

REGIONAL AND MULTIDISCIPLINARY FACULTY

FAREM MATAGALPA_UNAN, MANAGUA



UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA
UNAN - MANAGUA

GRADATION SEMINAR

SUBMITTED TO THE NATIONAL AUTONOMOUS UNIVERSITY OF
NICARAGUA, MANAGUA AS A REQUIREMENT FOR BACHELOR'S DEGREE IN
TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)

Theme:

Instructional Approaches for TEFL Success in Matagalpa's Primary and Secondary
Education, II Semester 2023

Sub-Theme

Factors that affect Speaking Skills Development in the English Study Process in 11th
graders at San Isidro Institute, Matagalpa, during the Second Semester, 2023

Authors:

Félix Alexander Martínez Ortega

Julio César Silva Orozco

Octavio Adolfo Rizo Duarte

Tutor:

MSc. César Enrique López Soza

MATAGALPA, NICARAGUA, NOVEMBER 2023

¡A la libertad por la universidad!

REGIONAL AND MULTIDISCIPLINARY FACULTY

FAREM MATAGALPA_UNAN, MANAGUA



UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA
UNAN - MANAGUA

GRADATION SEMINAR

SUBMITTED TO THE NATIONAL AUTONOMOUS UNIVERSITY OF
NICARAGUA, MANAGUA AS A REQUIREMENT FOR BACHELOR'S DEGREE IN
TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)

Theme:

Instructional Approaches for TEFL Success in Matagalpa's Primary and Secondary
Education, II Semester 2023

Sub-Theme

Factors that affect Speaking Skills Development in the English Study Process in
11th graders at San Isidro Institute, Matagalpa, during the Second Semester, 2023

Authors:

Félix Alexander Martínez Ortega

Julio César Silva Orozco

Octavio Adolfo Rizo Duarte

Tutor:

MSc. César Enrique López Soza

MATAGALPA, NICARAGUA, NOVEMBER 2023

¡A la libertad por la universidad!

Index

Index	I
Dedication.....	III
Appreciation.....	IV
Endorsement letter	V
Abstract.....	VI
I. INTRODUCTION.....	1
II. JUSTIFICATION.....	4
III. RESEARCH OBJECTIVES	5
IV. THEORETICAL FRAMEWORK.....	6
4.1 Factors that Affect Speaking Skills Development	6
4.1.1 Didactic Factors	6
4.1.1.1 Speaking Based Strategy.....	6
4.1.1.2 Frequency Section.....	7
4.1.2 Sociocultural Factors.....	8
4.1.2.1 Oral communication practice	10
4.1.2.2 English in context	11
4.1.3 Reading Practice	13
4.1.3.1 Reading to enhance Speech	14
4.1.4 Attitudinal Factors	15
4.1.4.1 Intrinsic motivation.....	16
4.1.4.2 Extrinsic motivation.....	18
4.1.5 Speaking Skills.....	19
4.1.5.1 Definition	19
4.1.5.2 Importance	19

4.1.5.3 Fluency.....	20
4.1.5.4 Vocabulary	21
4.1.5.5 Pronunciation	22
4.2. English Study Process.....	24
4.2.1. English Language.....	24
4.2.1.2. What is English Language?	24
4.2.1.2 English for work	25
4.2.2 Study Process	26
4.2.2.1 What is study process?.....	26
4.2.2.2 Difficulties that arise when learning to speak English.....	27
V. ANALYSIS AND INTERPRETATION OF RESULTS.....	29
5.1. CONCLUSIONS.....	32
5.2 RECOMMENDATIONS	33
VI. BIBLIOGRAPHY.....	34
ANNEXES	38

Dedication

The present research work is dedicated to our Almighty God, our families and professors.

To our God because he provided us with good health, patience, perseverance throughout our learning process, and enlightened us with wisdom along the way of this study process. Additionally, he has given us ideas to carry out this research and the strength to never give up.

To our professors who were giving us the bread of knowledge through a variety of techniques and strategies which helped us develop our English skills; and what is more, they guided us in values as well, in order to become good professionals for the sake of our nation, Nicaragua.

Finally, but also very important for us, we dedicate this work to our families who motivated and inspired us with words of encouragement to successfully achieve our goal. Specially to our parents, wife, daughter, and siblings who always wished us the best, and supported us to finish our degree.

Appreciation

We would like to express our deepest gratitude to God who guided us in this research process and for giving us the health and wisdom to conclude this important step in our lives.

We also give special thanks to Professor Cesar Lopez, for inspiring us to increase our knowledge on research, and for guiding us on this Graduate Seminar process as a way of graduation to get our bachelor's degree in Teaching English as a Foreign Language (TEFL).

On the other hand, we want to value and recognize the excellent work done by the rest of the teaching staff, who contributed with their knowledge for us to achieve our goal of becoming good professionals.

Finally, but not less important, we thank the crucial role of our families who were always praying for us and motivating us to keep moving until the end of this wonderful and meaningful process of professionalization, thank you all.

Endorsement letter



“2023: Seguiremos Avanzando en Victorias Educativas”

VALORACIÓN DEL TUTOR

El trabajo de Seminario de Graduación elaborado por los Bachilleres **Félix Alexander Martínez Ortega**, carnet número 19608542, **Julio César Silva Orozco**, carnet número 19608289 y **Octavio Adolfo Rizo Duarte**, carnet número 19608410, para optar al título de Licenciado en Ciencias de la Educación con Mención en Inglés, con el tema: **“Factors that affect Speaking Skills Development in the English Study Process in 11th graders at San Isidro Institute, Matagalpa, during the Second Semester, 2023”** responde a las normativas del proceso metodológico de la investigación de la Universidad Nacional Autónoma de Nicaragua – UNAN – Managua (FAREM – Matagalpa), con la adecuada relación entre los objetivos y variables planteadas, la búsqueda documental, el diseño metodológico, los resultados obtenidos y las conclusiones.

El proceso de análisis y discusión de los resultados se realizó tomando en cuenta las variables del estudio, los instrumentos de recolección de información y la bibliografía consultada. Esto facilitó así mismo la elaboración de la propuesta y las conclusiones.

El presente trabajo es el resultado del esfuerzo, dedicación y aprendizaje desde la aplicación de conocimientos adquiridos y la puesta en práctica de los pasos metodológicos de la investigación científica. Por lo tanto, se considera apto para su defensa.

MSc. César Enrique López Soza
Tutor de Seminario UNAN – FAREM Matagalpa

Abstract

This study was conducted to analyze the main factors that affect the speaking skills development in the English Study Process in 11th graders at San Isidro Institute, during the second semester, 2023. To answer the main goal, it was used the qualitative method, the instruments utilized to gather data were a survey applied to students and an interview applied to the teacher. The sample were 26 students and one English teacher. The results demonstrated that there are some specific factors that affect the English-speaking skills achievement such us: social cultural factors, attitudinal factors and also didactic factors. The English class frequency, too many students in the classroom, and the lack of interest in the subject by some students. Although, it was found that most of the students consider as a priority the mastery of the English language for their future life, as well as students and as professional. At the same time, each one of them stated that they need to learn more vocabulary to communicate in English, and this makes them feel fear at the moment to establish conversation with other people who master the language. Because of the results, it was concluded that it is necessary to add more frequency for teaching English, teacher need to motive students to practice the language according to their environment, and also look up some strategies to help students increase their vocabulary. To counter this last point, they were proposed some strategies that teachers might implement in their English class.

Keywords: Factors, speaking skill, English, classroom.

I. INTRODUCTION

Do you as a teacher dream about having a classroom environment of an English class where all learners practice the language without feeling fear? How would you feel if all the strategies applied by you as English instructor made it easier for your students to overcome the barriers that stop them from speaking English the way you desire? It seems to be something difficult to get in a real context, but it is not impossible as long as you know what factors do not allow your students to improve or develop their English-speaking Skills. Here is where it is important to know how to find ways of helping them put into practice the language which will be a powerful tool of communication for them as adults.

English-speaking Skills are one of the most challenging ones at which learners need to master sub-skills such as, fluency, pronunciation, and accuracy to do good at it. However, speaking a language is a skill, like driving a car, playing the piano or learning martial arts, where it is necessary to be in constant practice, and with English language is the same, but in most cases teacher and students struggle with circumstances that do not let them have success with the process.

