of their interest.
- ) The teachers should determine the moment and the way to correct the students' mistakes so that they do not feel embarrassed. In addition, the teachers should be careful of not interrupting the students' conversation because it can affect the development of fluency.
- ) Teachers should create more opportunities for students to speak English in class by using different speaking activities that require that students give points of view or interact either in pair or in groups. There are different speaking activities such as discussions, role plays, storytelling, interviews, reporting, brainstorming, simulations, etc. To make an example, a discussion could be held after the lesson had been taught. The students could discuss and share ideas about a topic or event. It could be developed either in groups or in pairs. They could also express their own opinion on a topic stated in the textbook. Furthermore, reporting is another example, in which students are asked to read a newspaper or magazine or watch something important in the television. They could report about any programs, news, movie, etc. that they have found to their teachers and partners in the classroom. In this form the teachers can encourage students to participate.
- ) Teachers need to teach students techniques in order to make them learn more vocabulary and so they will overcome the hesitation at the moment to speak. Some ideas could be reading about different topics such as culture, food, music, math, science, etc. However, teachers must understand that not only reading books helps students to learn new vocabulary, but also when using techniques to do it. Students could also watch movies, videos, news etc. In order to do this, for instance, teacher can make to students a challenge which they have to learn 10 o 15

new words every week. So, at the very next week, teachers must ask them which words they learned the last week and which words they have planned to learn this week. However, teacher can ask students to learn any kind of words, but it is more recommended to ask them learn the words related to the topics that are being studied in classes.

**To students,**

- ) Students should know first the importance of speaking English skills. Students must be clear that English is an international language that allows us to interact and understand other people who speak it. Moreover, they should know that having good communication English skills may open more opportunities to find a good job. This consciousness may result in motivation for learning and improve the language.
- ) Students should practice speaking English outside the classroom more often with their classmates, also by doing the speaking tasks of the textbook at home, joining to a speaking club where they can use English to communicate. They can also look for information on the internet about how they can improve the speaking ability.
- ) Students should make use of the English language in the classroom instead of Spanish to make it a habit.
- ) Students could develop some guidelines or tasks assigned by the teachers by watching videos, movies or documentaries in English. This can help them to learn new vocabulary and improve pronunciation. Moreover, the students need to encourage themselves and stop thinking that the English language is difficult to understand. Students ought to think about the abilities they have.

**To the Foreign Language Department,**

- ) It is necessary to implement English conversation clubs in order that student can practice their English language with students that are in an advance level, so in that way students can receive feedback. Maybe, the Foreign Language Department could hire teachers in order to teach in these clubs.

- ) It is necessary to create an accessible schedule in which students can have the opportunity to choose the hours that are more convenient for them to take the English class. For instance, some students cannot take the class at 6:00 am because of the long distances they have to travel to arrive to the university or because of their jobs. Some others cannot take the class in the evening for the distance that they have to travel to return to their home. So, it would be great if some theoretical groups are created in different schedules, for example at 8:00 am, 10:00 am and 1:00 pm as it has been in previous semesters.
  
- ) It would be a great idea to find out the way for students to interact and put into practice the English language with any English speaking delegation visiting our country.

## TIMETABLE

Activities	Time	2018																																																2019							
		February				March				April				May				June				July				August				September				October				November				December				January				February							
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4								
Selecting the topic				■																																																					
Defining the topic					■																																																				
Elaboration of the statement of the problem						■	■	■	■	■	■	■																																													
Compilation of material for the teoretical framework										■	■	■																																													
Elaboration of the theoretical framework									■	■	■	■	■	■	■	■																																									
Elaboration of the research methology													■	■	■	■	■	■	■	■																																					
Elaboration of instruments																	■	■	■	■	■	■	■	■																																	
Presenting the thesis profile																													■																												
Piloting																														■																											
Collecting data																																																									
Analyzing the data																																																									
Conclusions and recommendations																																																									
Elaboration final report																																																									
Defining date for final presentation																																																									
Final presentation																																																									

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## ANNEXES

### Annex 1: Students' Survey.



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



**TOPIC:** Factors affecting students' speaking performance at Advanced Intensive English I Course.

**Objective:** To find out the main factors affecting students' speaking performance at Advanced Intensive English I Course.

Thank you so much for participating in this study! This survey will take approximately 12 minutes to be answered. You are the expert in this case. Please be assured that your identity is completely confidential. By completing this survey, you consent to participate in this study.

This survey has three parts. The first one is concerned with the factors that affect your speaking performance. The second part has the aim to know how you learn or practice the English language either at home by yourself or in the classroom. The last part is about how you consider your level in speaking.

For Part I and II, you will make use of the following **level of agreement**. Please read each of the following statements carefully; and then **write the number** that best represents your agreement.

