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FACTORS THAT AFFECT THE SPEAKING PERFORMANCE OF THE STUDENTS FROM LEVELS II TO V OF THE TEENS ENGLISH PROGRAM AT CENIUES, YEAR 2019

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ABSTRACT

This study aims at investigating the Factors that Affect the Speaking Performance of the Students from Levels II to V of the Teens English Program, at CENIUES, year 2019. This research project includes 8 chapters: Chapter I contains the delimitation of the problem, indicating the focus of the study, the description of the problem, and the research topics, questions and objectives, as well as a justification for these. Chapter II provides the theoretical framework with its historical background and previous research cited for the paper. Chapter III mentions the methodologies used to conduct the research, including approach, type of study and design. As well, it includes a population description, sampling frame, info about a pilot conducted and the instruments and analysis that was performed. Chapter IV analyses the data gathered through the conducted surveys after explaining the demographics where samples came from. Chapter V shows the findings of the research conducted and answers the questions formulated on Chapter I. Chapter VI contains conclusions on the analyzed data demonstrating what works based on a comparison of the teachers' and students' responses. Chapter VII provides professional recommendations to teachers and students to ensure improvement on students speaking performance. Chapter VIII discloses the bibliography and webliography used. The research design is non-experimental and the type of study is qualitative. This is a descriptive research supported by bibliographical field research.

KEYWORDS

Introduction

The present research offers a wide perspective of the internal and external factors that affect the learners' speaking performance. This research took place in Centro de la Enseñanza Del Idioma Inglés de la Universidad de El Salvador (CENIUES); more specifically, in the teens English program in levels 2-5 in the year 2019.

This report analyzes the nature of English speaking. First, it describes how learning a second language became one of the pillars in this globalized era. Also, it gives a brief explanation of some of the theories that provide hypotheses about how languages were born. Furthermore, the study provides some of the historical background about how learning a second language became more and more relevant through time.

Teaching and learning English is vital in the contemporaneous society. English involves four macro skills that a person should master, being one of them speaking. Speaking plays a crucial role in people's daily life. Through speaking people can transfer opinions, ideas, feelings, and knowledge with others. The speaking proficiency in a second language will determine the effectiveness of their communication given that the fastest way to identify if a person is a proficient second language user is by speaking with them in the target language. Unfortunately, not having an acceptable level may lead native speakers to underestimate the relevance of the message itself. Therefore, being proficient in speaking is critical for the message intended to be taken seriously. In normal human interaction, speaking is the most common form of communication. Consequently, speaking is in general the most important of the four macro skills. Davies and Pearse as cited in Tuan and Mai (2015) stated that making the learners able to speak English accurately and effectively in communication is the main goal of English language teaching.

The main objective of this research study is to establish the most important internal and external factors that affect the speaking performance in students of English. To begin with, there are the internal factors divided into two categories, the first type is the physiological factors such as: Anxiety, shyness, lack of confidence and also the lack of motivation. Those factors have to do with the internal feelings and personality of the students. The second type of internal factors is the lack of competence of the students. Those are the ability of speaker to master the aspects of language while communicating and the knowledge of the language.

On the other hand, there are the external factors, also divided into two categories. The first one is the performance condition; those are time pressure, planning, standard of performance, amount of support and the like. These factors are key during the performance, and in most of the cases are out of the students hands to control them. The second type is the learning environment, not only the classroom infrastructure but also the place where students do homework and practice with each other, how comfortable they feel practicing in those places, and the like. Nevertheless, the learning environment factors will not be accounted on this paper.

Last but not least, this study gives a brief explanation about how English is being assessed. Assessment is the evaluation of the processes and outcomes of learning for the purposes of diagnosing or evaluating achievements and making decisions that will improve the quality of teaching and learning and of the program itself. It is essential to research if English is being assessed in the same way as it is taught.

The study results reinforced the fact that taking into consideration the internal and external factors is indeed critical in order to understand and positively affect how students learn the language. First of all, the study revealed that the students' most relevant linguistic problem is the lack of vocabulary to generate verbal production. Moreover, the research determined that students

are actually willing to participate and learn, yet they lack enough vocabulary or the proper wording to express themselves. In addition to this, the study as well demonstrated that the role of the teacher is crucial to create motivation in the students. Lack of confidence and poor vocabulary are the external factors that the teacher can most effectively change on their end. Lastly, teachers must always look for ways to get anxiety out of the classroom in other to create a productive environment to produce the target language.

To conclude, this project provides a broad understanding about how some factors can affect speaking performance and also the teacher development of the class. Moreover, it may help future generations to know how these factors interfere students' learning process and professors' teaching performance, and last but not least to know how to decrease their negatives effects.

CHAPTER I: RESEARCH APPROACH

1.1 Delimitation of the problem

Speaking has become one of the most important skills while learning a second language. It is one of the ways that people have to show how much they know about the target language. According to Quresh (2007), "The importance of speaking skills, hence is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity which takes place within the confines of our community. We use language in a variety of situations." (p. 2, 3). Based on this, to learn a new language it is extremely relevant to know how to properly use it in spoken form.

The study took place at the Teens English Program at "Centro de Enseñanza de Idiomas de la Universidad de El Salvador" (CENIUES), in the levels 2 to 5, year 2019. Convenience sampling was used given that the population is too large, and the demographics were not available to gather representative data. The teachers' input was also obtained since the research would as well require their perspective to provide a deeper understanding of the situation.

Based on research, children that are exposed to a second language at early ages are capable of taking advantage of the "innate language learning ability that all children seem to have". Researchers have been able to notice that, with very few exceptions, children have a very high capability to learn at least one language with ease and do not demand "teaching" from their parents or teachers. Therefore, if teaching starts at an early age, it will require fewer resources as it will take full advantage of the cognitive and linguistic predispositions children have (Brown, Cazden and Bellugi, 1969; Cazden, 1972; Chomsky 1972; and McNeiIl 1970).

Being this stated, the research focused in a young population as teens. Also, speaking is the skill that has more external factors that affect its production. Last but far from least, the present study will be essential to create awareness in students and teachers about the internal and external factors and the control they have while learning or teaching a second language, in this case English. It is a must to research internal and external factors in young students because teens are a very vulnerable to critics from other population and this can interfere the pace to start speaking the target language.

1.2 Statement of the problem

The final goal when learning a second language is to become a proficient user of the language in all approaches such as reading, listening, writing and last but not least speaking, since that is what will ultimately demonstrate the mastery of such (Farrell, 2006). However, in the history of language teaching methodology, it has been demonstrated that speaking has been the most neglected macro skill at the time of teaching a language. Teachers in the past have been mostly focused on grammar, vocabulary, and writing yet leaving speaking aside. On the other hand, when teaching focuses on speaking, it provides a variety of opportunities to students not only to communicate but also to share knowledge, culture and emotions in a faster and deeper meaning that is quickly transmitted in oral form. Therefore, to understand how the development of the speaking skill occurs, it becomes necessary to determine the internal and external factors that affect the students' speaking performance of the Teens English Program between levels 2 and 5 from CENIUES at the University of El Salvador.

In present years, the demand of English teachers in the country has increased as the English culture has grown and the employment opportunities are now requesting their candidates to speak English. A teacher must understand the factors that affect students' speaking performance so that they can positively impact students' development. Therefore, it is important to create awareness in teachers that by taking into consideration the internal and external factors affecting students will help them to impact positively students' performance and teachers themselves by allowing them to complete the required program at the end of the course. This will enhance students' adaptability to the requirements of the new level and allow them to feel capable of learning a second language.

The speaking performance is extremely important as it demonstrates how proficient a person is at producing speech in the target language; hence, the English learning community needs to take into account both the internal and external factors that affect the development and performance of speakers. Having a clear understanding on these aspects is imperative to clarify how these influence the whole process of learning. First, internal factors are the ones that only students themselves notice. They have been internalized by the learner and affect speaking performance consciously or unconsciously. Psychological aspects influence communication competences in great manner based on the former. Lastly, there are also external factors such as the knowledge itself of the target language and acquisition of vocabulary, which is solely individual's responsibility. In this category time pressure is also listed. In simple words, it refers to the lapse in which the teacher gets accurate answers to inquiries brought up during class time. Another point to consider is the learning environment which plays a key role to assure speaking proficiency. The main purpose of this study will be to create awareness on the learning English community to avoid that those factors can influence the individual in a negative way.

In English teaching, many people consider that it only involves giving students structures and grammatical rules that can be used to develop students speaking performance, but many teachers will easily mention that teaching involves more than that, since in order to develop a topic, activities are essential. When teaching a specific topic, activities become teachers' most effective techniques since they make the learning process much easier for students. There is a diversity of activities used to develop speaking performance, such as role plays, discussions, simulations, brainstorming, interviews, storytelling, etc. that are used in the class based on the English level being taught, students' age, and their previous knowledge, in order to develop a specific area of speaking, that later on will be assessed by the teacher. All assessments prepared by the teachers

must be aligned to the skills developed during the class. As an example, if the type of speaking learned during the class was imitative a teacher may assess students by choosing a set of words that they must pronounce accurately. On the other hand, if the type of speaking taught in the class was Interactive then an applicable assessment could be to prepare sentences using some specific verbs learned in class. Nevertheless, it is very common to find that skills developed in the class and the assessment type prepared by the teacher lack alignment, which triggers frustration from students since they do not feel capable to succeed in the area, which as a matter of fact affects their speaking performance.

Aouta Ghania, a student in the Mohammed Kheidher University of Biskra states that "Clearly EFL learners are successful by their virtue of their sheer determination, hard work, and persistence". Based on this, she mentioned the control students themselves have of their own learning process, making their progression or regression rely on their own attitude to confront the situations. Ghania continues that "However, there are crucial factors influencing success that are largely beyond the control of the learner" (2007). Hence, the main focus to determine the internal and external factors will be to identify and analyze the influence of such factors in other to create a culture of awareness and guide students and teachers to a favorable outcome.

As a conclusion, internal and external factors will determine the success of the students' speaking performance. Well prepared teachers will be capable of identifying the factors that are affecting their students and act accordingly to help them perform based on the specific situation they are facing. Nevertheless, this can only happen when teachers are aware of these factors, which is why this research will be conducted in order to help the teaching and learning community.

1.3 Research Topic:

> **Factors that affect the speaking performance of the students from Levels 2 - 5 of the Teens English Program at CENIUES, year 2019¨**

1.4 Objectives

General Objective:

1.   To determine the factors that affect students' English speaking performance from the Teens English Program, Levels II to V, at CENIUES, year 2019.

Specific objectives:

a.   To describe the internal and external factors affecting students' speaking performance.

b.   To identify the linguistic and non-linguistic problems students encounter when speaking.

c.   To inquire how students' speaking performance is assessed.

1.5 Research Questions

General Research Question:

1.   What are the factors that affect students' English speaking performance from the Teens English Program, Levels 2-5, at CENIUES, year 2019?

Specific Research Questions:

a.   How do internal and external learning factors affect students' speaking performance?

b.   Which are the linguistic and non-linguistic problems students encounter when speaking?

c.   How is language performance currently assessed at CENIUES?

1.5 Justification

The significance of this study redounds to the benefit of the teaching community considering the important role that speaking plays while learning a second language and the relevance of understanding how the internal and external factors influence the students' development of the speaking skill. The demand to become an English speaker has increased; therefore, it is a necessity to research the learning process so that the money, effort, and awareness invested is focused in the proper areas.

First, with this research teachers are now able to comprehend where to focus their efforts in the important role of encouraging student participation for learning. Furthermore, this project is significant because it will provide a wider understanding of the most important factors that affect the development of the speaking performance from the learners' perspective. With these aspects well stated and documented, both students and teachers will be capable of identifying their areas of opportunity and properly work on them to overcome any obstacles.

To summarize, this study is significant because it is designed to advise teachers and learners what internal and external factors influence the speaking performance. Furthermore, it advises the English learning and teaching community how to work to face them, so those do not interfere with the learning process and how to properly take advantage of the positive aspects to enhance the learning experience.

CHAPTER II: THEORETICAL FRAMEWORK

2.1 Historical background

From the very origins of humanity, the necessity of communicating has been crucial to advance as a society. Every single human being has been born with the ability to speak; moreover, it is integral to any person. Through the years there have been many studies about this hypothesis. In a conference in 1998, Barbara Lust mentioned "Our studies show that children as young as 3 years of age already possess a remarkable knowledge of language structure and syntax which is so complex and precise that it must challenge any known learning theory to account for its acquisition, this evidence supports the idea that humans are biologically programmed for a language faculty which guides language acquisition". She is a developmental cognitive psycholinguist who has been heading studies on language acquisition in young kids at the College of Human Ecology at Cornell for more than 15 years.