It is not a secret that English has become one of the most important languages during the last years, and now it is being taught in Nicaragua where most of the schoolers have the opportunities to learn it, however, just a few pupils have been able to learn at least the basic of the language, especially in Speaking Skills; and this is a problem which is also affecting students in 11th grade at San Isidro Institute, since they are having some difficulties to develop the English-Speaking Skills due to some factors. This is a pitiful situation, because they could lose a lot of opportunities that the mastery of English offers in a varied of fields. From the concern exposed previously and with the intention of helping to solve it, the following question is arising.

What are the main factors that affect speaking skills development in the English Study Process in 11th graders at San Isidro Institute, during the second semester 2023?

This research was focused on knowing which are the main factors that could be affecting students with their English-speaking Skills development during their learning process in the classroom and out of it. In response, it was expected to provide other teachers with new information which permits them to have a better perspective on how their students may feel when learning English as a second language, and what could be the significant reasons why they are not able to get used to practicing their oral skills in this language.

The present topic has been previously addressed at an international level, specifically at Universidad Surcolombiana in Neiva, Colombia by Cardozo Duran & Gutiérrez Sánchez, (2015) who concluded that students felt afraid of making mistakes for the lack of vocabulary, being the main cause of that the insufficient amount of time given to the teacher for him to develop the English class with students. At the national level, at UNAN Managua located in Managua, Nicaragua, a study relating to the same research topic was carried out, where Reyes Guadamúz & Prado, (2021), found that students felt fear of making mistakes, shyness, and anxiety, and that their teacher did not performance a good pronunciation when pronouncing some words. Also, at the local level, Luquez Martínez & Palacios García, (2017) students of UNAN-Managua, FAREM Matagalpa carried out research focused on the factors that affected the development of the Speaking Skills. They concluded that a traditional class structure lacking communicative activities, an emphasis on writing and grammar over speaking, a tendency for students to rely on their native language, fear due to limited English vocabulary, inattentiveness in class, and poor study habits were factors that collectively impeded the development of speaking proficiency in learners.

. It is indispensable for teachers and the people who are in charge of the English language teaching to pay more specialized attention to the speaking skills of students with the intention to help them increase their oral communication by all the possible means.

The aim of this research is to analyze the main factors that affect the speaking skills development in the English Study Process in 11th graders at San Isidro Institute, during the second semester, 2023. Likewise, the specific objectives of this research were focused on identifying the

main factors that affect the speaking skills advancement in the English Study Process, evaluating the importance that students give to mastering English-speaking skills in their role as students and for their adult lives in the labor market, and proposing some strategies that strengthen the weaknesses found in the practice of Speaking Skills in the English Study Process.

In order to carry out this study, it was used the qualitative method with quantitative incidences. The philosophy of the research is interpretative, its research design is descriptive, and the type of study is cross-sectional, since it was carried out in a short period of time to accomplish the study in the second semester of 2023.

Previous literature review was consulted as part of the theoretical method to get information from existing literature about the topic of study to get familiar with it, and also the empirical method was used to acquire the new knowledge for which a survey to students and an interview to the teacher were applied to obtain qualitative data regarding the topic Factors affecting the development of English Language Skills at San Isidro Institute specifically with learners of 11th grade “B”. Here it was found a population of 30 people including the teacher, but only 26 students and the teacher was necessary to get the data about the variables of study.

II. JUSTIFICATION

The present research has as purpose to analyze the main factors that affect the Speaking Skills development in the English Study Process in 11th graders at San Isidro Institute, Matagalpa, during the second semester, 2023. But it also seeks to identify which these factors are, in order to help find practical solutions to solve the problem based on scientific knowledge, and some suggested strategies.

Mastering all English language skills proficiently, especially speaking, has become really necessary as this language is considered the primary language of communication across the world. That is why nowadays, it is crucial for teachers to know how they can give assistance to their students for these to be able to improve English-Speaking Skills.

On the one hand, most learners probably do not show much interest in practicing English with their facilitator, but on the other hand, it is possible that this situation obeys to negative elements which teachers ignore. This research will bring to light the potential factors that might be stopping students from having a successful and meaningful development with their Speaking Skills.

Therefore, this investigative study will undoubtedly have a positive impact for both, teacher and students, because it is going to reveal information to the teacher about what are the main obstacles that stuck their students' increase. Moreover, the students are going to be benefited with the new strategies their teacher implements after identifying what the real problem is.

In addition, the teachers that are interested in finding some ideas or strategies on how to help their students boost their Speaking Skills, will count on some useful ideas or strategies that are suggested here in this research.

III. RESEARCH OBJECTIVES

GENERAL OBJECTIVE:

To analyze the main factors that affect the speaking skills development in the English Study Process in 11th graders at San Isidro Institute, during the second semester, 2023.

SPECIFIC OBJECTIVES:

1. To identify the main factors that affect the speaking skills advancement in the English Study Process in 11th graders at San Isidro Institute, during the second semester, 2023.
2. To evaluate the importance that students give to mastering English-speaking skills in their role as students and for their adult lives in the labor market.
3. To propose some strategies that strengthen the weaknesses found in the practice of speaking skills in the English Study Process.

IV. THEORETICAL FRAMEWORK

4.1 Factors that Affect Speaking Skills Development

4.1.1 Didactic Factors

Medina (2003, p.7) cited by Navarro & Piñeiro (2012) interpreted didactic as:

A discipline of pedagogical nature that focuses on the teaching goals and compromise with the aim of better human beings through the understanding and permanent change of the social communicative developments; and the receiving and appropriate growth of the teaching and learning process.

That is to say, didactic can be defined as the discipline that is focused on how the study process in teaching can be reached; and in the way how human beings can become better agents of the social changes when receiving a more appropriate, and meaningful teaching and learning process through didactic.

It is really important for educators at any educational level to take into account the relevance that the different didactic factors have in the learning process of students. The implementation of Didactic in the teaching-learning process allows teachers the opportunity to help learners develop a better understanding of what is learned. Besides, this is crucial for both, teachers and students to get the desired goal at the end of the learning process.

4.1.1.1 Speaking Based Strategy

As stated by Méndez (2011) “An important component of language learning strategy training is that of speaking strategies. Oral strategies are referred to in the literature as communicative strategies, communication strategies, conversation skills or oral communication strategies”.

In this regard, speaking based strategies can be understood as the core or main element through which the development of oral language is possible. Therefore, it is significant to bear in mind what oral strategies to apply when it comes to develop or increase speaking skills in students. Some common communication strategies such as minimal responses, recognizing scripts, and using language to talk about language could promote the ability to speak in learners of a second language, especially the shy ones.

To sum up, Speaking Strategies represent an essential part of the language learning process, since they are responsible to help learners develop their oral skills during the spoken training period. As it noticed, they can be defined as: communicative strategies, communication strategies, conversation skills or oral communication strategies, but the aim or meaning is the same, to help learners develop the ability to speak a specific language.

When the teacher was asked about strategies that he implements to put into practice the speaking skill, the respondent tended to answer that he makes students work in pairs, to develop some speaking activities such as debates and conversation questions which allow them to use English during the class, with the objective of making them produce the language through interaction; in addition, he tries to speak most of the time in English to help his students get involved with the language.

4.1.1.2 Frequency Section

According to Green Facts (2023) frequency can be defined as” The measurement of the number of times that a repeated event occurs”.

As stated in Vocabulary.com (2019) “A section is a part or piece of something that fits together with the other pieces to make a whole. Like the arts section of a newspaper, or the rhythm section of the band that gets reviewed in it”.

One of the things that makes the difference between learning something fast and with great results, and learning the same thing, but with a lower and poorer level of quality, is with no doubt the amount of time and frequency we invest in it. This is something that also can be applied when learning a language as English, the more students are exposed to it, the better and faster they are going to be able to speak with a good level of proficiency.

The frequency section at which learners are in touch with the English language, determines the success they will have with their learning process, specifically the development of their oral skills. The hours of classes guided by their instructor or English teacher must meet the expectations about the time that students need to practice and increase their level of English.

Through the interview, the teacher said that it would be a good idea if English language counted on 5 hour-class a week to be taught, because 3 hour-class is not enough for students to achieve a good English level. In his case, he just dedicates one hour of the three frequencies from the ones that the schedule establishes to help their students develop the Speaking Skills.

4.1.2 Sociocultural Factors

Learning a second language becomes a complex process most of the time, due to different social-cultural factors that affect the language which is being learned. It is vital for learners to put into practice their social skills for them to be able to learn and master the language successfully, but to get it, they need to overcome those factors.