**Level of agreement**

**1= Strongly Disagree**

**2= Disagree**

**3= Agree**

**4=Strongly Agree**

**Gender: M** \_\_\_\_\_

**F** \_\_\_\_\_

**Age:** \_\_\_\_\_

**Year of study:** \_\_\_\_\_

**Theoretical group:** \_\_\_\_\_

**Place of living:** \_\_\_\_\_

**Civil status:** \_\_\_\_\_

### **PART I**

1) Accuracy (The ability to do something without making mistakes) and fluency (The ability to express oneself easily and articulately) are important elements for a good communication.

2) There is a big difference in the process of learning between the first and second language.

- 3) Motivation (Desire or willingness to do something; enthusiasm) is important for someone who is learning a second language.
- 4) Anxiety (A natural psychological aspect which contains the feeling of fear which sometimes cannot be controlled) plays an important role for you in the process of learning another language.
- 5) Self-esteem (refers to the self-positive evaluation that each person makes of himself or herself) takes an important role for you in the learning process.
- 6) The lack of vocabulary is an important factor that is affecting your speaking performance in English.
- 7) Shyness (tendency to feel awkward, worried or tense during social encounters, especially with unfamiliar people) also affects in the improvement of students English language.
- 8) The lack of practice in the English language does not allow you to have a good speaking performance.
- 9) The lack of exposure to the English language influences in your speaking performance.
- 10) Your mother tongue does not allow you to use English adequately.
- 11) You are not disciplined enough to study and put into practice the English language.
- 12) Stress (A state of mental or emotional strain or tension resulting from adverse or demanding circumstances) is a factor that does not permit you to develop the speaking skill.
- 13) You consider the teacher creates a good environment in the classroom in order to motivate you to participate and speak.
- 14) The teacher's corrections are in an adequately way and this helps you to improve their pronunciation mistakes and develop confidence.
- 15) There is a good relationship students-teacher in the classroom and you and your classmates tend to participate more in classes.

16) The materials used by the teacher in classes are appropriate and contribute in the development of the speaking skill in your class.

## PART II

1) I practice my listening and speaking by using CD-room o MP3 audios.

2) I usually listen conversations or music in the radio.

3) I use the internet to listen to podcasts and improve my listening and vocabulary.

4) I watch videos in English in YouTube or other websites with or without caption at home.

5) I often practice English every day with others out of the class.

6) I take my time to learn new vocabulary.

7) I study more grammar than vocabulary because it is more important.

8) Wall charts, posters or other kinds of pictures are used during classes frequently.

9) The radio or other advice is usually used to make us listen to audios in classes.

10) We watch videos very often in classes.

11) We make use of the internet in order to improve our learning in listening or speaking in classes.

Write other factors that you consider are affecting your speaking performance in your English:

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### PART III

In this part, please read each of the following statements carefully; and then **write the number** that best represents your agreement.

**Level of agreement**

**1= Not yet**

**2= Yes, I can**

**3= I can more than that**

- 1) I can interact with a degree of fluency and spontaneity that makes regular interaction with others quite possible.
- 2) I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.
- 3) I can present clear, detailed descriptions on a wide range of topics related to my field of interest.
- 4) I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- 5) I can initiate discourse and take my turn when it is appropriate and end conversation when I need to.
- 6) I can help the discussion along on familiar topics confirming comprehension and inviting others take part of the discussion.
- 7) I can use a limited number of cohesive words to link my ideas clearly, coherent discourse.
- 8) I show a relatively high degree of grammatical control at the moment to speak.
- 9) I can understand the main ideas in a discussion.
- 10) I can deal with most concrete and abstract topics.
- 11) I can produce technical discussions in my field of specialization.
- 12) I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- 13) I can describe experiences and events without feeling anxiety

**Annex 2:** Class' Observation Sheet.



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



**TOPIC:** Factors affecting students' speaking performance at Advanced Intensive English I Course.

**Objective:** To find out the main factors affecting students' speaking performance at Advanced Intensive English I Course.

**Topic:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Theoretical group:** \_\_\_\_\_

**Time:** \_\_\_\_\_

**No. of students in the class:** \_\_\_\_\_

**PART I**

Students asked during the class	
Warm Up	
Topic Presentation	
Practice	
Wrap Up	
Students who participated without being asked	

Reaction of students who were asked in the class				
Nervousness	Hesitation	Shyness	Confidence	Clearness

How students answered their sentences	
In a short way	
In long way	

**Observations:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PART II**

Interaction			
	Bad	Good	Excellent
Teacher - Student			
Student - Student			
Participation of students during the class			

Reaction of Students during "Pair work or Team work"	
Participative	
No Participative	
From 1 to 10, how English language was spoken by students during the class:	

**Observations:**

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**PART III**

Tools implemented in the class		
	YES	NO
<b>Book</b>		
<b>Pictures</b>		
<b>Wallcharts or Posters</b>		
<b>CD- room or MP3 player</b>		
<b>Videos</b>		
<b>Others</b>		

**Observations:**

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