There are many different theories about how language was developed and evolved, such as: Belief in divine creation, which states it was a divine presence that gave that capacity to humans. Natural evolution hypothesis, on the other hand, says humans acquired a more sophisticated capacity of communicating through time, ending in language invention. What one can be certain of, is that mankind started to speak in their very early historical stages due to the necessity of giving commands for food, creation of shelter, etc. and then it evolved to currently allow sharing opinions, ideas, feelings and knowledge. Therefore, Hominids (human ancestors) started by grunting or hooting or crying out, and 'gradually' this 'somehow' developed into the sort of language exits today. Moreover, speaking was a key to the evolution from primitive humans to modern day progress (Ray Jackendoff, 2012).

Continuing with the evolution of the humanity, as humans expanded to new territories, they discovered that there was more than one language. Humanity realized they had a necessity to interact with foreign cultures so they could trade resources between different civilizations (John Moran Gode, 1986).

The learning of a second language played a vital role in the globalization and the evolution of the humanity. Scientists speculate how the acquisition of a second language started, with theories such as the Babel's tower that states that during its construction to heaven, God changed the language so they could not continue, (Genesis, chapter 9). Furthermore, there is "ding-dong" theory, this language theory holds that the first human words were a type of verbal icon" (Friedrich Max Müller ,1859). Another TA-TA theory "As commonly seen in primates, hand gestures and body movement are important aspects of interaction and cooperation within societies (Charles Darwin, 1871).

The development of speaking through history started very slow. Every language became more and more complex, and this can be easily noticed through observing how often new terms are created. People then started to learn languages for academic purposes. But teaching and learning a second language is different to other subjects; it requires true commitment from the learner. It is important to understand that every single human being has a different way and pace to acquire and use a second language.

In the academic stage, the enforcement of methods like the grammar translation approach, the lexical syllabus and total physical response created some shortcomings in students. This happened because those methods had a traditional structural teaching focus, in which the teacher is in front of the class performing the lesson with an active role and students were just listening and repeating passively (Dr Jack C. Richard 2018). This was the common way to teach any subject

at schools until the end of the decade of the 1950s. But then, the introduction of new teaching methods that focused in students' needs; placed the students at the center of the teaching-learning process. As well, there was more importance given to communication; with this in mind, speaking became relevant.

In the decade of the 1970s, the second language teaching methods suffered a revolution. The linguistics began to look at language not only as a set of grammar rules, vocabulary, and phonological sounds, but also as a form to transmit a message. This reconceptualization had a profound effect on the language teaching methodology. In the earliest versions of the Communicative language teaching approach (CLT), meaning was emphasized over fluency and accuracy. "It also led to the development of the differentiated courses that reflected the difference communicative needs-based approach also reinforce another trend that was emerging at the time-that of learner-centered education" (Nunan, 1988, p. 6, 7)

Henceforth, speaking a second language is challenging because it involves several essential components such as pronunciation, grammar, vocabulary, fluency, and comprehension. Second language students must be provided with the tools such as the ability, vocabulary, and competence in order to communicate effectively and accurately with others. Rivers (1981) studied the use of language outside the classroom situation and understood that speaking is used twice as much as reading and writing combined. According to Brown (1994), listening and speaking are learners' main language tools in order to communicate with others.

2.2 Theoretical Basis

2.2.1 The nature of Speaking

A.   Definition of Speaking

"Speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language." (Nunan, 1991, p. 39). Speaking is regarded based on this definition as the most significant macro skill to be acquired by a foreign language learner; this can easily be noted given that most of the time the student will use the language in a real context, it will be in spoken form, and that is how proficiency will be tested.

Furthermore, only carrying out a meaningless conversation cannot be truly considered speaking, since that macro skill also involves constructing meaning based on an oral production using a structured pattern of words to convey a message that can be processed by an audience (Brown, 1994; Burns & Joyce, 1997; Nunan, 2003). Therefore, for someone to be considered a functional speaker not only must this person know how to produce grammatically accurate utterances, but also to convey meaning, feelings and knowledge in any given context, regardless of the audience in a form it can be understood (Luoma, 2004).

2.3 B. The importance of Speaking

Speaking is the main form humanity has to communicate with each other, given the ease and practicality it has. It does not require any type of material but the human vocal tract so it's relatively simple to produce it at any time and that is why it is used in pretty much any aspect of people's life. Being this said, the way people speak is as important as or even more important than what is said. Within social interaction, the way people communicate reveals as much from them to the audience as the meaning that was attempted to convey, and it will also help the conversations move forward and relationships grow in both informal and professional contexts (Luoma, 2004).

2.4 C. Functions of Speaking

Based on Richards (2008), having advanced speaking skills in English is a key component of what students attempt to achieve as a final result of their learning. He has been able to further categorize three primary functions of speaking based on previous research from Brown and Yule, which are:

1.   Talk as an interaction: It refers to a spontaneous communication within two or more people; it's normally referred to as conversation. Its primary function is to stablish a social relationship, and it is focused on the speakers and the way they want to be identified as rather than the actual message spoken.

2.   Talk as transaction: In this other form the primary goal is to be comprehended by the listener through using a clear and accurate message. In a teaching context, it's mainly emphasized in the meaning and accuracy of the message instead of the interaction itself.

3.   Talk as performance: This function is focused in individual performance, as monologues with no response from an audience. It can be found on the following events: speeches, public talks, public announcements, retell story, story-telling, etc.

2.5 D. Aspects of Speaking Performance

The Speaking skill is crucial since it is how people make themselves understood. Students in particular have very high expectations from their audience because of the time they have spent in learning the language and the communication requirements most institutions will demand from them. Nevertheless, it is rather common to see students failing in some or several aspects of the speaking performance, like the following:

1.   Accuracy: This is determined by how proper the learner's speech is, considering aspects as: acceptable grammar, pronunciation being clear and an appropriate vocabulary based on context (Nunan, 2015)

2.   Fluency: It can be defined as the ability of maintaining a normal pace with pauses and hesitations that do not affect what can be considered a standard time to elaborate an answer, using the precise words to express a series of ideas (Nunan, 2015; Lade 1961; Thornbury, 2005). Thornbury (2005) as well provides the following list of aspects to evaluate fluency in speakers:

a.   Pauses may be long but not frequent.

b.   Pauses are usually filled.

c.   Pauses occur at meaningful transition points.

d.   There are long runs of syllables and words between pauses.

On the other hand, Foster and Skehan in Nunan (2004) developed a model that proposes to measure speaking fluency through counting the number of seconds learners spent silence and repeating utterances like "um" or "ah" to gain time.

3.   Pronunciation: It refers to the ability of producing accurate word sounds on the target language in order to be understood by its speakers. It is a rather important matter given how it can entirely change the meaning of the words, causing possible misunderstandings. It involves the following aspects: pitch, intonation, individual sounds, sounds and spelling, and stress (Thornbury, 2005; Harmer, 2001)

4.   Grammar: Brown (2001, p. 62) provides the following definition of grammar: "is the system of rules governing the conventional arrangement and relationship of words in a sentence". He also mentions the following list of contexts affecting this factor:

a.   Who the speaker is.

b.   Who the audience is.

c.   Where the communication takes place.

d.   What communication takes place before and after the sentence in question.

e.   Implied versus Literal Meaning.

f.   Styles and Registers.

g.   The alternative forms among which a producer can choose.

5.   Vocabulary: Per Thornbury (2005) suggest that there are usual things used by speakers in order to express how they feel about the topic in question such as their attitude towards

the message and deictic language. These are expressions that indicate time, space and people participating within the context.

6.   Interactive communication: Thornbury (2005) defined it as being able to comprehend the interlocutor's message and intentions and the ability to respond as expected based on the specific context and circumstances, such as rhythm and pace in order to maintain a natural speed. Since on this aspect they have to face the necessity to interact with an interlocutor, some difficulties may arise for students, such as: the manner to disclose information, when to respond, and other discourse constants. Nevertheless, it is suggested to evaluate students in this to help them achieve the ability to hold a conversation naturally (Brown, 2001).

7.   Appropriateness: Harmer (2001) indicates that appropriateness considers the desired effect that the speaker wants to fulfill with his message, considering the following variables:

a.   Setting

b.   Participants

c.   Gender

d.   Channel

e.   Topic

8.   Complexity: This aspect is still important on the spoken form of the language, even if not as complicated as in its written form. The reason for that is that written language is not as complex and active as spoken, but it is dense and static. This is what provides complexity to the

oral form, the type of discourse used to convey information based on the interrelation of the different elements of oral speech and the task's complexity as Brown, Anderson, Shilock, and Yule indicated on Nunan (2004).

2.6 E. Types of Speaking Performance

Brown (2004) considers the following types of classroom speaking performance:

1. Imitative: This type measures the accuracy of repeating, or "parroting back" a word or sentence, making sure that students address correctly the pronunciation of the language. The most common example is having students repeat what the teacher says.

2. Intensive: In this type, unlike imitative, students are required to demonstrate mastery of the phonological and grammatical aspects of the language. It's commonly assessed by having students complete tasks like the following: dialogue and sentence completion, reading aloud, directed response tasks, and picture-cued task.

3. Responsive: These tasks will require a certain degree of interaction and comprehension of the topic from the students, yet the assessment is limited to small amounts of information, like small conversations, and not complex requests or comments elicited. Some of the forms of assessment are: Using paraphrasing, providing directions and instruction, and using questions and answers.

4. Interactive: It is fairly similar to the responsive, yet this is distinguished by the amount of people interacting being more, having a longer and deeper conversation and the vocabulary used is expected to be more complex. This is not limited to only exchanging information as a transaction, but it also can carry out the purpose of stablishing a social relation.

For instance, evaluators may use discussions, complex games, role plays or pretending an interview.

5.   Extensive: This last form requires the usage of formal and planned language in order to refer to an audience, with little to no interaction to the main speaker. Nevertheless, it cannot be said that informal monologues do not qualify in this type. It normally happens in oral presentations, speeches and story-telling.

2.7 F. Factors affecting Speaking performance

Research has been able to categorize factors affecting Speaking performance in two main categories that will be further discussed: Internal and External factors.

1.   Internal factors: These are the ones controllable only by the learner; including the psychological aspects of the individual and their ability for language learning.

a.   Psychology: Per Burns and Joyce argue that some psychological factors make students unwilling or incapable of developing proper Speaking skills. Some of these are: having lack of confidence on themselves, not being motivated to learn, being shy or anxious, and having an excessive fear to make mistakes (cited in Nunan, 1999; Schwartz, 2005; Thornbury, 2005).

Brown (2002) goes even beyond at affirming that a specific degree of self-confidence, self-esteem, knowledge and belief in oneself is absolutely required in order to effectively perform any affective or cognitive activity. This was proven observing classrooms in which the learners that possessed the highest self-esteem manifested more confidence on their skills yet students with a low-self-esteem had a tendency to fail in oral English learning.

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Another very relevant factor is the fear of making mistakes. Koichi Sato (2003 in Minghe & Yuan, 2013) and Ballard (1996, in Yan, 2007) share the finding that students that are afraid of making mistakes are highly unlikely to be competent at Speaking. These students are unlikely to participate in class discussion; therefore, it becomes tedious to use English to communicate and they end up being unable to speak English at all.

As well, motivation can be defined as one's inner impulse or drive that will allow people to progress on the desired direction. It plays a critical role in successful learning as it makes learners attentive to the class and increases their interest on the class (Brown, 1980).

b.   Language competence: This refers to the ability of the speakers to make use of the language in order to communicate. This inherent capability allows human beings to produce and understand an infinite number of sentences and to differentiate grammatically accurate sentences from those that are not. This aspect involves being able to produce and understand spoken language (Chomsky, 1965).

c.   Topical knowledge: Bachman & Palmer (1996, as cited in Tuan & Mai, 2015) define it as the long-term memory of language structure and vocabulary in reference to a certain topic. This can be summarized by saying that it refers to the knowledge of the topic that shall allow learners to express themselves using the previously acquired knowledge of a certain topic in reference to their reality. Bachman & Palmer (1996) also point out the difference in ease for speakers that had topical knowledge of a specific subject in contrast to those who did not.

2.   **External Factors**: These factors are beyond the learner's control; these mainly refer to the learning environment each learner has:

a.   Performance condition: Students will have a differentiated performance depending on the conditions they have for learning, which will certainly affect their speaking performance. These aspects will include yet not be limited to the class planning, amount and quality of help received from the teachers, time pressure into the required tasks and the standard of performance demanded from learners based on the institution to be considered as "acceptable" (Nation & Newton, 2009, as cited in Tuan & Mai, 2015).

b.   Learning environment: Based on their research, Minghe & Yuan (2013) were able to identify that "another external factor that affects students' oral English learning is the lack of a good language learning environment". Putting this into our reality, it can be easily noticed that students have no opportunity to use the language to communicate with others given that it is a foreign language that will not be used in their day to day life, but only in the classroom. This is a very challenging factor given how students are most of the time reluctant to practice the language on their own, making the learning process very slow.