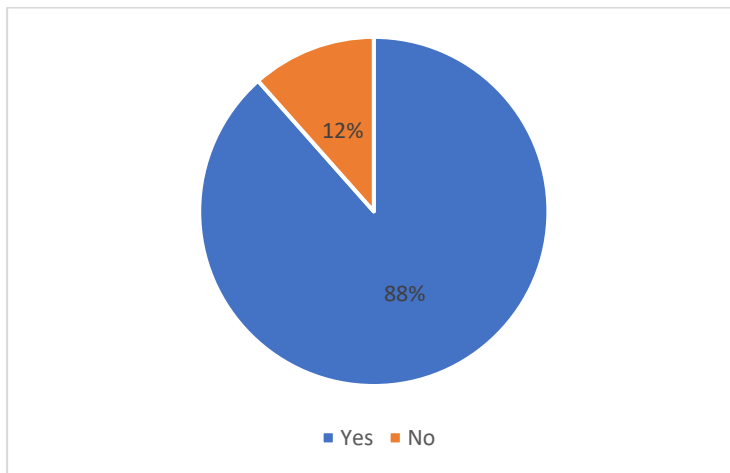
According to González, & Birnbaum-Weitzman (2020), the term “Sociocultural” refers to “a wide array of societal and cultural influences that impact thoughts, feelings, behaviors, and ultimately health outcomes”.

On the other hand, Tawfiq (2020) affirmed that “the Sociocultural factors that affect language learning are attitude, stereotyping, social distance, motivation, and personality”.

From the above, it can be said that it is necessary for English teachers or any other language instructors to know about what social-cultural factors influence on their students’ learning process, and how these affect their participation when it comes to use their oral skills. Moreover, teachers have to help learners develop a high level of self-esteem by reinforcing aspects like attitude, motivation, and personality. High self-esteem will make it easier for students to overcome all their fears and barriers and be able to increase their communication skills.

There are some aspects which are really important to bear in mind about students when learning a language as English. For example, when it comes to sociocultural factors, teachers or instructors have to be aware what are the ones that can be affecting their students’ learning process. According to the above theory, attitude, stereotyping, social distance, motivation, and personality are sociocultural factors that influence and affect learners learning. When students were asked if English is an interesting way of communication, most of them responded positively, showing this way interest for English as an alternative of communication. (See **Figure 1**).

Figure 1: *English Language as an Interesting Way of Communication*



Source: Own authorship survey applied to Students of eleventh grade “B”, 2023.

The figure number one reflects 88% of participants said that they find English interesting as a way of communication, and 12% said that they do not find it interesting.

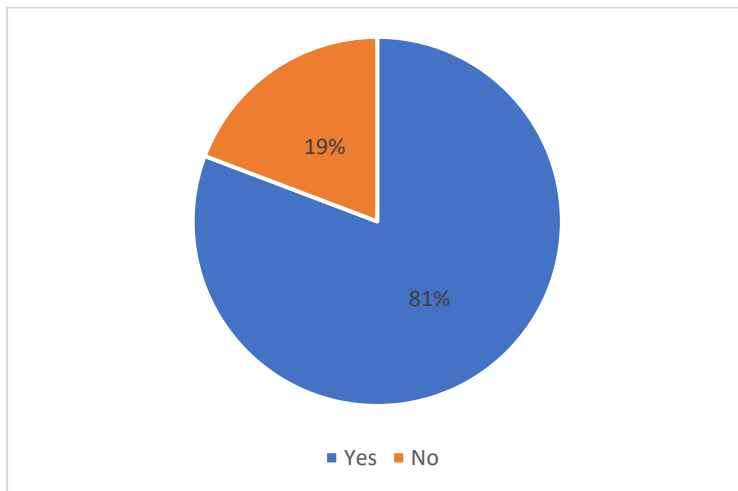
4.1.2.1 Oral communication practice

“Oral communication is communicating with spoken words. It’s a verbal form of communication where you communicate your thoughts, present ideas and share information. Examples of oral communication are conversations with friends, family or colleagues, presentations and speeches.” (Harappa, 2020).

Verbal or oral communication is the process through which someone expresses their thoughts, opinions, ideas or is able to share information in oral way with spoken words. To carry out such a process, it is requested to have somebody else to practice with. In that case, the conversational practice can involve family, friends, colleagues at work, and so forth.

As it is known and according to the theory, oral communication mainly requires of the use of spoken words for someone to express their thoughts, feelings and opinions, but in English it seems something difficult to achieve, because most of the students said that they speak more Spanish than English, reducing this way the opportunity they all have of practicing their English among them. (See **Figure 2**).

Figure 2: *The Use of Spanish and English in the Classroom*



Source: Own authorship survey applied to Students of eleventh grade “B”, 2023.

The figure number two shows 81% of students stated to use their mother tongue to communicate in class. While 19% of them affirmed that they make use of English to interact in the classroom.

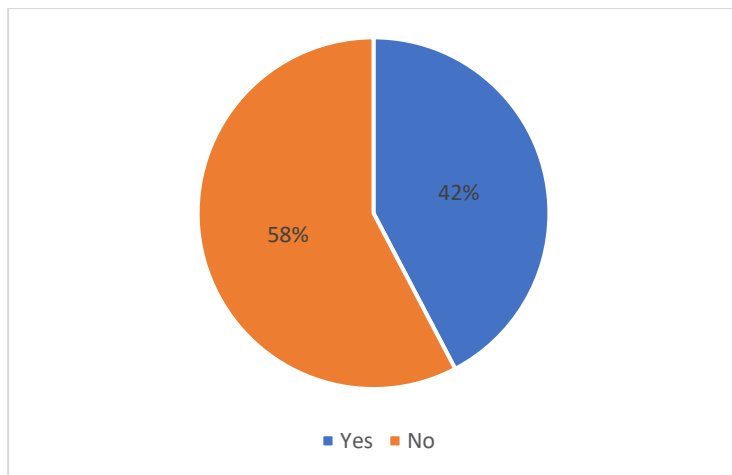
4.1.2.2 English in context

English in context has similarities to the Immersion Method, but with some key differences. English in Context involves the ESL child learning English using school subject materials that have a large amount of visuals and graphics. Too much of traditional school material is simply text, text, text. (Romani, 2022).

For learners to develop or increase their oral skills, it is necessary they to be exposed to a more contextualized English environment with specific resources that allow them to experiment a learning process more linked to real life, that is why they need to count on the scholar material such as graphics, visual aids and other technological tools that permit them to progress and break down the barriers that can stop them from learning the language in a meaningful way.

To be able to develop their oral skills in English language, the ESL learners need to count on the environment or context that better provides them with the opportunities and materials for it to be possible; but sometimes the lack of these key elements make it kind of difficult for the learner to be exposed to English, and only a certain number of them have the chance to use the language in real situations. (See **Figure 3**).

Figure 3: *The Use of English to Establish Communication in Real Life Situations*



Source: Own authorship survey applied to Students of eleventh grade “B”, 2023.

The figure number three reflects 58% of students said that they use English to establish communication in real life situations, and 42% of them said that they do not use it.

4.1.3 Reading Practice

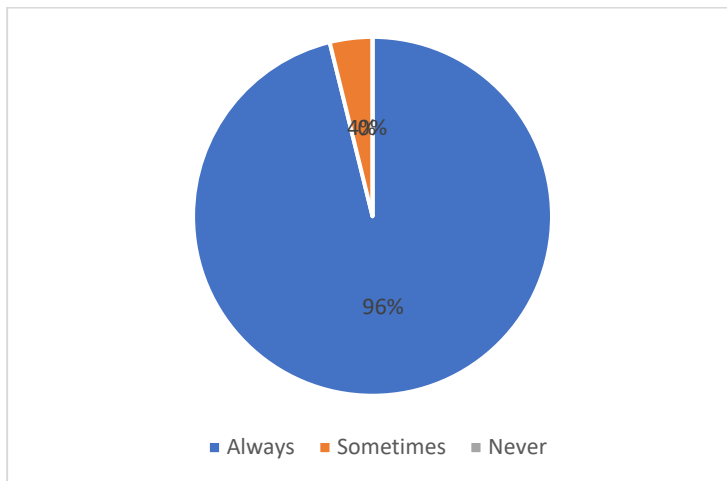
According to Reading eggs (2012)

Reading practice is a bit like the practice of a musical instrument, in the sense that the only practice is in the doing of it. In some ways, reading practice is just another way of thinking about guided reading—reading appropriate to the child’s level of ability. So, the young reader can effectively develop the skills that will make him or her a fluent reader.

As it is mentioned before, reading practice looks like playing an instrument, because the only way to improve it, is to put it into practice. Furthermore, in some cases, reading practice is another manner to have thoughts which readers adapt to encourage them and be motivated during the reading. However, they have to choose texts according to their levels or abilities, that will make them improve greatly and easily being able to achieve fluency through the reading practice.

The habit of reading is undoubtedly another form to develop learner’s thinking; besides, this practice increases reading skills, becoming them fluent readers and with a broader vocabulary. It is necessary to highlight that reading comprehension is one of the learning activities, mostly applied for the teacher with their pupils to help them establish connection with and practice the language. (See **Figure 4**).

Figure 4: *Reading Comprehension Activities Frequency with the Teacher*



Source: Own authorship survey applied to Students of eleventh grade “B”, 2023.

The figure number four shows 96% of students stated that the teacher always applies reading activities, and only 4% of them said that it happens sometimes.

4.1.3.1 Reading to enhance Speech

Reading can help you improve your vocabulary by exposing you to new words and phrases you may not have encountered before. When you encounter new words while reading, you can look up their meanings and practice saying them out loud. It can help you remember these words more easily and use them in your speech, improving your overall communication skills. (Kapoor, 2023).

As a matter of fact, Reading is an important tool to improve your communication skills, because through reading you leave your comfort zone, which means that it is possible to achieve new words or phrases that enrich your vocabulary greatly. Furthermore, when you read, it is possible to practice speaking by reading out loud, which can support you to remember words immediately in your speech, allowing you to have better conversations with clear instructions and information with an assertive communication.

To sum up, it is important to mention that reading helps to develop a good speech, however, to have that kind of outcome readers have to do this activity periodically, because it is basically based on hard-working where practices are the main point. Moreover, during the reading, they will learn new vocabulary that will be useful in real life, which allow fluency in conversations about any topic or situation.

When the teacher was asked about the reading activities, he applies to help students boost their speaking level, he answered that he implements reading activities which are linked to the contents covered in the didactic programming of eleventh grade.

4.1.4 Attitudinal Factors

According to Mustafa et al (2015), learning a language is influenced by a variety of factors.

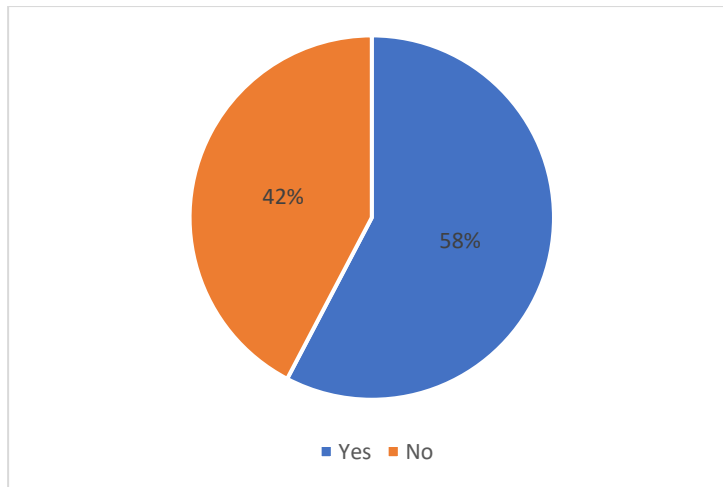
Some of them are attitudinal factors in learning a language. Understanding the attitudinal factors as well as variables that influence the attitudinal factors is important. It is necessary to study attitudinal factors because in the field of second or foreign language learning, attitudinal factors have been identified as one of the key factors that determine second or foreign language success and achievement.

That is to say, that to be able to learn a foreign language is necessary a number of factors however, most of them are attitudinal factors which allow the learning of a foreign language. When learners identify and comprehend those attitudinal factors have a great influence in the field of second or foreign language learning, it would make easier for them to have successful results with high positive impact in the development and achievement of the language learning goals.

It is difficult to start a new learning process without taking into account the attitudinal part, and when it implies speaking another language, the challenge is even bigger. In fact, one of the

biggest barriers when learning a language is definitely shyness, because learners feel afraid of speaking in front of others. As it can be noticed, a considerable number of students state they feel shy when speaking English in the classroom. (See **Figure 5**).

Figure 5: *Practicing English without Feeling Shyness in the Classroom*



Source: Own authorship survey applied to Students of eleventh grade “B”, 2023.

The graphic number five reveals that 58% of the students surveyed said they feel shy when speaking in English in the classroom, the other 42 % stated not to feel shy when it comes to practice the language in class.

4.1.4.1 Intrinsic motivation

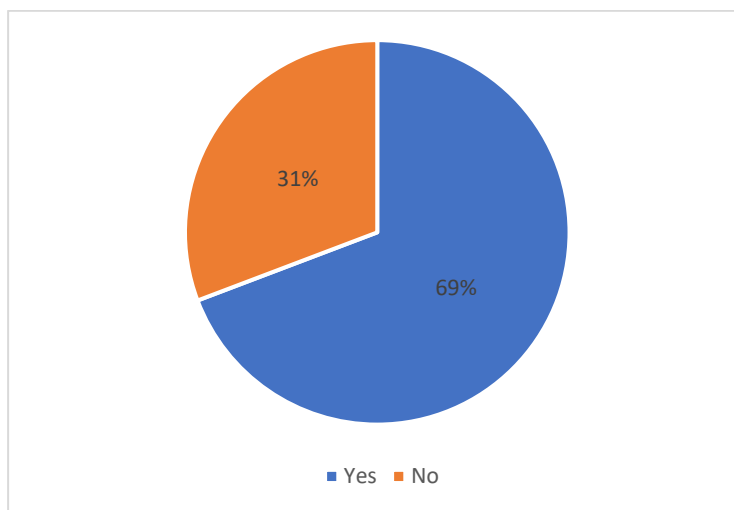
According to Decy (2007)

Intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures, or rewards.

One of the most important things, related to intrinsic motivation, is that it basically is an activity that makes the learner feels pleasure and passion about what they do without any feeling of confusion and with clear objectives. In other words, learners who develop intrinsic motivation have the possibility to be intrinsically motivated all the time, it means that they are able to be active, enjoying each challenge which can come from external situation of life.

The experts on the topic of intrinsic motivation argue, it moves people for them to face any challenges as they have fun during the process of learning. So, there is no doubt that always a considerable percentage of students will have a great perspective or vision when it comes to learn a language as English, as long as they get motivation mainly by themselves. (See **Figure 6**).

Figure 6: *Always Motivated in the English Class*



Source: Own authorship survey applied to Students of eleventh grade “B”, 2023.

The figure number six reflects that 69% of students said they feel motivated in their English class, and 31% of them said they do not.

4.1.4.2 Extrinsic motivation

Extrinsic motivation is a motivation that is driven by external rewards. These can be tangible, such as money or grades, or intangible, such as praise or fame. Unlike intrinsic motivation, which arises from within the individual, extrinsic motivation is focused purely on outside rewards. Extrinsic motivation is involved in operant conditioning, which is when someone or something is conditioned to behave a certain way due to a reward or consequence. (Cherry, 2022).

That is to say, extrinsic motivation has a point of view which is guided by external prize. Some of them could be cash or scores, but those rewards make the person stay focus on what they want to achieve or obtain without any distraction, involving the individual in a different operation condition at which the individual has to be conditioned to show a good behavior to get rewards.

To sum up, extrinsic motivation is important to control ideas and emotions when someone wants to achieve goals, any material or thing that comes from outside. However, it is necessary to understand that those are tangible or intangible things which have to produce something that can help the individual in a variety of situations from real life, providing the main tools to survive in this world of learning challenges.

When the teacher was questioned if motivation is important to speak English, and what he does to motivate them, he responded that motivation is important to encourage students to learn English. Furthermore, he talks to his students about the importance of English language for them to become successful professionals.

4.1.5 Speaking Skills

4.1.5.1 Definition

Speaking is described as an interactive process of constructing meaning that involves producing, receiving and processing information. Speaking is an important skill and by mastering it, one can communicate.

The focus of speaking skills is not developing the accuracy of pronunciation but adequacy of fluency and communicative effectiveness. (Zubair, 2022).

Zubair explains that speaking is characterized as an interactive procedure for constructing meaning, which includes the production, reception, and processing of information. Proficiency in speaking is vital for effective communication. The primary objective of developing oral skills is not just to enhance pronunciation accuracy but also to ensure the appropriateness of fluency and communicative effectiveness

Speaking is an interactive process of constructing meaning, involving the production, reception, and processing of information. This insight is particularly relevant in the context of the 11th grade at the San Isidro school, they do not realize about the crucial significance of English-Speaking Skills for effective communication. Importantly, Zubair stresses that the focus in developing oral skills should be on improving fluency and communicative effectiveness rather than just pronunciation accuracy, and a lot of English learners are focused on pronunciation, instead of expanding their vocabulary for achieving a great fluency.