2.8 G. Speaking Problems

Sadtono (1997) and most teachers for English as a Second Language (ESL), have categorized the main issues that arise in language learning into linguistic and non- linguistic problems.

1. **Linguistic problems**: This refers to the challenges students encounter while learning a language, and these are related to specific aspects of the language:

a. Pronunciation: So that students can use the target language for communication being appropriate and fluent, pronunciation is key. An adequate pronunciation can only be considered as such when it allows the speaker to communicate meaning to other users of the language. Therefore, in order to be considered speakers of the language, students must be aware of the phonetic structure of a language and be able to use this to formulate their utterances in the target language, considering a proper intonation so the message is not misunderstood by the receptor (Fangzi 1998; Fulcher, 2003).

b. Vocabulary: Edward, and Vallette (1997, p.149) indicated that "vocabulary is one of the most important factors in all language teaching; students must continually learn words as they learn structure and as they practice the sound system". If students have insufficient vocabulary, the meaning of what they may try to convey will be as limited as the words they know on the target language, and effective communication may not be achieved. Moreover, vocabulary can even be considered the core of language learning, given how crucial it is to have use the language adequately (Laufer, 1997, p.54)

c. Grammar: Language grammar refers to the stablished guidelines a language has that determine how words are placed into a sentence or a phrase in order to properly convey a

message (Jeffrey & Stacy, 2003). Students must have at least a basic understanding of the language grammar in order to communicate with others given how without it, communication will not be effective. The message may be understood at a certain point, yet the speaker may lose credibility and be regarded as illiterate.

2. **Non-Linguistic Problems**: Ur (1996) indicates there are four main problems when speaking that students face:

a. Inhibition: The author indicates that students fear of making mistakes and being criticized causes inhibition in them, making them be very unwilling to participate or not do it at all, reducing like this their learning opportunities. In this case, the teacher must ensure to promote an environment where students feel safe to make mistakes.

b. Nothing to say: Even when students have no inhibition, some will still say they will not participate as they feel there is nothing they want to express to the class. This can be prevented by having the teacher model what is requested with a personal experience, making students more willing to talk about their personal info.

c. Low or uneven participation: Given that the number of students in a regular classroom is large, participation to the entire class will be reduced to less than a minute as the rest should participate as well, and it also has to be individual so all the class can focus on what one student is saying at the time. This makes students that are eager to participate dominate the class, allowing little to no room for the rest to participate.

d. Mother tongue use: When learners share a common language or mother tongue, they are very likely to use it to communicate with each other given how easy it is to do so, and how strange it feels to use a foreign language among them. This happens mostly when unmotivated

or less disciplined students work in small groups; therefore, the teacher must be attentive to what students are doing all the time through monitoring the class.

2.9 H. Assessing Problems

The definition for "assessment" in educational fields has many meanings. Educators currently use language tests as a way to measure student's performance and categorize student's abilities to use the language, and it is now the standard for any institution (Bachman, 2004). Nevertheless, language assessments are not only limited to educational programs but also may happen in real-world settings outside the classroom. The results obtained from assessing students are used to evaluate the success of a learning process and the final students' performance in order to determine student's success rate. This allows institutions and educators able to objectively see the achievements reached and take decisions that will help improve any gap in the current program.

In reference specifically to Speaking, given that it is a productive skill, it can be easily observed by the evaluator both directly and empirically. Nevertheless, in order to objectively evaluate performance in an accurate manner an effective test must be created. This test must have specific objectives and measurements tailored to the specific activity that will be requested from students (Brown, 2003). Brown (2004) also mentioned, as described before, five categories of speech, which are: Imitative, Intensive, Responsive, Interactive, and Extensive.

Teachers must be very careful to focus on the tasks in order to design speaking assessments based on the tasks that will be requested since the validity of the results will only be high when these two aspects match. Grove & Brown (2001) point out the danger of mismatching information when the criteria is evaluated long after an evaluation or in isolation, which is losing critical data

about students' performance and not matching the quality of the actual performance to the evaluation. Sadly, their research confirms this happens quite often.

Another approach is the one of Luoma (2004), who indicates that tasks are activities that people do, and in a learning context she refers at it as "communicative tasks". The author divided them under two headings, which primary difference is the complexity they have:

1.   Open-ended speaking tasks: This type will provide students some room for creating their own responses yet fulfill the task by only guiding the discussion yet not limiting the usage of the language. It consists on a conversation, either with a number of responses from each member, or single extensive turns.

2.   Open-ended speaking tasks: On the other hand, this is a very restrictive heading given that students must use a certain structure of the language and there is no room for free selection. It has a limited amount of acceptable responses and therefore only allows limited production.

2.10 Piaget's theory of cognitive development

Jean Piaget's theory of "cognitive development", he describes the four stages of learning in a human being, which are: Sensorimotor stage, Pre-operational, stage Pre-operational stage, and Formal operational stage. He indicates that the final stage is the formal operational stage (adolescence and into adulthood, roughly ages 12 to adulthood). In this stage the individual starts to develops logical thinking, what he referred to as "hypothetical-deductive reasoning", which is essential at this stage of intellectual development. The teenager population is more perceptive as they start to develop the "hypothetical-deductive reasoning". They often start pondering "what-if" type situations and questions, and can also think about multiple solutions or possible outcomes.

Some of the characteristics teens have in the learning process are: deduction, logic, reasoning, and the ability to process formal operations. Furthermore, with these new abilities, some physiological factors may affect the teens learning process. Those would be the fear of criticizing, susceptibility of internal emotions, and being afraid of making mistakes (Piaget, 1972). According to Piaget, the adolescent years are remarkable because the youth move beyond the limitations of concrete mental operations and start developing the ability to think in a more abstract manner. When abstract thinking begins to develop, the individual creates a sense of insecurity and doubts begin to emerge about what they are doing correctly.

CHAPTER III: METHODOLOGY

3.1 Research approach

This research purpose was to collect information so that the internal and external processes affecting students' development of the speaking skill of students in the Teens program at CENIUES can be understood and described. In order to accomplish this objective, the research followed a qualitative approach since this approach is characterized by having as aims to understand social life's aspects and to generate words instead of numbers for analysis (Patton & Cochran, 2002).

3.2 Type of study

Per Cortés & Iglesias (2004) claim that the descriptive studies look forward to identifying characteristics, properties and profiles of individuals or groups of people, or any phenomena under analysis. Therefore, this type of study suits the intended research objectives as it is oriented to verify the influence of the internal and external factors affecting students' speaking performance in the Teens program at CENIUES.

3.3 Research design

To accomplish the research, a non-experimental descriptive research was developed. This type of research does not manipulate the independent variable and lacks randomization in participants or order of conditions (Kotari, 2004). To conduct the research, several sources were consulted so that plenty of information was available to analyze. Furthermore, the survey technique was implemented to obtain information directly from the source, teachers and students from the Teens program at CENIUES.

3.4 Population of the research

3.4.1 Population

The research was carried out at CENIUES (Centro de Enseñanza de Idiomas de la Universidad de El Salvador. The population was the students enrolled in the Teens Program of CENIUES in levels 2 to 5 in the University of El Salvador at the Main Campus. The population selected were represented by 98 students in levels 2 to 5 which classes take place on Saturdays during the morning from 8:00 am to 12:00 pm, out of a total of thirteen groups available. This research took place from June to August 2019. This research follows a descriptive paradigm in order to interpret and describe human perspectives and factors involved in the problem.

3.5 Sampling frame

The population in this research was 98 students enrolled in the Teens Program at CENIUES (Centro de Enseñanza de Idiomas de la Universidad de El Salvador) in levels 2 to 5 and their professors, from June to August of 2019.

3.6 Sample: The sample used in this research was Convenience sampling, which involved surveying only a part of the selected population (four out of thirteen groups of students enrolled in the Teens program in levels 2 to 5) because the population was too large, and the demographics were not available to gather representative data.

3.7 Pilot: For the pilot study conducted before the actual research, a revised draft of the survey was passed to students enrolled in the Level 7 of the Teens Program at CENIUES throughout June 2019. The teacher's survey was also passed to the teacher facilitating Level 7

class. This allowed the final instrument to improve based on suggestions from real population to ensure it is comprehensible by the target population, so they could provide the requested data.

3.8 Technique

Survey: Research is 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. The information collected may also be accessed subsequently by other parties in secondary research. (Margaret Rouse, 2017).

3.9 Instruments

Questionnaire: A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaires can be thought of as a written interview. They can be carried out face to face, by telephone, computer or mail. And one of the most important characteristics that a questionnaire has is that it is very effective in large populations.

A questionnaire was the only instrument used in this research to collect the data. The questionnaire consists of 13 questions. There were two questionnaires, one for the students and the second one for the teachers in the Teens program. Thus, two different perspectives were taken into consideration to analyze the research problem. The population were students enrolled in the Teens Program of CENIUES in levels 2 to 5 in the University of El Salvador at the Main Campus. The second questionnaire was administered to the teachers in charge of the courses.

What was the objective of the questionnaire? How were the questions distributed?

Some on the questions in the instrument were taken from "Students' Speaking Performance: Some Challenging Factors" written by students of Fakultas Tarbiyah dan Keguruan, Department of English Language Education (2017). At the same time, some of those questions were adopted from: Hoang Tuan, N & Tran Ngoc Mai (2015) Factors Affecting Students' Speaking Performance at Le Thanh Hien High School. Vietnam. Retrieved October 28, 2016.

To validate it, a pilot of the questionnaire was administered to the CENIUES Teens group VI students and teacher. Moreover, the questionnaire was used to investigate the factors affecting students speaking performance, and furthermore this instrument strengthened the result from the research in figuring out students' problems in speaking. And also, the teachers' perspective about how the class development is being affected by these factors.

3.10 Data Analysis

The Questionnaire Analysis

In order to analyze and interpret the data obtained from the questionnaires, the researchers made use of the statistic simple formula. The data is presented using the following formula.

P= Percentage

F= Frequency $P = \quad = 100\%$

N= Number of samples

100%= Constants value

The data was analyzed using descriptive analysis to find out the highest, middle, and lowest score.

CHAPTER IV: ANALYSIS OF THE RESULTS

4.1 Survey Analysis

This research focused in the students' internal and external factors affecting their speaking performance. Based on that, the questionnaires were assessed to a firsthand source, the students and teachers at CENIUES (Centro de Enseñanza de Idiomas de la Universidad de El Salvador). The population were the students enrolled in the Teens Program of CENIUES in levels 2 to 5 in the University of El Salvador at the Main Campus. Out of a total of thirteen groups available, the groups taken were 1 group per level. These classes took place on Saturdays during the morning from 8:00 am to 12:00 pm and on Sundays from 8:00am to 12:00pm. This research took place from June to August 2019. There was only one group selected per level, in total the questionnaires were applied to 98 students and 4 teachers.

In the analysis of data, different variables were taken into consideration, making the comparison between the parties involved key to analyze the information gathered. Some of those variables were gender, age, English level, and other variables previously discussed. The majority of the variables are crucial to show how internal and external factors affect the students speaking performance. These aspects will be thoroughly described in the data analysis.

4.2 Demographics

This study had a total of 98 teen students from 4 groups 2-5 and the teacher for each of the groups. There were 49 female and 49 male students, whose ages ranged from 13-17 years. For further details see the charts below for levels, sex and age demographic distribution:

Age	Level	Students	Percentage
13	2	2	2.04%
	3	10	10.20%
	4	13	13.27%
	5	8	8.16%
Total		**33**	**33.67%**
14	2	6	6.12%
	3	7	7.14%
	4	7	7.14%
	5	9	9.18%
Total		**29**	**29.59%**
15	2	2	2.04%
	3	1	1.02%
	4	2	2.04%
	5	3	3.06%
Total		**8**	**8.16%**
16	2	3	3.06%
	3	8	8.16%
	4	2	2.04%
	5	5	5.10%
Total		**18**	**18.37%**
17	2	3	3.06%
	3	2	2.04%
	4	1	1.02%
	5	4	4.08%
Total		**10**	**10.20%**
Grand Total		**98**	**100.00%**

Gender	Level	Students
Female (49)	2	7
	3	13
	4	14
	5	15
Male (49)	2	9
	3	15
	4	11
	5	14
Total		**98**

4.3 Data Analysis

➢ **Graphic 1.1 Confidence when speaking**

	Confidence when speaking	
	Students	Teachers
■ Very Much	11.22%	0.00%
■ Enough	46.94%	75.00%
■ Little	36.73%	25.00%
■ Not at all	5.10%	0.00%
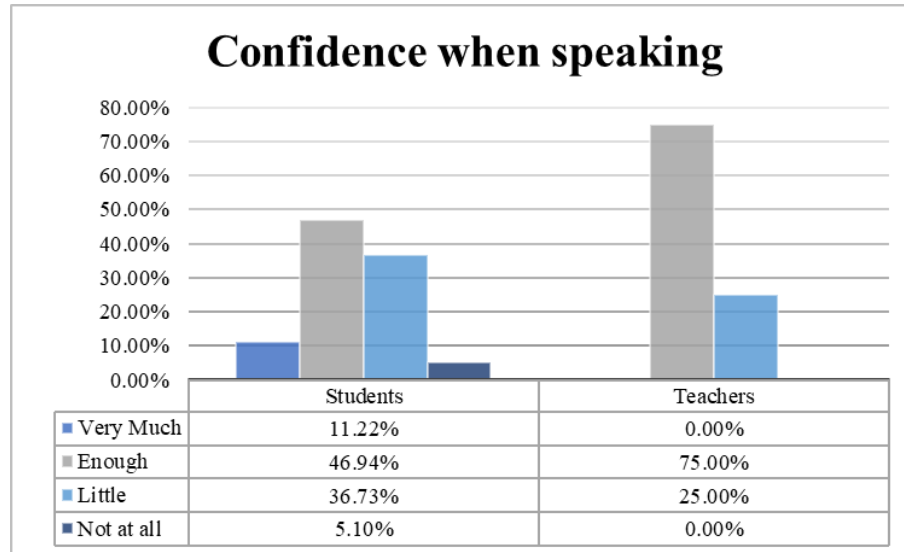
This question reflects, that even though 46.94% of the students affirm to be somewhat confident when speaking, an amount of 41.84% feels insecure. This number increases to a 53.06% in the female population and does not decrease as levels went by. Nevertheless, most teachers seem not to address this issue as a 75% indicated their students are confident enough when speaking.

> **Graphic 1.2 Speaking practice time**

Practice time

	Students	Teachers
■ 3+ Hours	7.14%	0.00%
■ 2-3 Hours	10.20%	0.00%
■ 1-2 Hours	19.39%	25.00%
■ 15-60 Minutes	40.82%	25.00%
■ Only in Class	22.45%	50.00%
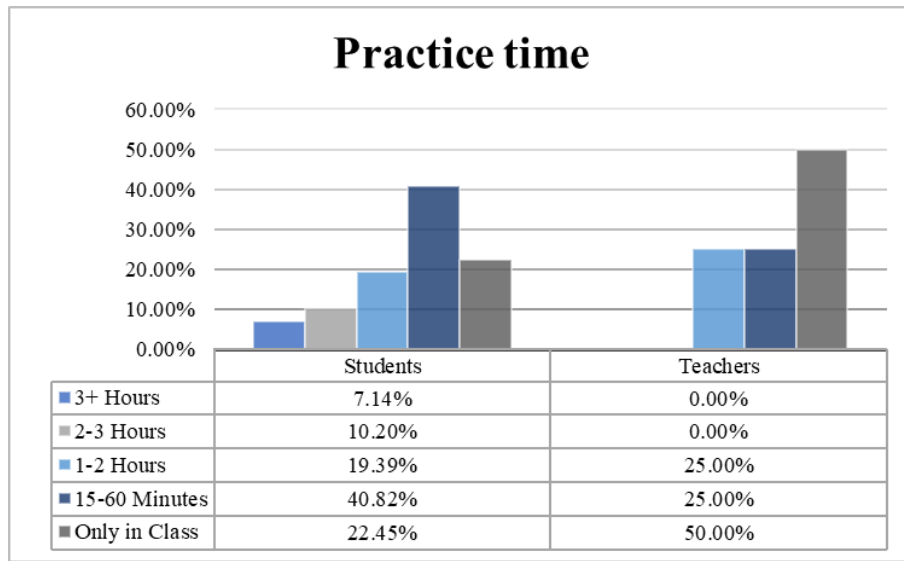
Student's speaking practice time during the week is not sufficient to achieve English speaking proficiency since 22.45% of the students indicated they do not practice outside the classroom and 40.82% only practice 15-60 minutes in a weekly basis. In contrast to a 7.14% that practices the recommended, 3+ hours. Quoting one of their teachers, this happens because "they live in a context where their families do not practice with them." Based on this premise, it can be inferred that the limited practice time is not a lack of willingness but a lack of opportunities to use the language outside the classroom.

➢ **Graphic 1.3 Evaluation level**

Evaluation level

	Students	Teachers
■ Higher	12.24%	0.00%
■ Appropriate	84.69%	100.00%
■ A little lower	2.04%	0.00%
■ Lower	1.02%	0.00%
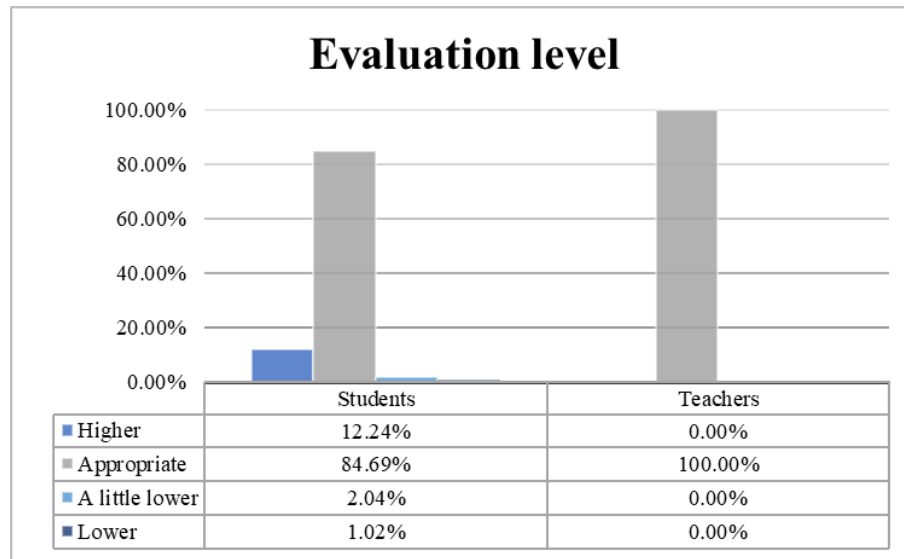
When students were asked for information on their oral assessment, both teachers (100%) and students (84.69%) indicated the level required to have an acceptable performance in their evaluations is appropriate to the level they are taking at the time. An aspect to consider is that 12.24% feel that the level is higher, which may not be addressed given that these are a minority and teachers normally focus in the group as a whole leaving these students aside.

➢ **Graphic 1.4 Emotions encountered with verbal production**

Emotions encountered with verbal production

	Motivated	Secure	Anxious	Timid	Fear mistakes	Ashamed
Students	44.90%	31.63%	50.00%	27.55%	43.88%	18.37%
Teachers	25.00%	25.00%	75.00%	75.00%	75.00%	0.00%
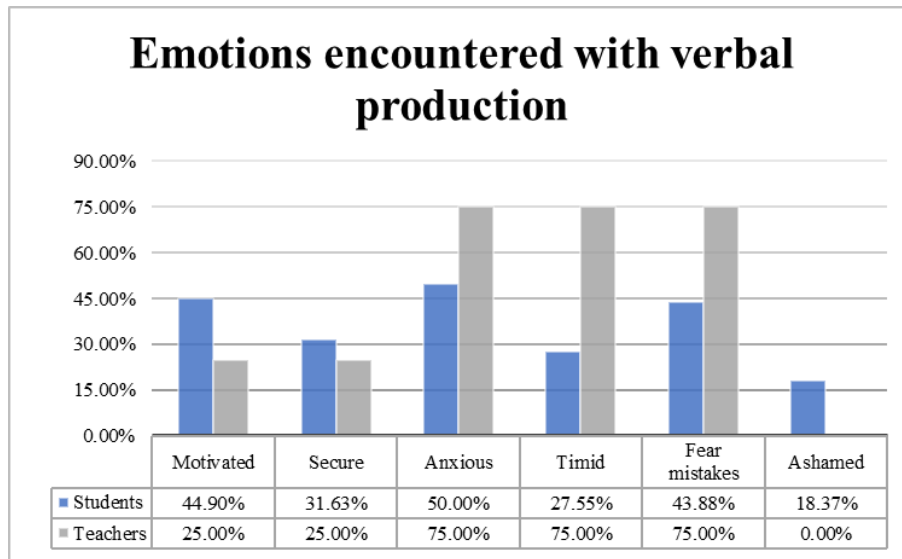
The instrument's results demonstrate that 50.00% of the students experience anxiety when they have to speak. Also, females reflect lower percentages of the positive emotions (Motivation and Security) than their male fellows. Another tendency is that the fear of making mistakes and ashamedness increase among students as they progress since they are more self-aware of the proper use of the language, and so are their classmates.

Emotions encountered with verbal production per gender

	Motivated	Secure	Anxious	Timid	Fear mistakes	Ashamed
Female	34.69%	28.57%	65.31%	32.65%	51.02%	28.57%
Male	55.10%	34.69%	34.69%	22.45%	36.73%	8.16%
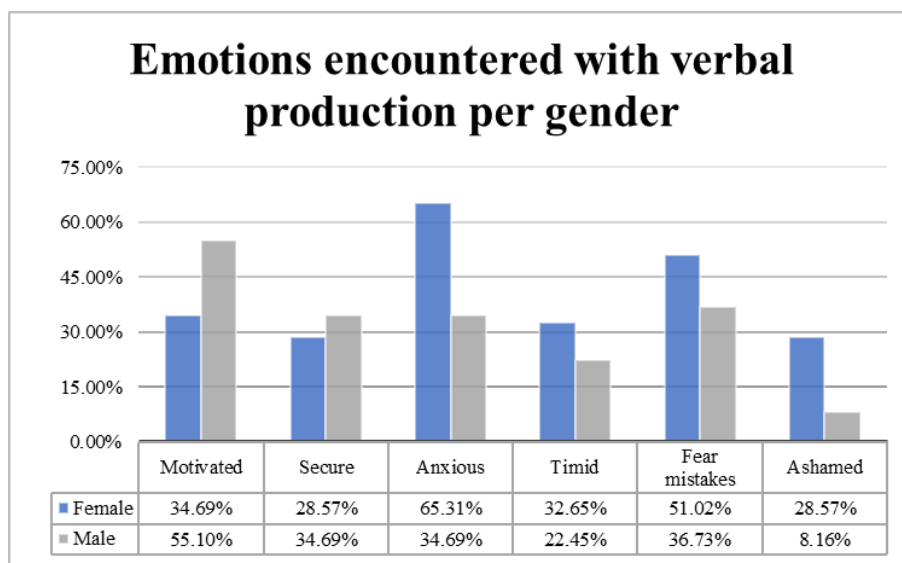
➢ **Graphic 1.5 External Factors affecting oral production**

External Factors affecting oral production

	Limited time	Pressure	Audience respect	Motivation	Security	Anxiety	Topical knowledge	Language knowledge
■ Students	25.51%	53.06%	17.35%	32.65%	31.63%	29.59%	36.73%	43.88%
■ Teachers	25.00%	25.00%	0.00%	0.00%	100.00%	50.00%	50.00%	100.00%
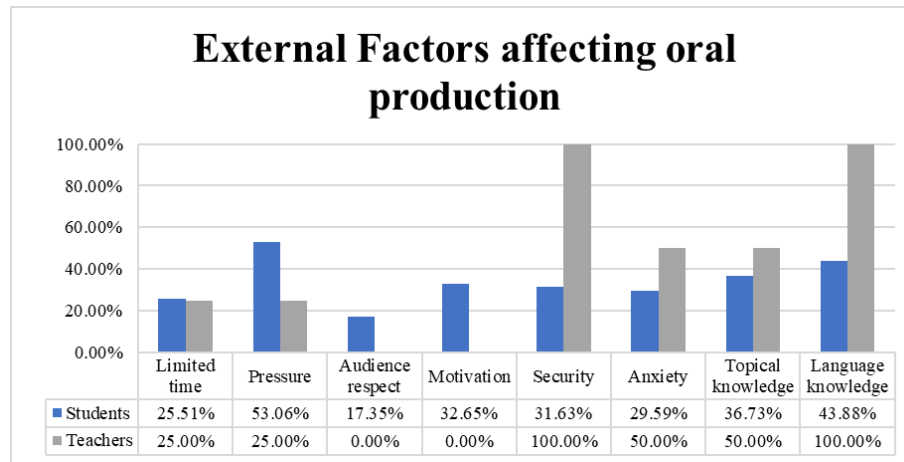
This item helps the researchers notice that 53.06% of students experience pressure to do a good job, which demonstrates that they are committed to develop their speaking skills. The second most selected factor is language knowledge, affecting a 43.88% of the population, and becoming more common as levels increase and they can identify their own mistakes. Furthermore, the older the students the more self-confident and anxious they become.