4.1.5.2 Importance

Speaking is a vital English skill, as it enables direct communication and expression of ideas. Compared to other skills, speaking provides immediate feedback, enhancing learning. Proficiency in speaking English ensures relationship building, active participation in global conversations and access to opportunities. (Making English Fun, 2023).

Speaking in English is an essential skill since it allows to direct communication, and the expression of thoughts. When contrasted with other abilities, speaking offers instant feedback, which improves the learning process. Mastery of spoken English promotes the establishment of relationships, active involvement in worldwide discussions, and the opening of doors to various opportunities.

The significance of Speaking lies in the fact that it enables to direct and quick communication being for that reason crucial for building relationships, accessing various opportunities to learn more and to become a professional, there are many universities offering degrees online, and of course this means more jobs opportunities.

4.1.5.3 Fluency

Fluency is about how comfortable and confident you are in speaking English. If you can speak for an extended period of time, that is an indicator of strong fluency. It is also about showing a clear connection between each point that you are trying to make. This skill means that the listener can follow what you are saying and does not get lost. (English, BINUS University, 2018).

English BINUS University state that fluency in English pertains to ease and self-assurance in spoken communication. A sign of strong fluency is the ability to speak at length without hesitation. Additionally, it involves establishing a coherent link between the ideas, ensuring that the audience can easily follow the discourse without becoming confused.

Fluency in English as a second language is all about feeling comfortable and confident when speaking, it is normal at the beginning not to be sure about the coherence of the ideas which

are produced. Strong fluency is evident when you can speak without pauses and coherently, but with lack of practice this is almost impossible.

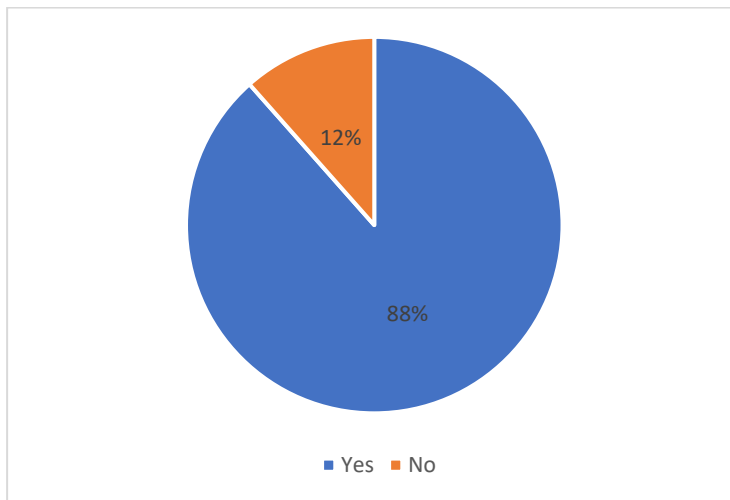
4.1.5.4 Vocabulary

If you do not have the words to say what you want to say, then you cannot say it. Being a good speaker means constantly growing your vocabulary. The more interesting words you know, the stronger your speaking skills. The best way to grow your vocabulary is to read in English and make a note of any new words that you encounter in a vocabulary notebook. (English BINUS University, 2018).

According to English BINUS University, if it lacks the appropriate language to express thoughts, certainly effective communication becomes a challenge. Being proficient in public speaking needs from ongoing expansion of a word bank. The broader the knowledge of intriguing words, the more potent the oral communication abilities become. The most effective approach to enrich the lexicon is by engaging in English literature and diligently recording unfamiliar terms in a dedicated vocabulary journal.

In order to establish or have at least a basic conversation, it is fundamental to count on a vast list of vocabulary, it is because the Speaker needs not only to understand what they hear, but also to express their own ideas or opinions in a clear and understandable way, but it is especially the poor mastery of vocabulary what makes difficult for learners to start or keep a basic conversation in English. (See **Figure 7**).

Figure 7: *The lack of Vocabulary to Establish Conversation*



Source: Own authorship survey applied to Students of eleventh grade “B”, 2023.

According to students’ responses, 88% said that they have lack of vocabulary to keep a basic conversation, and 12% of them said they have enough vocabulary for it.

4.1.5.5 Pronunciation

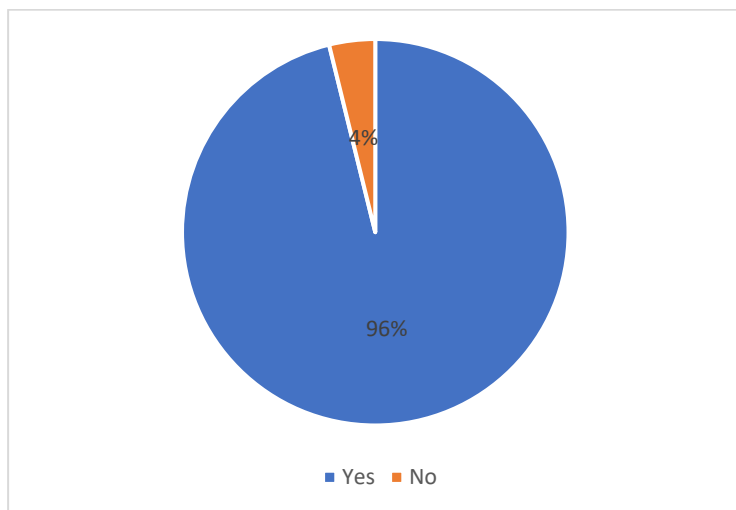
Pronunciation is a complex area, with a lot of sub skills that can be practiced. The basic rule of thumb is that an average speaker can speak and be understood. A skilled speaker can use the sub skills of pronunciation to emphasize and make the communicative effect of their speech more impactful. The sub skills of pronunciation include: word and sentence stress, intonation, rhythm and the use of the individual sounds of a language. A good way to practice your pronunciation is to copy! Simply listen to how someone with good pronunciation speaks, and try to imitate them as closely as possible. (English BINUS University, 2018).

English BINUS University says that pronunciation constitutes a multifaceted domain encompassing numerous sub skills that can be honed. In essence, an average speaker can effectively communicate and be comprehended, whereas a proficient speaker employs these sub

skills in pronunciation to emphasize and enhance the communicative impact of their speech. These sub skills encompass elements such as word and sentence stress, intonation, rhythm, and mastering the individual sounds of a language. A useful technique for improving pronunciation involves imitation; by attentively listening to someone with excellent pronunciation and endeavoring to replicate their speech patterns as accurately as possible.

Speaking good English involves the speaker has to be able to speak counting on some aspects like, word and sentence stress, intonation, rhythm, and mastering the individual sounds of a language, which is not easy, because many times learners do not look for the activities that better help them develop these crucial elements for their speech. Moreover, feeling afraid about the mistakes they might make at the time of speaking with someone else is a negative obstacle that does not allow them to develop their oral skills. (See **Figure 8**).

Figure 8: *Feeling Afraid about Making Mistakes When Speaking English*



Source: Own authorship survey applied to Students of eleventh grade “B”, 2023.

The 96% of the students surveyed said they feel afraid of making mistakes at the moment of speaking English, and only 4% of them said to not feel like that.

4.2. English Study Process

4.2.1. English Language.

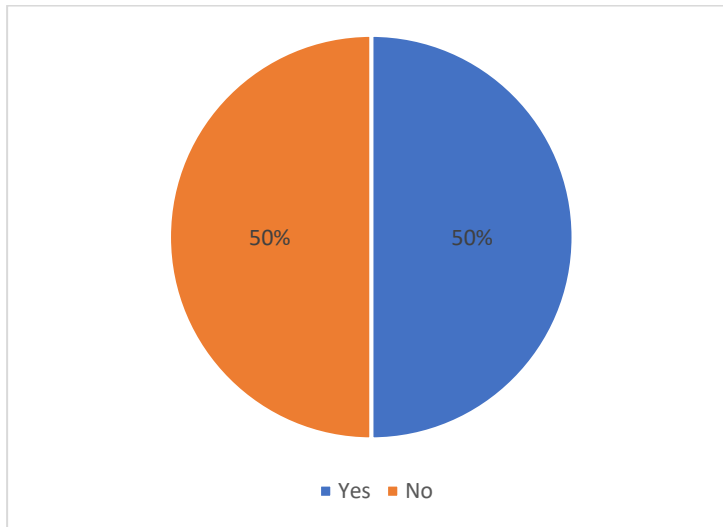
4.2.1.2. What is English Language?