Language knowledge per level

	Level 2	Level 3	Level 4	Level 5
Language Knowledge	31.25%	42.86%	48.00%	48.28%
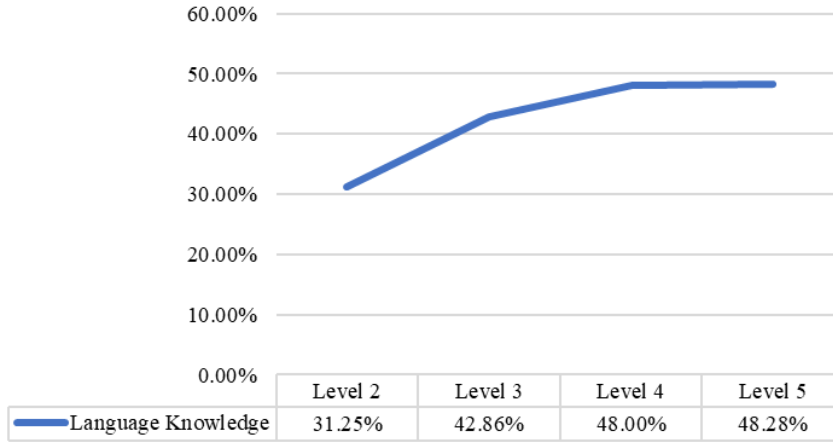
Insecurity and anxiety per age

	Age 13	Age 14	Age 15	Age 16	Age 17
Insecurity	27.27%	27.59%	25.00%	44.44%	40.00%
Anxiety	30.30%	31.03%	25.00%	27.78%	30.00%
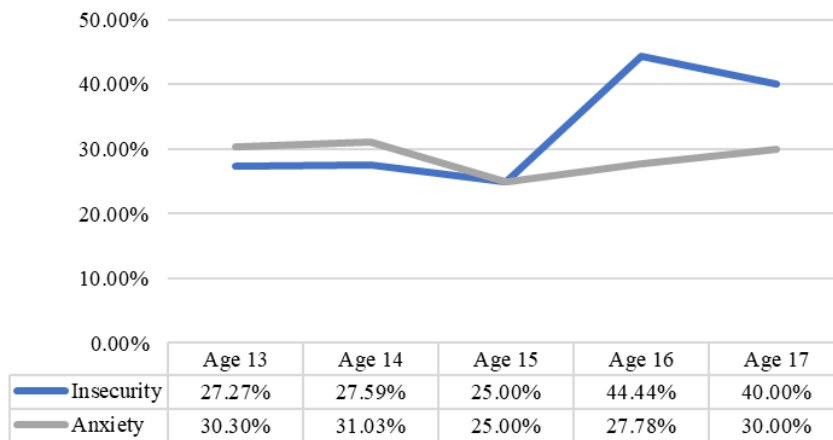
➢ **Graphic 1.6 Challenges affecting oral production**

Challenges affecting oral production

	Making Mistakes	Criticism	Nothing to say	Motivation	Cannot speak	Spanish usage	Shiness
■ Students	86.73%	38.78%	34.69%	10.20%	6.12%	14.29%	44.90%
■ Teachers	50.00%	75.00%	50.00%	0.00%	25.00%	25.00%	100.00%
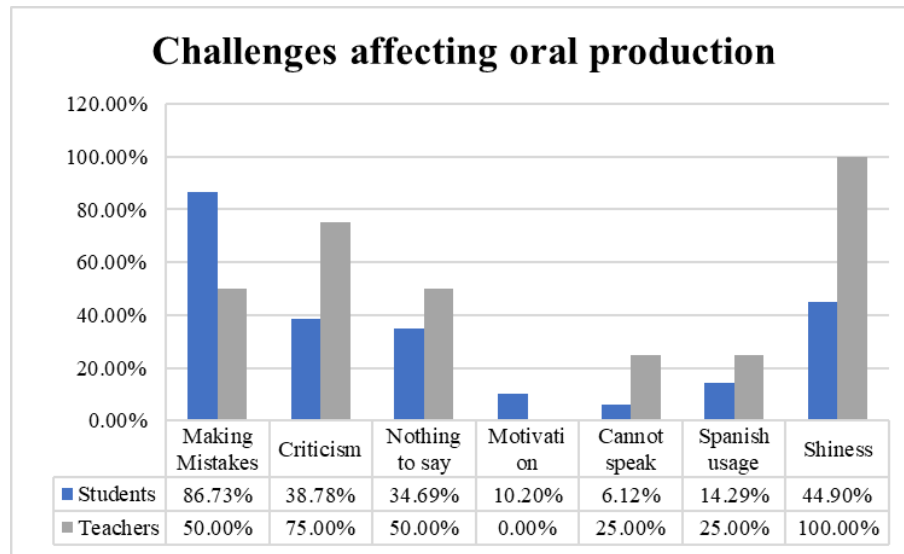
It can be identified that the teachers' perception is that shyness is the main internal factor on their students (all indicated that item). Nevertheless, 86.73% of the students marked that making mistakes is actually their biggest concern, which means that the teacher's focus is misplaced as they focus on shyness. Looking at the gender differences, criticism and shyness are very sensitive issues for males, which means they are concerned about the opinion that others have on them and will be unwilling to participate. On the other hand, as levels increase their complexity, the students' fear of making mistakes and shyness grow within them since they now not only have to use the given structures but create their own sentences.

Challenges affecting oral production per gender

	Making Mistakes	Criticism	Nothing to say	Motivation	Cannot speak	Spanish usage	Shiness
Female	87.76%	36.73%	34.69%	10.20%	10.20%	20.41%	48.98%
Male	85.71%	40.82%	34.69%	10.20%	2.04%	8.16%	40.82%
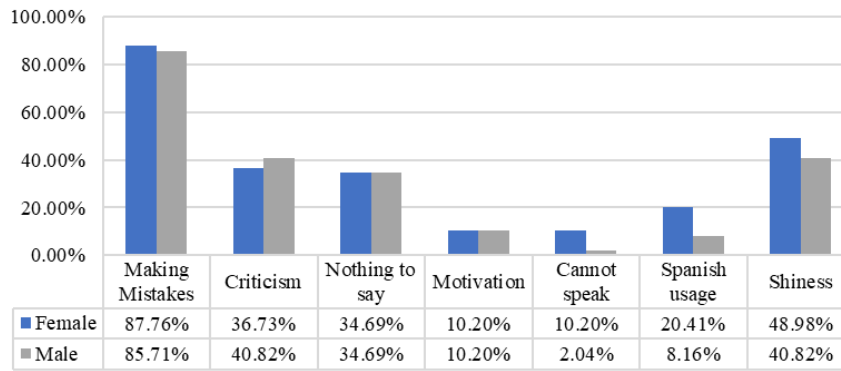
Making mistakes and shiness per level

	Level 2	Level 3	Level 4	Level 5
Making Mistakes	27.27%	27.59%	25.00%	44.44%
Shiness	30.30%	31.03%	25.00%	27.78%
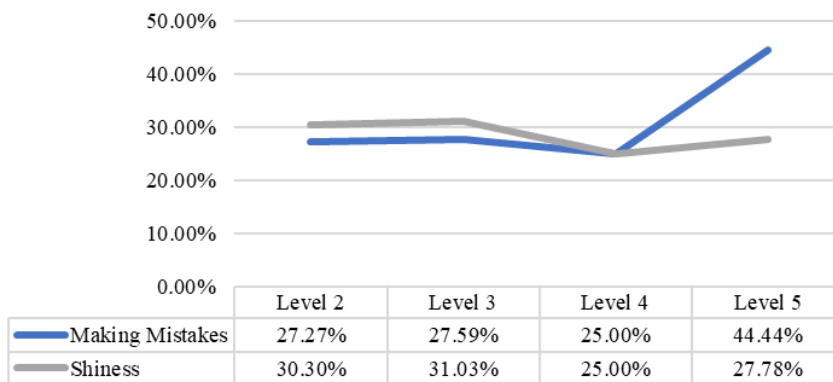
➢ **Graphic 1.7 Linguistic Problems**

Linguistic Problems

	Students	Teachers
■ Lack of vocabulary	64.29%	100.00%
■ Little grammar knowledge	30.61%	50.00%
■ Bad pronunciation	29.59%	50.00%
■ Lack of practice	56.12%	50.00%
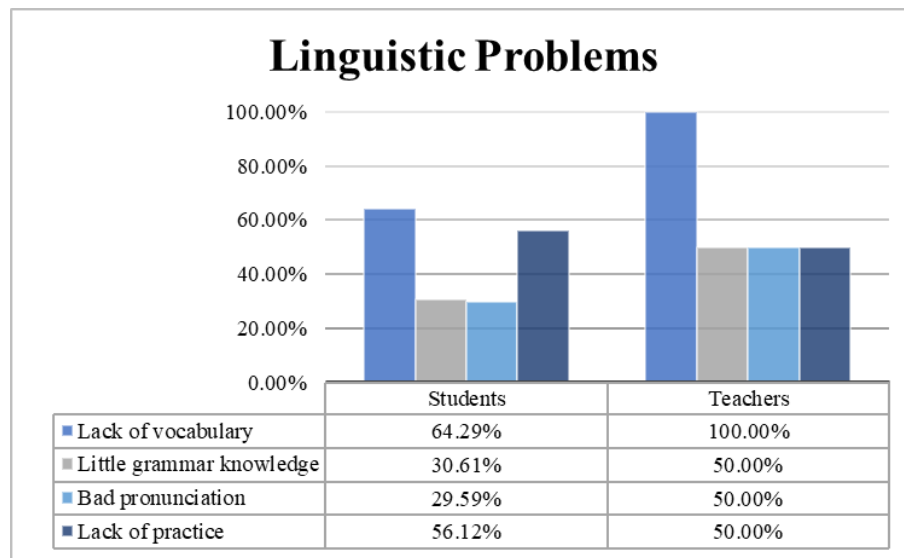
In this question, the students' main concern is that they feel they lack vocabulary (64.29%), number that increases in the female population (73.47%). The male population, on the other hand, acknowledged in a 59.18% that their main issue is the lack of practice. Also, students indicated that grammar becomes less of a concern as they progress.

Linguistic Problems per gender

	Male	Female
■ Lack of vocabulary	73.47%	55.10%
■ Little grammar knowledge	36.73%	24.49%
■ Bad pronunciation	28.57%	30.61%
■ Lack of practice	53.06%	59.18%
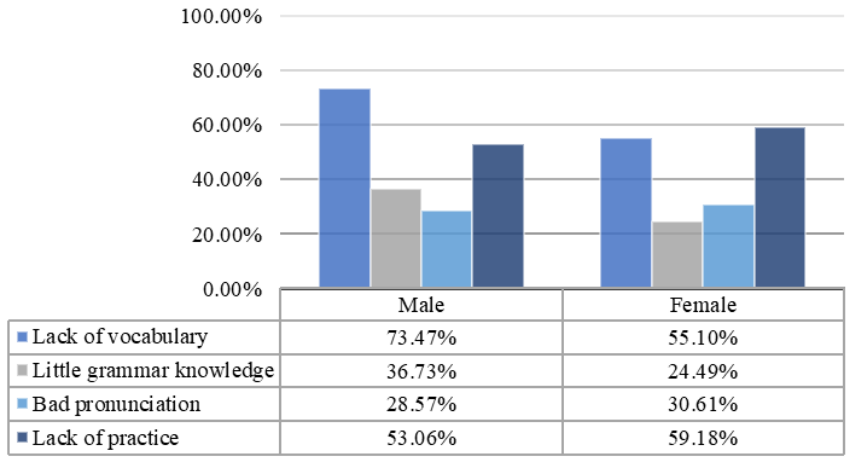
Grammar structure issues per level
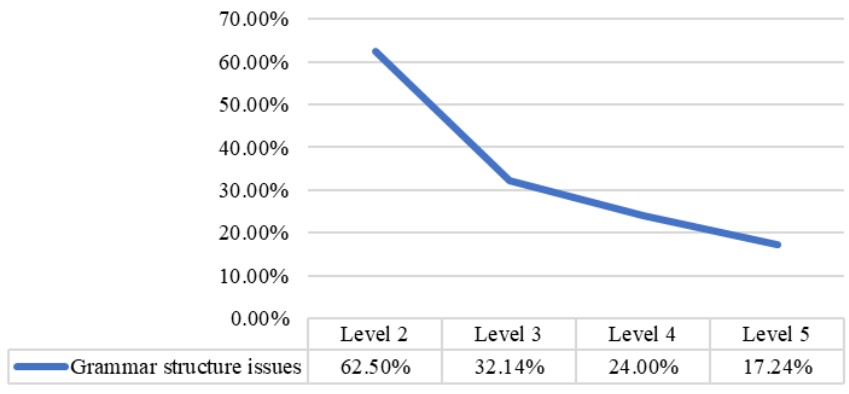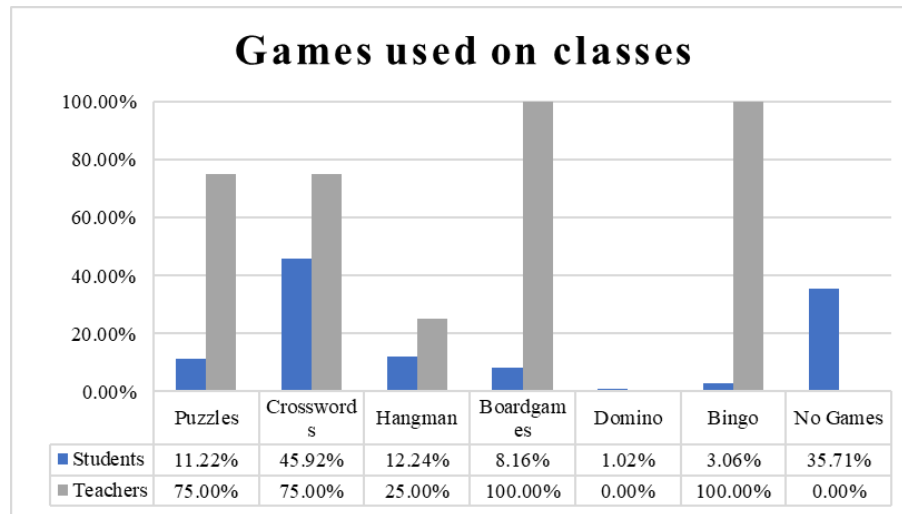
	Level 2	Level 3	Level 4	Level 5
Grammar structure issues	62.50%	32.14%	24.00%	17.24%

➢ **Graphic 1.8   Games**

Games used on classes

	Puzzles	Crosswords	Hangman	Boardgames	Domino	Bingo	No Games
■ Students	11.22%	45.92%	12.24%	8.16%	1.02%	3.06%	35.71%
■ Teachers	75.00%	75.00%	25.00%	100.00%	0.00%	100.00%	0.00%

Games allow students to communicate in English in a realistic, fun and motivating way within the game and to use diverse language skills as they make in-game decisions; furthermore, teachers can greatly benefit the students by sharing with the group the communication difficulties teachers may notice (Berger, 2016). In this item a 35.71% of the students claim that no games are used, whereas their classmates from the very same classroom indicate otherwise. This means that teachers must work on the students' perception and timing on the games they practice. This will ensure the time used for games benefit all students motivation and performance.

➢ **Graphic 1.9 Insecurity when making oral production**

Insecurity when making oral production

	Always	Usually	Sometimes	Rarely	Never
■ Students	1.02%	15.31%	53.06%	19.39%	11.22%
■ Teachers	0.00%	0.00%	100.00%	0.00%	0.00%
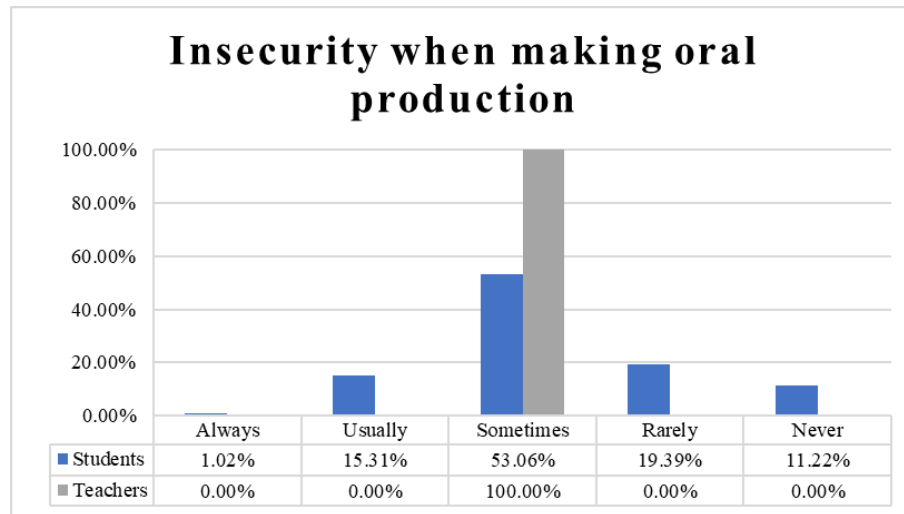
Insecurity in students decreases along with the level progress from a 93.75% in level 2 to a 79.31% by the time they reach level 5. Another variable found in this section was gender since female students feel more insecure than male selecting 75.51% answers between sometimes to always. Male students instead selected the same range only 63.27% of the times (Always was not marked by any male).

Insecurity when making oral production per level
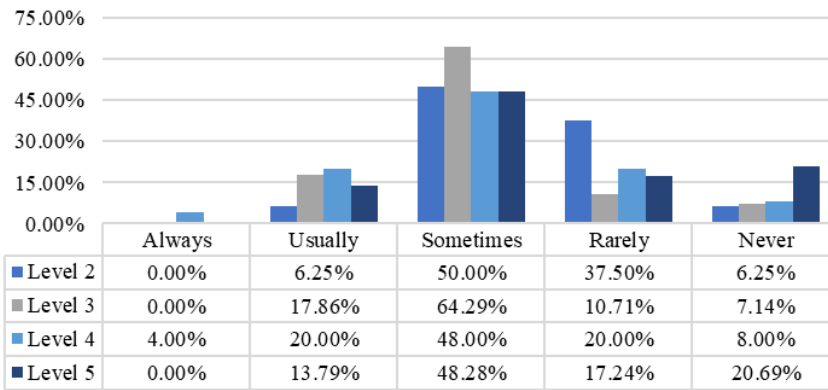
	Always	Usually	Sometimes	Rarely	Never
Level 2	0.00%	6.25%	50.00%	37.50%	6.25%
Level 3	0.00%	17.86%	64.29%	10.71%	7.14%
Level 4	4.00%	20.00%	48.00%	20.00%	8.00%
Level 5	0.00%	13.79%	48.28%	17.24%	20.69%

Insecurity when making oral production per gender

	Always	Usually	Sometimes	Rarely	Never
Female	2.04%	20.41%	53.06%	14.29%	10.20%
Male	0.00%	10.20%	53.06%	24.49%	12.24%

Classmates' intimidation

	Always	Usually	Sometimes	Rarely	Never
Students	8.16%	14.29%	39.80%	22.45%	15.31%
Teachers	0	0	75.00%	25.00%	0
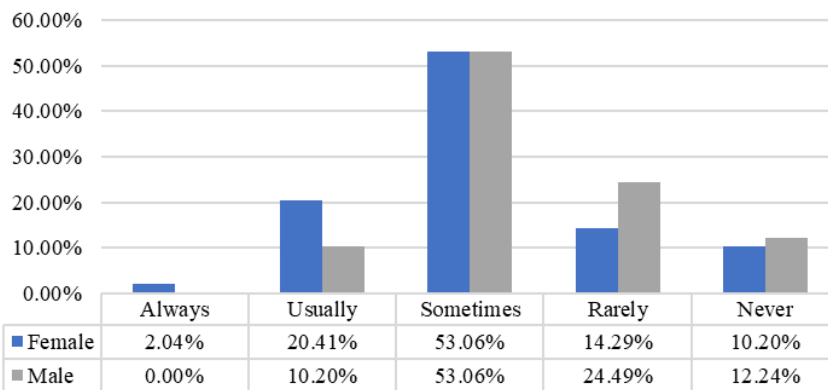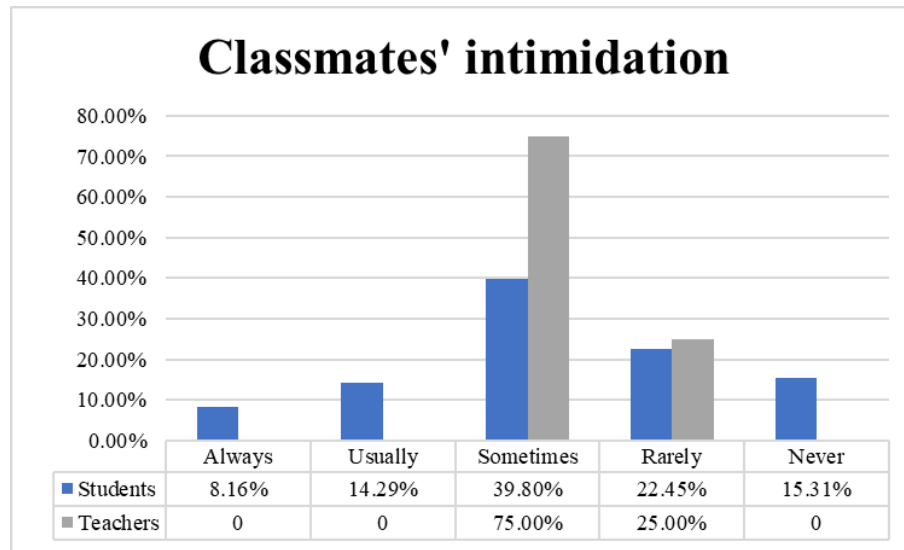
Almost one in every four students (22.45%) ranges from usually to always. Also, a 62.24% (69.39% in the female population) answered between sometimes to always, which must be a "wake up call" to the teachers, contrasting their responses from those of their students. Having this into consideration, they can avoid to indirectly generate situations in pair or group practice that accentuates this issue as students with a lower performance will feel intimidated if they have to work with someone with a higher level.

Classmates' intimidation per gender

	Always	Usually	Sometimes	Rarely	Never
Female	12.24%	20.41%	36.73%	24.49%	6.12%
Male	4.08%	8.16%	42.86%	20.41%	24.49%
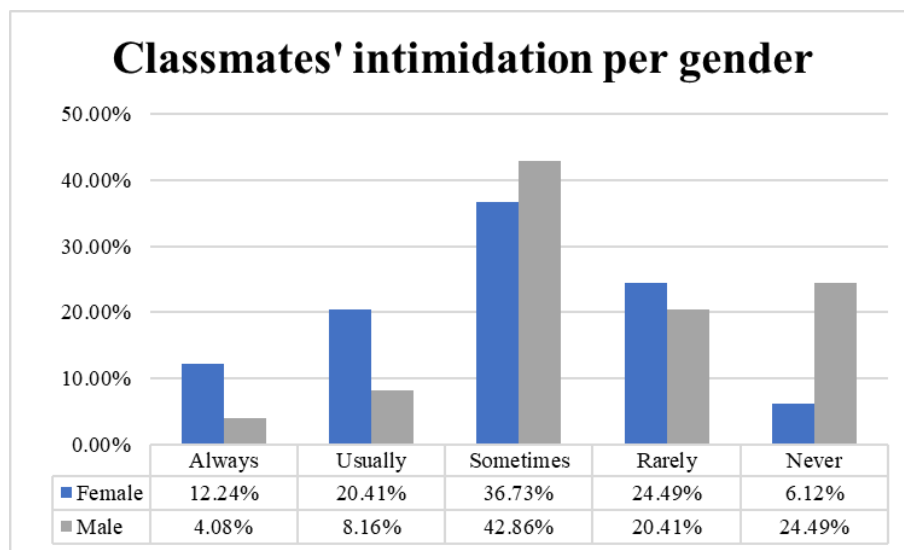
➢ **Graphic 1.11 Practice and Evaluation activities**