“English is a language—originally the language of the people of England. Today, English is the main language of the United Kingdom, Ireland, the United States of America, Canada, Australia, New Zealand and more than fifty other countries.” (English Club, 2023).

The aforesaid, clearly expresses that English language comes from Great Britain and its beginnings date back to medieval times. It is also the first language of over 400 million people around the world (Lingoda, 2023). And it is the official language of countries like the United Kingdom, Australia, Canada, and The United States of America. Besides, it is spoken as a second language in many other countries.

The English language is the official language of important countries such as, United Kingdom, Australia, The United States of America, and Canada, and it is also spoken as a second language in many other countries around the world. Therefore, it is one of the first choice for people who want to study a second language as the main tool of communication; However, when asking students whether English was a language difficult for them to learn, half of them said it is. (See **Figure 9**).

Figure 9: *English, a Difficult Language to Learn*



Source: Own authorship survey applied to Students of eleventh grade “B”, 2023.

The figure reflects that 50% of students surveyed stated that English is a difficult language to learn, and the other 50% stated the opposite.

4.2.1.2 English for work

British Council (2022) stated that

In a globalized world, where money and trade flow across borders, a good command of English is essential. A recent report by the Economist Intelligence Unit (Competing across borders: How cultural and communication barriers affect business) states that the executives in charge of multinational companies such as Heineken, Samsung and Renault believe that in the near future, over 50% of their workforce will need to speak English.

As stated above, the mastery of the English Language is essential in a world where money and trade flow across borders. Barriers of culture and communication skills can affect business matters or make it difficult for people to get a job, that is why big multinational companies consider

that in the future will be necessary to speak English; Since this is the tool that can break down communication difficulties and open a wider work field.

Put it simply, speaking English is essential in a world where money and businesses are crossing borders, and for such a reason, some important multinational companies like Heineken, Samsung and Renault believe that in the near future, over 50% of their workforce will have to speak English.

4.2.2 Study Process

4.2.2.1 What is study process?

According to National Academies Press (2023)

Study process involve highly attention specially in experiences connected with the learner to advance the understanding of specific physical processes. GOALS process studies should be enunciated or designed with the practical aim of improving internally and externally based on facts or predictions.

As a matter of fact, study process includes much attention on the learners` experiences which are linked to advance the understanding of any topic but specifically on the process that have to be done physically. Furthermore, it is necessary that the study process may design practical aims based on facts which make the learner improve their skills.

In short, it is necessary to know about study process because every learner has to take into consideration what it involves in order to understand how this is carried out. So, study process goals as part of it, play an important role to make students achieve their aims without any pressure.

The English instructor assured through the interview that he tries to do all what is at his hands to carry out the learning process with their students; nevertheless, not all the students are interested in learning English which discourages him as their teacher, but in spite of that, he always prepares the lesson plan focused on his students' learning needs.

4.2.2.2 Difficulties that arise when learning to speak English

Multiple sense English words and synonyms (words with a similar meaning) present special difficulty for foreign learners. Other difficulties in learning and speaking English is vocabulary which include fixed word collocations, phrasal verbs, idioms, proverbs and regional differences in vocabulary usage. There are differences in English usage in English-speaking countries in terms of spelling, pronunciation, vocabulary and grammar. (Qurbonazarovna, 2021).

That is to say, when learners are trying to speak in English find difficulties which are the variety of vocabulary that includes lots of types of synonyms, collocations, phrasal verbs, idioms, probers; it means that they feel lost when they want to speak and understand the language used. Moreover, all of those types of aspects make confront a great challenge when they want to speak with correct pronunciation, vocabulary and grammar, as well.

To sum up, those difficulties have to be taken into consideration because affect English speaking. However, English speaking is the hardest skill to master but, if learners know the difficulties that they have to challenge, their improvement will be easier and faster, being able to speak English in less time, putting into practice their speaking skills in daily life situations.

When asking teacher about the possible difficulties his students face with English-speaking skills, he stated that students do not attend regularly to school, they have no interest for the class. Besides, he considers that there are too many students per classroom. To give solution or get better results with the process, the teacher suggests motivating more the students, preparing more activities and appropriate English environment that foster English-speaking practice. And

last, but not less important, he thinks MINED should provide the teachers and students with classrooms specifically to teach and learn English.

V. ANALYSIS AND INTERPRETATION OF RESULTS

Regarding specific objective 1, which is to identify the main factors that affect the speaking skills advancement in the English Study Process in 11th graders at San Isidro Institute, during the second semester, 2023. To answer this objective, the question number “2. Do you speak Spanish more than English in your classroom?” of the survey, and question number “3. What language do your students practice more? English or Spanish? Why?” from the teacher's interview were taken into account. The data obtained in figure 2 (see Figure 2) revealed that one of the main factors that affect English-speaking skills development is the overuse of mother tongue in the classroom during the English class.

The results might suggest that, is very common the use of Spanish in the classroom, due to the difficulties that some students face for the lack of vocabulary, which force them to use their native language in the English class. This data should be taken into account when considering in the theory according to English BINUS University (2018) if you do not rely on the necessary amount of vocabulary, it is difficult to express your ideas. To be able to communicate, it is mandatory to expand your vocabulary to avoid the use of the mother tongue.

As it could be noticed the excessive use of mother tongue in the classroom, when learning a second Language stops learners from developing the speaking skills of the language what it is true according to my experience as an English teacher because, student tend to use their own language excessively which does not allow them the language performance. As a result, the first objective in specific has been achieved by identifying that one of the main factors that affect speaking skills development in students is the overuse of Spanish and the lack of vocabulary of English.

Regarding specific objective 2, To evaluate the importance that students give to mastering English-speaking skills in their role as students and for their adult lives in the working world. To answer this objective, the questions “4. Have you ever used English to establish communication

in real life situations?”, “11. Do you consider learning English to be important for your future life?” and 17. Do you think English is useful when looking for work? of the survey. From the data collection in the figure 3 (see Figure 3) which demonstrate that students consider that is essential the use of English to establish communication. On the other hand, in figure 14 (see Figure 14) students think that English is crucial for their future life and the figure 17 (see Figure 17) the 100% reflect that English is an important tool when looking for work

In the results collected through the survey, it was noticed that, students consider that mastering English is very important in real life, and they have used English to communicate. So, it means that they understand the relevance of English in this globalized world and if they want to get success when looking for work, they have to learn English. These data should be taken into account when considering in the theory by British Council (2022) which stated that, in a globalized world, where money and trade flow across borders, a good command of English is essential. On the other hand, multinational companies such as Heineken, Samsung, and Renault believe that in the near future, over 50% of their workforce will need to speak English.

Taking into account the results obtained and my experiences as a person who works and makes Use of English language, I can affirm that this necessary as it is known for all the students in eleventh grade “B” at San Isidro's institute. As a result, the second objective has been achieved by evaluating the relevance of English-speaking skills for students’ learning and for their adult life, as well.

Regarding specific objective 3, To propose some strategies that strengthen the weaknesses found in the practice of speaking skills in the English Study Process. The questions “2. What sort of strategies do you apply to help your students practice speaking?”, “5. What language do your students practice more? English or Spanish? Why?” and question “19. What possible solutions do you propose to overcome the difficulties in English-speaking Skills?” from the teacher's interview, and the question “14. Do you feel afraid of making mistakes when speaking English?” of the survey, and the data in figure 8 (see Figure 8), indicate that students do not have

a good bank of vocabulary and 96% of them feel afraid of making mistakes, even though the teacher implements a good sort of activities focus on speaking. The teacher suggests, motivate students and create an English environment to encourage them to practice the target language.

In the results gathered through the interview and survey, it was noticed that, the fear of making mistakes at the moment of speaking English could be caused by the poor vocabulary they have. The teacher implements good exercises to develop speaking skills on students, but, how can a student get involved on speaking exercises and achieve fluency when lacking vocabulary? It is necessary to work on exercises that help students to expand their vocabulary, in this way students should achieve fluency and feel comfortable when speaking English. (English BINUS University, 2018). Says that fluency makes comfortable and confident to speak English. Another good point is extrinsic motivation, when students make mistakes, which consists of motivation that comes from another person. (Cherry, 2022).

Taking into account my experience as a teacher as well as the results obtained, it was possible to propose some Strategies that offer teachers some alternatives to increase vocabulary with their students to help them achieve fluency (see Annex 1. Strategies). The third objective, to propose some strategies that strengthen the weaknesses found in the practice of speaking skills in the English Study Process, has been fulfilled.

5.1. CONCLUSIONS

This work analyzed the main factors that affect the speaking skills' development in the English Study Process in 11th graders at San Isidro Institute, during the second semester, 2023.

It was identified that one of the principal factors is the lack of vocabulary, which mostly forces students to use their mother tongue instead of English. As well as the shyness and fear of making mistakes at the moment of speaking.

It was found students consider important the mastering of English-speaking skills, but just some of them have practiced English out of the school.

As factors that are out of the hands of the teacher and students, they were discovered that there are too many students per classroom, and they just rely on a few frequencies per week to help students perform fluency in English-Speaking skills.

5.2 RECOMMENDATIONS

Considering the importance of the development of English-speaking skills, and the results obtained through this research, the following recommendations are presented:

1) For the teacher:

To look for a varied number of strategies that help increase the students' vocabulary.

Not to use sophisticated words when teaching vocabulary, use simple words instead for students to have a better understanding of what is spoken according to their level. As well as to give confidence to students for them to practice English.

2) For the students:

To get involved into English conversations among them during and after the English class, in order to them to practice every time they can.

To look for some autonomous learning strategies that help them to learn more useful vocabulary for real life situations.

3) For next researchers:

To continue with this research, it is suggested to keep on investigating focused on the analysis of the importance that mastering English has for students.

Another good option could be to investigate about the most efficiency strategies to increase English vocabulary to achieve fluency.

VI. BIBLIOGRAPHY

- Mustafa, H., Rashi, M. A., Atmowardoyo, H., & ollah, S. (2015). Students' Attitudinal Factors in Learning English. *Journal of Language Teaching and Research*, 1887.
- Bhandari, P. (2020, June 19). *What Is Qualitative Research? | Methods & Examples*. Retrieved from [www.scribbr.com](https://www.scribbr.com/methodology/qualitative-research/): <https://www.scribbr.com/methodology/qualitative-research/>
- British Council. (2022, May 11). *The importance of English in the workplace*. Retrieved from British Council: <https://www.britishcouncil.my/english/courses-adults/learning-tips/importance-of-English-in-the-workplace>
- Cardozo Duran, N., & Gutiérrez Sánchez, M. A. (2015, May 19). *Factors that Affect the Development of the Speaking Skill in Students from the fifth to the eight semester of the English as a Foreign Language Teacher Education Program*. Retrieved from Repositorio Universidad Surcolombiana: <https://repositoriousco.co/handle/123456789/2720>
- Cherry, K. (2022, October 22). *What Is Extrinsic Motivation?* Retrieved from Verywell Mind: <https://www.verywellmind.com/what-is-extrinsic-motivation-2795164>
- English BINUS University. (2018, October 11). *THE FOUR SPEAKING SKILLS*. Retrieved from English Binus: <https://english.binus.ac.id/2018/10/11/the-four-speaking-skills/>
- English Club. (2023, October 10). *What is English?* Retrieved October 15, 2023, from English Club: <https://www.englishclub.com/what-is-english/>
- Gonzalez, P., & Birnbaum-Weitzman, O. (2020, October 20). *Sociocultural*. Retrieved from Springer Link: https://link.springer.com/referenceworkentry/10.1007/978-3-030-39903-0_1511
- GreenFacts. (2023, July 13). *Frequency*. Retrieved from GreenFacts: <https://www.greenfacts.org/glossary/def/frequency.htm#:~:text=Frequency%20is%20the%20measurement%20of,the%20repetitive%20waveform%20per%20second.>
- Harappa. (2020, December 25). *The Importance Of Oral Communication*. Retrieved from Harappa: <https://harappa.education/harappa-diaries/oral-communication-examples-types-and-process/#:~:text=Of%20Oral%20Communication->

,What%20Is%20Oral%20Communication%3F,or%20colleagues%2C%20presentations%20and%20speeches.

Innovator. (2023, February 05). *Elements of Research Design*. Retrieved from [www.servicescape.com: https://www.servicescape.com/blog/elements-of-research-design](https://www.servicescape.com/blog/elements-of-research-design)

INTGRTY. (2016, August 15). *Research Paradigms: Interpretivism*. Retrieved from [intgrty: https://www.intgrty.co.za/2016/08/15/research-paradigms-interpretivism/](https://www.intgrty.co.za/2016/08/15/research-paradigms-interpretivism/)

Kapoor, P. (2023, April 18). *How Reading Aloud Can Improve Your Speech?* Retrieved from [Illogical Script: https://illogicalscript.com/how-reading-aloud-can-improve-your-speech/](https://illogicalscript.com/how-reading-aloud-can-improve-your-speech/)

Lingoda. (2023, November 07). *Learn About All The English Speaking Countries*. Retrieved from [Lingoda: https://www.lingoda.com/en/content/english-speaking-countries/](https://www.lingoda.com/en/content/english-speaking-countries/)

Luquez Martínez, E. S., & Palacios García, J. J. (2017, September 27). *Factors that Affect the Development of the Speaking Skills in Basic Education at INEP*. Retrieved from [Repositorio Institucional UNAN-Managua: https://repositorio.unan.edu.ni/5208/](https://repositorio.unan.edu.ni/5208/)

Making English Fun. (2023, June 02). *How Important is Speaking as an English Skill?* Retrieved from [Making English Fun!}: https://makingenglishfun.com/2023/06/02/how-important-is-speaking-as-an-english-skill/](https://makingenglishfun.com/2023/06/02/how-important-is-speaking-as-an-english-skill/)

Méndez López, M. (2011, August 01). *Speaking Strategies Used by BA ELT Students in Public Universities in Mexico*. *MEXTESOL Journal*. Retrieved October 10, 2023, from https://mextesol.net/journal/index.php?page=journal&id_article=60

National Academies Press. (2023, January 18). *Process Studies*. Retrieved from [National Academies Press: https://nap.nationalacademies.org/read/6199/chapter/9#34](https://nap.nationalacademies.org/read/6199/chapter/9#34)

Navarro, D., & Piñeiro, M. (2012). Didactic strategies for teaching English as a foreign language in seventh and eighth grades in secondary schools in Costa Rica. *Revista Kañina*, XXXVI(2), 234. Retrieved October 10, 2023, from <https://www.redalyc.org/articulo.oa?id=44249253001>

Oudeyer, P.-Y., & Kaplan, F. (2007, November 02). *What is intrinsic motivation? A typology of computational approaches*. Retrieved from [Frontiers:](#)

- <https://www.frontiersin.org/articles/10.3389/neuro.12.006.2007/full#:~:text=Intrinsic%20motivation%20is%20defined%20as,products%2C%20pressures%2C%20or%20rewards.>
- Qurbonazarovna, T. D. (2021, October 10). *Difficulties of learning English*. Retrieved from Novateur Publications: <https://media.neliti.com/media/publications/353837-difficulties-of-learning-english-dc077df8.pdf>
- Reading eggs. (2012, August 23). *Reading Practice*. Retrieved from Reading Eggs: <https://readingeggs.com/articles/2012-08-23-reading-practice/>
- Reyes Guadamúz, A. I., & Prado, M. D. (2021, May 27). *Factors Affecting English Speaking Performance*. Retrieved from Repositorio Institucional UNAN-Managua: <https://repositorio.unan.edu.ni/15308/>
- Romani, P. (2022, June 12). *ESL: Why Teach English In Context?* Retrieved from Pear Tree Education: <https://www.pear-tree.ca/esl-teach-english-context/#:~:text=English%20in%20context%20has%20similarities,simply%20text%2C%20text%2C%20text.>
- Simkus, J. (2023, July 31). *Cross-Sectional Study: Definition, Designs & Examples*. Retrieved from www.simplypsychology.org: <https://www.simplypsychology.org/what-is-a-cross-sectional-study.html>
- Tawfiq, H. (2020, July 22). Investigating the Sociocultural Factors That Affect Learning a Second Language (on the example of English). *International Journal of Linguistics*, p. 83. doi:<https://doi.org/10.5296/ijl.v12i4.17280>
- Vocabulary.com. (2019, February 17). *Section*. Retrieved from Vocabulary.com Dictionary: <https://www.vocabulary.com/dictionary/section>
- Voxco. (2021, September 29). *Descriptive Research Design*. Retrieved from www.voxco.com: <https://www.voxco.com/blog/descriptive-research-design/#:~:text=Descriptive%20research%20design%20is%20a,problem%20rather%20than%20the%20why.>
- Zubair. (2022, November 10). *Speaking Skills in Communication (Definition, 5 Barriers & 7 Tips for Improvement)*. Retrieved from EnglishGrammarSoft:

<https://englishgrammarsoft.com/speaking-skills-in-communication-definition-barriers-tips/>

ANNEXES

Annex 1. Strategies

All English language learners reach a point when they want to start speaking English quickly and confidently. Overcoming the fear of speaking English, we propose the following strategies that can strengthen the weaknesses found in the practice of speaking skills in the English Study Process.