Practice and evaluation activities

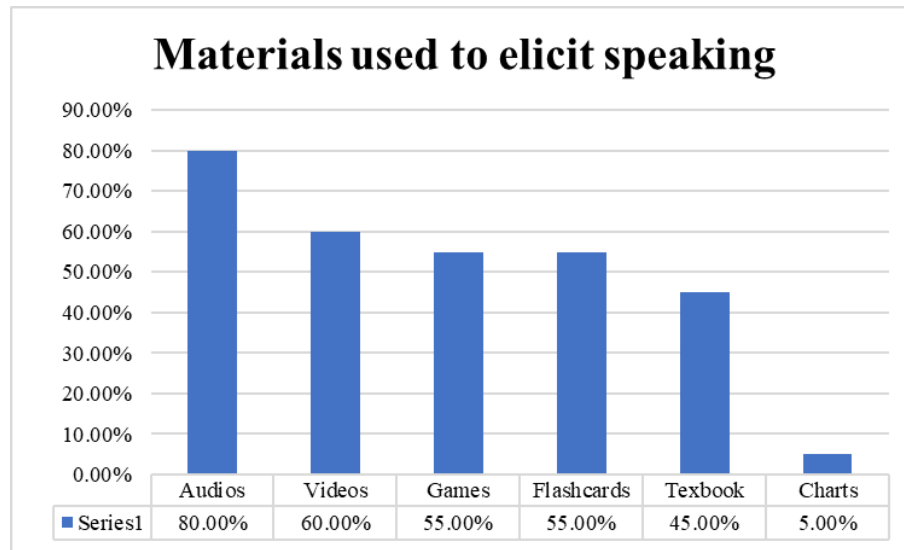|	Role-plays	Conversations	Discussions	Speeches	Interviews	Creating a video
■ Practice	65.00%	75.00%	35.00%	55.00%	70.00%	0.00%
■ Evaluation	45.00%	55.00%	30.00%	75.00%	85.00%	10.00%
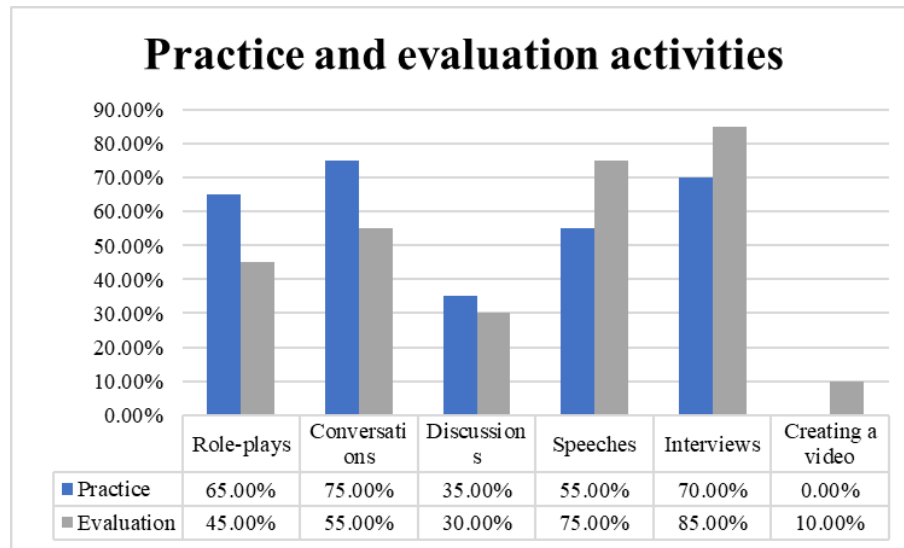
It can be noticed that teachers use the following practice activities: conversations, interviews and role-plays. They do so with the first two (conversations and interviews) because that allows them to control the activities in large groups and also have students help each other; role-plays on the other hand provide real-life situations that help students relate to what they are learning. Nevertheless, at the time of evaluation teachers focus on interviews and speeches. This demonstrates a discrepancy between how students are being assessed and how they are being evaluated, which does not allow them to show their true potential in an activity they are not used to do. Also, this low performance in the activities they should be performing their best, but they cannot, diminishes their motivation and confidence in their speaking skills.

➢ **Graphic 1.12 Materials used to elicit speaking production**

Materials used to elicit speaking

	Audios	Videos	Games	Flashcards	Texbook	Charts
Series1	80.00%	60.00%	55.00%	55.00%	45.00%	5.00%

Based on their responses, the materials that are used the most among teachers are audios and videos. It is not until the third position to find an interactive material, which is games. This is concerning because audios and videos solely provide input yet are commonly used simply to answer a few questions and not to generate class discussion. This tendency makes students able to grasp most of what is being said (improve their listening skills) but is certainly unlikely to improve their speaking skills.

CHAPTER V: ANALYSIS OF THE RESULTS

5.1 Research findings

General Research Question

What are the factors that affect student's English speaking performance from teens English Program, Levels 2-5, at CENIUES, year 2019?

In order to be able to provide an answer to all the research questions, the researchers made use of questionnaires which were addressed to students and teachers involved in the population. Based on the information gathered, the relevance of the internal and external factors in the student´s speaking performance is beyond description.

The findings encountered with the questionnaires' results indicated that the first external factor that affects students' speaking performance is the pressure to do well in their speaking performance. This highlights how students are very concerned about performing well in all evaluations and during class time. Nevertheless, teachers expressed on their questionnaire that their students' pressure to do well was one the least impactful factors. Students' second greatest concern on their external factors was the language knowledge gaps they have when trying to express themselves in English. And last but not least, the third most impactful factor was knowledge about the topic which, from a learning process viewpoint, triggers a big impact towards the learning progress.

Internal factors play an important role towards the students' speaking performance. Based on the questionnaires' results, students selected Anxiety as the top factor impacting their performance and/or learning process. One thing to take into consideration is that both students and

teachers chose this factor as one of the most impactful one. The second most selected factor by students was the Lack of motivation they have, which based on their teachers' perception, was not one of them. And the third one, yet not least important, was that students fear making mistakes, even though making them is also part of the learning process.

5.2 Specific Research Questions

1. **How do internal and external factors affect students' speaking performance?**

As previously mentioned, internal and external factors impact students' speaking performance in several manners. The external factors found such as gaps of knowledge about the language and the topic being reviewed affects the students overall performance, making them feel pressured to perform well in evaluations, and assignments or tasks yet being incapable to succeed on them. Henceforth, this correlates with all internal factors to become a detonator of why students do not feel motivated, fear making mistakes, feel anxious and/or worried all the time even during practice time or at the moment of participating in class.

These factors interacting with each other generates stress in students, in addition to that generated by their parents and peers expectations making them lose all interest in learning, taking away possible positive emotions from the learning experience. As a result, students will not practice in class or at home, which will not allow them to improve. This will cause a deficient speaking performance, or students to abandon the courses.

2. Which are the linguistic and non-linguistic problems that students encounter when speaking?

In the results, students and teachers agreed that the first linguistic problem they face is the lack of vocabulary when trying to produce the language. This problem is related to the second one, being that students are not provided enough practice to the point of ensuring that students can indeed produce the language making use of what is being learned in class. This would serve the purpose of having all students improve drastically their speaking performance. And last but not least, the poor knowledge about grammatical structures to make use of them when speaking.

Regarding the non-linguistic problems, the most important aspect was that students feel worried about making mistakes, and this problem not only impacts the time they take to complete a certain task but also the students' participation level in the class. The following answer selected by the students to which all teachers agreed is the students' shyness, which comes much related to the first non-linguistic problem, since they feel afraid of making mistakes. Therefore, students' low class participation reduces their possibilities to learn the language. The third non-linguistic problem is that the students are afraid of being criticized by their classmates in the case they make a mistake on their answers, or when mispronouncing a word, and the like.

3. How is language performance currently assessed at CENIUES?

In the questionnaires, alignment was found on regards of the evaluation level that is administer to the students and the teachers, since the vast majority of the students and all teachers consider that the level that they are being evaluated is appropriate to the level they are taking. Now, in regard to the activities used to perform evaluations, teachers normally rely on interviews and speeches. This actually demonstrates a discrepancy between how students are being taught and

how they are being evaluated since for practice, teachers use the following activities: conversations, interviews and role-plays.

This lack of correlation does not allow students to show their true potential in an activity they are not used to do. The practice activities could just be memorized or are done in a passive way meanwhile the evaluation activities require them to actually express themselves in their own, with little to no time to think.

CHAPTER VI: CONCLUSIONS

Conclusions

The research was focused on the internal and external factors affecting students speaking performance. Henceforth, thanks to the data collected, it is possible to come to very clear conclusions on this regard.

➢ The internal and external factors are critical in order to understand how students learn the language, and successfully knowing how they work and affect students learning will allow both teachers to promote a more productive speaking environment and students to have an overall better performance in their speaking abilities.

➢ Based on this research results, it can be determined that anxiety, fear of making mistakes, and motivation are the internal factors that affect students' performance when speaking. It was evident that teenagers are very susceptible to these factors, but more important girls are more affected by the negative factors. They are more focus in what the others think about them and this creates stress and anxiety in a higher level than boys.

➢ On the other hand, students main external factor affecting their speaking performance is the lack of practice, both because English is a foreign language, with little to no relevance on their daily lives, and because the majority of students practice time outside the classroom is about an hour.

➢ The students' most relevant linguistic problem is vocabulary and the most important non-linguistic factor is the inhibition or shyness students have. Therefore, the research determined that: since students lack enough vocabulary or the proper wording to express themselves, they will be unwilling to participate as much as they could.

- As the students' level increases, the fear of making mistakes and shyness increase on the students also grow among them.

- Making a comparison of the teacher's questionnaires and the students answers a discrepancy was found: According to the teachers, the paper material is the one they use the least in order to promote speaking. They indicated audios, videos and games as the most used in the classroom. On the other hand, according to the students no games are used to allow them to speak.

- The internal and external factors interacting with each other generate stress and anxiety in students. The negative impact of the internal and external factors can take away possible positive emotions from the learning experience. As a result, students will not practice in class or at home, which will not allow them to improve. This can generate a low speaking performance, or students to abandon the courses due to their low grades since students are not assessed in the same way they practice. Whereas student's practice time during class only consists of activities that can simply be "parroted back" (conversations, interviews and role-plays), the evaluation consists of them creating and interacting in English with each other (interviews and speeches), which causes frustration among them.

- Based on Jean Piaget's theory "The Psychology of Intelligence", when teenagers start managing abstract thinking, the individual starts to create a sense of insecurity and to feel fear of critics, being susceptible of their internal emotions and afraid of making mistakes. This was proven to be true on this research's findings.

CHAPTER VII: RECOMMENDATIONS

Recommendations

Having identified all the internal and external factors that affects students' speaking performance, the following recommendations were created in order to help all teachers and students involved to overcome them.

7.1 Teachers

➢ The role of the teacher is crucial to create motivation in the students. Lack of confidence and poor vocabulary are the external factors that the teacher can work with. By using positive language with the students, teachers can make them feel more and more comfortable when speaking in the class, as well as using a proper technique to correct them when needed. Learning vocabulary could be tedious for the students; however, with the proper approach it can be also fun. Teachers can use games, roleplays flashcards, etc. to make students use the lesson's vocabulary and make them relate that to their daily life so it is internalized without making them feel that they are memorizing terms.

➢ Internal factors play an important role towards the students' speaking performance. Based on questionnaire results, Anxiety is the top factor impacting their performance and learning process. Based on the questionnaire's results, teachers must always look for ways to have a classroom free of anxiety. Teachers can promote an environment where all the students can help each other. Some students also develop anxiety because they feel uncertain about being able to speak the second language; in these cases, teachers can show those students that it is just a matter of time before start producing the language. The second most selected factor was the lack of motivation. In order to avoid this, teachers can provide some

motivation talks so students feel confident that they will make it, given sufficient time investment and dedication to the learning process. Teachers must be aware of the type of students they have since there are students that want to be there and others whose parents are forcing them to learn a second language. In any case, a good teacher can show students that learning a second language is by no means boring, and that being bilingual can open lots of professional opportunities in the future. The third most important factor was that students fear making mistakes. This can be easily addressed by showing students that making mistakes is part of learning a second language; therefore, they can feel more comfortable producing the target language.

➢ In the research carried out there was a big discrepancy between the teachers' and students' answers. On one hand, teachers answered that a lot of games were used in the classroom, providing a high frequency for most of the options. On the other hand, there is a 35.71% of students that stated no games were used as part of the teachers' teaching methodology. This is more than the one out of every three students. It is extremely important to prioritize that teaching a second language be different from the other traditional subjects. Games allow students to communicate in English in a realistic, fun and motivating way within the game and to use diverse language skills. Teachers must always make time in their class for activities that create an environment where students can share opinions, ask doubts, and provide experiences. As well, the student can feel more comfortable making mistakes, in order to avoid stress and anxiety; by doing this, the learning process will become more enjoyable for the student.

7.2 Students

➢ Students and their actions are essential for their own learning process and their speaking performance. Based on results obtained, the amount of time that most of the students invest studying is in an average of 15 to 60 minutes which brings the attention to the 56.12% of the students that selected that their practice time is not enough. This highlights a tremendous area of opportunity for students side since the practice must not only be done only in class time but also at home; by investing 30 more minute or a bit more of their time to practice at home their vocabulary, participation, and confidence will show a noticeable improvement.

CHAPTER VIII: BIBLIOGRAPHY AND WEBIOGRAPHY

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ANNEXES

8.3.1 Teacher´s Questionnaire

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

Teacher´s Questionnaire

Objective: This questionnaire is designed to determine the "Factors that affect the speaking performance of the students from Levels 2-5 of the Teens English Program at CENIUES, year 2019". Your assistance in filling the following questions is greatly appreciated.

Instructions: Please put a check (✔) inside the box beside your answer.

<u>**Generalities**</u>

1. Level you teach: ☐ 2 ☐ 3 ☐ 4 ☐ 5

2. How confident do your students look when they speak in English?
- € Very Much
- € Enough
- € Little
- € Very insecure

3. How many hours do your students practice speaking English in their free time in a weekly basis?
- € They only practice in class
- € Between 15 minutes and 1 hour
- € Between 1 and 2 hours
- € Between 2 and 3 hours
- € 3 or more hours

4. In your opinion, what is the average level you consider that your students have in their speaking skills?
- € Higher than the level they are currently taking
- € Appropriate to the level they are currently taking

€ A little lower than the level that they are currently taking

€ Lower than the level they are currently taking

5. What emotions do you identify on your students when they have to speak in class? (More than one answer is possible)

€ Motivated

€ Confident

€ Anxious/Nervous

€ Timid

€ Afraid of making mistakes/Insecure

€ Embarrassed/Ashamed

6. Please select all the factors from the list below that affect your students' speaking performance: (More than one answer is possible)

€ Time allowed for preparation of a specific task

€ Pressure to perform well

€ Listeners' support/respect

€ Motivation to speak

€ Confidence

€ Anxiety

€ Knowledge of the topic

€ Language knowledge

7. Please select the challenges your students have had when they have spoken in English: (More than one answer is possible)

€ They are worried about making mistakes

€ They are fearful of criticism or losing face

€ They cannot think of anything to say

€ They have no motivation to express themselves

€ They speak very little or not at all

€ They use Spanish

€ They are shy.

8. Please indicate if your students have faced any of the following linguistic issues when trying to speak English: (More than one answer is possible)

€ Lack of vocabulary

€ Poor grammar knowledge

€ Bad/poor pronunciation

€ Lack of Practice

9. Do your students seem insecure before saying something in English?
€ **Yes**
€ **No**

    If your answer is "**No**", please answer the next question with "**Never**".

10. How often does it happen?
€ Always
€ Usually
€ Sometimes
€ Rarely
€ Never

11. How often do your students seem to feel intimidated when their classmates are better at speaking than they are?
€ Always
€ Usually
€ Sometimes
€ Rarely
€ Never

12. Please indicate if you use any of the following games to promote student's speaking abilities (More than one answer is possible)
€ Puzzles
€ Crosswords
€ Hangman
€ Boardgames
€ Domino
€ Bingo
€ I do not use games in class
€ Other, please specify: _____

13. Please label from 1 to 6 (being 1 the highest score) for the evaluation strategies listed below that you use for your students to *practice* their speaking abilities
€ Role-plays
€ Conversations
€ Discussions
€ Speeches
€ Interviews
€ Creating a video
€ Other, please specify: _____

14. Please label from 1 to 6 (being 1 the highest score) for the evaluation strategies listed below that you use to *measure* student's speaking abilities

- € Role-plays
- € Conversations
- € Discussions
- € Speeches
- € Interviews
- € Creating a video
- € Other, please specify: _____

15. Please label from 1 to 6 (being 1 the highest score) the below options to indicate which of the teaching materials listed below has been provided to students in order to promote speaking in the class

- € Textbook
- € Flashcards
- € Charts
- € Videos
- € Audios
- € Games
- € Other, please specify: _____

16. In your opinion, which is the most difficult challenge your students face when speaking English:

_____

_____

_____

_____

Thank you very much for taking your time to complete this survey!

8.3.2 Students' Questionnaire

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

Students' Questionnaire

Objective: This questionnaire is designed to determine the "Factors that affect the speaking performance of the students from Levels 2-5 of the Teens English Program at CENIUES, year 2019". Your assistance in filling the following questions is greatly appreciated.

Instructions: Please put a check (✔) inside the box beside your answer.

Generalities

1. Gender:	**2. Level:**	**3. Age:** ☐ 12 ☐ 13
☐ Female	☐ 2 ☐ 3	☐ 14 ☐ 15
☐ Male	☐ 3 ☐ 4	☐ 16 ☐ 17

4. **How confident do you feel when you speak in English?**
   - € Very Much
   - € Enough
   - € Little
   - € Very insecure

5. **How many hours do you practice speaking English in your free time in a weekly basis?**
   - € I only practice in class
   - € Between 15 minutes and 1 hour
   - € Between 1 and 2 hours
   - € Between 2 and 3 hours
   - € 3 or more hours

6. **In your opinion, what is the level used by your English teacher in order to evaluate your speaking skills?**
   € Higher than the level I am currently taking
   € Appropriate to the level I am currently taking
   € A little lower than the level that I am currently taking
   € Lower than the level I am currently taking

7. **How do you feel when you have to speak in class? (More than one answer is possible)**
   € Motivated
   € Confident
   € Anxious/Nervous
   € Timid
   € Afraid of making mistakes/Insecure
   € Embarrassed/ashamed

8. **Please select all the factors from the list below that affect your speaking performance: (More than one answer is possible)**
   € Time allowed for preparation of a specific task
   € Pressure to perform well
   € Audience's support/respect
   € Motivation to speak
   € Confidence
   € Anxiety
   € Knowledge of the topic
   € Language knowledge

9. **Please select the challenges you have had when you have spoken in English: (More than one answer is possible)**
   € You are worried about making mistakes
   € You are fearful of criticism or losing face
   € You cannot think of anything to say
   € You have no motivation to express yourself
   € You speak very little or not at all
   € You use Spanish
   € You are shy.

10. Please indicate if you have faced any of the following linguistic issues when trying to speak English: (More than one answer is possible)
- € Lack of vocabulary
- € Poor grammar knowledge
- € Bad/poor pronunciation
- € Lack of Practice

11. Please indicate if your teacher uses any of the following games to promote your speaking abilities: (More than one answer is possible)
- € Puzzles
- € Crosswords
- € Hangman
- € Boardgames
- € Domino
- € Bingo
- € He/she does not use games in class
- € Other, please specify: _____

12. Do you feel insecure before saying something in English?
- € Yes
- € No

  If your answer is "**No**", please answer the next question with **"Never"**.

13. How often does it happen?
- € Always
- € Usually
- € Sometimes
- € Rarely
- € Never

14. How often do you feel intimidated when your classmates are better at speaking than you are?
- € Always
- € Usually
- € Sometimes
- € Rarely
- € Never

Thank you very much for taking your time to complete this survey.

8.3.3 Spanish version of Students' Questionnaire

UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
DEPARTAMENTO DE IDIOMAS EXTRANJEROS

Cuestionario para los estudiantes

Objetivo: El cuestionario a continuación ha sido creado con la finalidad de determinar los factores que afectan el desarrollo del habla en el Idioma Ingles de los estudiantes del programa de adolescentes CENIUES de la Universidad de El Salvador de los niveles 2 al 5, año 2019. Su colaboración en contestar las siguientes preguntas será de mucha ayuda para ejecución del proyecto de investigación.

Instrucciones: Por favor agregue un cheque (✔) en el cuadro a la par de su respuesta a cada una de las siguientes preguntas.

Generalidades

1. Genero:
☐ Femenino
☐ Masculino

2. Nivel:
☐ 2 ☐ 3
3 ☐ 4 ☐

3. Edad: ☐ 12 ☐ 13
☐ 14 ☐ 15
16 ☐ 17 ☐

4. **¿Qué tan seguro se siente al hablar en Inglés?**
   € Mucho
   € Lo suficiente
   € Poco
   € Muy inseguro

5. **En su tiempo libre, ¿Cuantas horas a la semana dedica para practicar hablar en Inglés?**
   € Solo practico en clase
   € Entre 15 minutos y 1 hora
   € Entre 1 y 2 horas
   € Entre 2 y 3 horas
   € 3 horas o más

6. En su opinión, ¿Cuál es el nivel que su profesor de Inglés usa para evaluar sus habilidades al hablar en Inglés?
- € Un nivel más alto que el que estoy cursando
- € Apropiado para el nivel que estoy cursando
- € Un poco más bajo que el nivel que estoy cursando
- € Muy bajo para el nivel que estoy cursando

7. ¿Cómo se siente al hablar en Inglés en clase? (Puede seleccionar más de una respuesta)
- € Motivada/o
- € Segura/o
- € Ansiosa/o ó Nerviosa/a
- € Timido/a
- € Con miedo de cometer errores ó Inseguro/a
- € Con pena ó Avergonzada/o

8. Por favor seleccione todos los factores de la siguiente lista que afectan su desempeño al hablar en Ingles: (Puede seleccionar más de una respuesta)
- € Tiempo limitado para preparar el trabajo
- € La presión de hacer bien un buen trabajo
- € El apoyo de la audiencia o respeto
- € La motivación para hablar
- € Seguridad
- € Ansiedad
- € Manejo del tema
- € Conocimiento del Idioma

9. Por favor seleccione los desafíos con los cuales se ha enfrentado al hablar en Inglés: (Puede seleccionar más de una respuesta)
- € Le preocupa cometer errores
- € Teme ser criticado o de sufrir de pánico escénico
- € No sabe que decir
- € No se siente motivado a expresarse
- € Habla muy poco o nada en lo absoluto
- € Habla en español
- € Timidez

10. Por favor seleccione con cual o cuales de los siguientes desafíos del lenguaje se ha enfrentado al hablar en Inglés: (Puede seleccionar más de una respuesta)
- € Falta de vocabulario

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- € Pobre conocimiento de gramática
- € Mala/poca pronunciación
- € Falta de práctica

11. Por favor indique si su profesor utiliza alguno de los siguientes juegos para desarrollar sus habilidades al hablar en Ingles?
- ☐ Rompecabezas
- ☐ Crucigramas
- ☐ Ahorcado
- ☐ Juegos de mesa
- ☐ Domino
- ☐ Bingo
- ☐ No utiliza juegos
- ☐ Otro, por favor especifique: _____

12. ¿Alguna vez se ha sentido inseguro antes de hablar en Inglés?
- € Si
- € No

Si su respuesta fue **"No"** por favor responda la siguiente pregunta con **"Nunca"**.

13. ¿Qué tan seguido usted se ha enfrentado con dicha situación?
- € Siempre
- € Usualmente
- € Algunas veces
- € Raramente
- € Nunca

14. ¿Con que frecuencia se ha sentido intimidado cuando sus compañeros de clase hablan Inglés mejor que usted?
- € Siempre
- € Usualmente
- € Algunas veces
- € Raramente
- € Nunca

¡Muchas gracias por su tiempo y por completar este cuestionario!

8.4 Permission letter to the coorditator

<div align="right">Lunes 6 de mayo del 2019</div>

Lic. Miguel Ángel Arévalo Acosta

Coordinador del programa de adolescentes de CENIUES

Reciba un cordial y respetuoso saludo de parte de los estudiantes en proceso de grado (Jaqueline Avilés, Kevin Gómez y Elizabeth Rodríguez), esperando todas sus actividades se desarrollen con toda normalidad.

Por medio de la presente los estudiantes del Departamento de Idiomas Extranjeros De La Facultad De Ciencias Y Humanidades, de a la carrera de la Licenciatura En Idioma Inglés Opción Enseñanza En Proceso De Grado, solicitamos de su valioso apoyo para poder (aplicar, pasar)un cuestionarios a los estudiantes de los niveles del 2 al 5 asimismo uno a los profesores de dichos cursos, tomando en consideración que nuestro tema tiene en consideración los factores internos y externos que afectan el desarrollo de los estudiante al hablar Inglés.. Estaremos pendientes para poder coordinar la aplicación del cuestionario en horario que le resulte más conveniente

 De antemano le agradecemos por su valiosa colaboración y, nos despedimos de usted deseándole éxitos en sus labores,

Atentamente.

Br._____

   Jacqueline Beatriz Avilés

Br._____

    Kevin Ernesto Gómez Magaña

Br._____

   Carmen Elizabeth Rodríguez Morales

MsD._____

Claudia vides de Guzmán

Asesora de trabajo de graduación

8.5 Permission letter to the professor

<div align="right">Lunes 6 de abril del 2019</div>

Profesor (a) del programa de adolescentes CENIUES.

Reciba un cordial y respetuoso saludo de parte de los estudiantes en proceso de grado: Jacqueline Avilés, Kevin Gómez y Elizabeth Rodríguez, estudiantes del Departamento de Idiomas de la Universidad de El Salvador.

Por medio de la presente solicitamos de su valiosa colaboración para la realización de un cuestionario relacionado con el tema de investigación. Dicho estudio tiene como principal objetivo conocer los factores internos y externos que afectan el desarrollo para hablar inglés a los estudiantes. Este cuestionario puede ser completado a su conveniencia se lo haremos llegar hasta el salón de clases.

De antemano le agradecemos por su valiosa, deseándole éxito en sus labores.

Atentamente.

Br._____

   Jacqueline Beatriz Avilés

Br._____

    Kevin Ernesto Gómez Magaña

Br._____

   Carmen Elizabeth Rodríguez Morales

MsD._____

Claudia vides de Guzmán

Asesora de trabajo de graduación