1) practice speaking regularly

Here is a fact that many learners forget. Speaking a foreign language is a skill and not a state of mind, that is why they have to overcome the fear when they have to speak. One of the best ways to improve your speaking skills is to practice speaking as much as possible. This can be done through conversations with native English speakers, participating in language exchange programs such as Tandem, Hellotalk, italki among others, or joining speaking clubs or groups through different social media.

2) Improve your vocabulary

Having a larger vocabulary will give you more options and self-confidence when speaking, and make it easier for you to express yourself. You can improve your vocabulary by reading, listening to podcasts and lectures, and doing word games and quizzes.

3) Work on your grammar

Grammatical mistakes should never be the reason why you do not practice English. This is how all language learners start. That said, if you want to take your English-speaking skills to the next level, good grammar is essential for clear and effective communication.

4) Focus on pronunciation

Paying attention to the sounds and rhythm of the English language can help you improve your pronunciation and make your speech clearer and more understandable to others.

5) Slow down

It is not good if you try to speak fast. If you talk too quickly, it can be difficult for listeners to understand you. Practice speaking at a slower pace, and focus on enunciating each word clearly before adding pace to your speech.

Annex 2. Operationalization of Variables

Variables	Dimensions	Indicators	Scale	Questions	Techniques	Conducted to
Factors that affect speaking skills development	Didactic factors	Speaking Based Strategy.	Opened	What do you do in order to develop English-Speaking Skills in students?	Interview	Teacher
			Opened	What sort of strategies do you apply to help your students practice speaking?	Interview	Teacher
		Frequency section.	Opened	How many times a week must English be taught? Why?	Interview	Teacher
			Opened	How much time is dedicated to develop speaking skills?	Interview	Teacher
	Sociocultural factors.	Oral communication practice.	Closed	How often do you practice your English with your classmates and friends? a. Always b. Sometimes c. Never	Survey	Students

			Closed	Do you speak Spanish more than English in your classroom? Yes _____ No _____	Survey	Students
			Opened	What language do your students 'practice more? English or Spanish? Why?	Interview	Teacher
			Closed	Do you find it interesting to communicate in English with others? Yes _____ No _____	Survey	Student
		English in context.	Closed	Have you ever used English to establish communication in real life situations? Yes _____ No _____	Survey	Student
			Closed	Do you use English to communicate with someone else abroad?	Survey	Student

				Yes ____ No ____		
	Reading practice.	Reading to enhance Speech.	Closed	How often does your teacher apply reading comprehension activities? a. Always b. Sometimes c. Never	Survey	Student
			Closed	How often do you get involved in reading comprehension activities in your classroom? a. Always b. Sometimes c. Never	Survey	Student
			Opened	Do you believe reading activities make students practice speaking skills? Why?	Interview	Teacher

			Opened	What sort of reading activities do you apply with your students to help them boost their speaking level?	Interview	Teacher
Attitudinal factors	Intrinsic motivation.	Closed	Are you always motivated when you are in your English class? Yes _____ No _____	Survey	Student	
		Opened	Do you feel shy when it comes to practice English in your class? Yes _____ No _____	Survey	Student	
	Extrinsic motivation	Closed	Do you consider motivation important for your students to speak English? Why?	Interview	Teacher	
		Opened	What do you do to get your students motivated?	Interview	Teacher	
Speaking skills	Definition	Opened	What are speaking skills?	Interview	Teacher	

			Closed	Do you think it is necessary to practice oral skills in English? Yes____ No____	Survey	Student
		Importance	Closed	Do you consider learning English to be important for your future life? Yes____ No____	Survey.	Student
			Closed	Would you like to speak English as a second language? Yes____ No____	Survey	Student
		Fluency	Opened	Do you think fluency is important for your students to speak English? Why?	Interview	Teacher
			Opened	What activities do you implement to achieve fluency in speaking with your students?	Interview	Teacher

		Vocabulary	Closed	Do you consider you lack enough vocabulary to be able to keep a basic conversation? Yes _____ No _____	Survey	Student
			Opened	What do you do to help students expand their vocabulary?	Interview	Teacher
		Pronunciation	Closed	Do you feel afraid of making mistakes when speaking English? Yes _____ No _____	Survey	Student
			Opened	What do you do to help students improve pronunciation?	Interview	Teacher
English Study Process.	English language	What is English language?	Closed	Do you like English language? Yes _____ No _____	Survey	Student
			Closed	Is English a difficult language to learn?	Survey	Student

				Yes _____ No _____		
		English for work	Closed	Do you think English is useful when looking for work? Yes _____ No _____	Survey	Student
			Closed	Can someone who masters English get more job opportunities? Why?	Interview	Teacher
	Study process	What is study process?	Opened	Do you think the English study process is useful for Nicaraguan people? Why?	Interview	Teacher
			Opened	How do you carry out the English Learning process with your students?	Interview	Teacher
		Difficulties that arise when	Opened	According to you, what are some difficulties your students face with English-speaking Skills?	Interview	Teacher

		learning to speak English.	Opened	What possible solutions do you propose to overcome the difficulties in English- speaking Skills?	Interview	Teacher
--	--	-------------------------------	--------	--	-----------	---------

Annex 3. Teacher's Interview



FACULTAD REGIONAL MULTIDICCIPLINARIA DE MATAGALPA

UNAN – FAREM – MATAGALPA

INTERVIEW AIMED TO THE ENGLISH TEACHER

Research Topic: Factors that affect Speaking Skills Development in the English Study Process in 11TH graders at San Isidro Institute, Matagalpa, during the Second Semester, 2023.

I. General data

School: _____ **Group:** _____

Teacher: _____ **Date:** _____

II. Introduction

We are students of the fifth year of English as a foreign language (EFL) Degree, on Sunday shift. We are directing this interview with the purpose of getting useful data to develop our topic

Factors that affect Speaking Skills Development in the English Study Process in 11th graders at San Isidro Institute, Matagalpa, during the Second Semester, 2023.

III. Objectives:

AIM:

To analyze the main factors that affect the speaking skills development in the English Study Process in 11th graders at Institute San Isidro, during the second semester, 2023.

SPECIFICS:

- To identify the main factors that affect the speaking skills advancement in the English Study Process in 11th graders at San Isidro Institute, during the second semester, 2023.

- 2. To evaluate the importance that students give to mastering English-speaking skills in their role as students and for their adult lives in the labor market.

- To propose some strategies that strengthen the weaknesses found in the practice of speaking skills in the English Study Process.

IV. Questionnaire

Read carefully and answer the following questions.

1. What do you do in order to develop English-Speaking Skills in students?

2. What sort of strategies do you apply to help your students practice speaking?

3. How many times a week must English be taught? Why?

4. How much time is dedicated to develop speaking skills?
5. What language do your students practice more? English or Spanish? Why?
6. Do you believe reading activities make students practice speaking skills? Why?
7. What sort of reading activities do you apply with your students to help them boost their speaking level?
8. Do you consider motivation important for your students to speak English? Why?
9. What do you do to get your students motivated?
10. What are speaking skills?
11. Do you think fluency is significant for your students to speak English? Why?
12. What activities do you implement to achieve fluency in speaking with your students?
13. What do you do to help students expand their vocabulary?
14. What do you do to help students improve pronunciation?
15. Can someone who masters English get more job opportunities? Why?
16. Do you think the English study process is useful for Nicaraguan people? Why?
17. How do you carry out the English Learning process with your students?
18. According to you, what are some difficulties your students face with English-speaking Skills?

19. What possible solutions do you propose to overcome the difficulties in English-speaking Skills?

Annex 4. Student's Survey



FACULTAD REGIONAL MULTIDICCIPLINARIA DE MATAGALPA

UNAN FAREM MATAGALPA

SURVEY AIMED TO THE STUDENTS

Research Topic: Factors that affect Speaking Skills Development in the English Study Process in 11th graders at San Isidro Institute, Matagalpa, during the Second Semester, 2023.

I. General data

School: _____ **Group:** _____

Student's name: _____ **Date:** _____

II. Introduction

We are students of the fifth year of English as a foreign language (EFL) Degree, on Sunday shift. We are conducting this survey with the purpose of getting useful data to develop our topic Factors that affect Speaking Skills Development in the English Study Process in 11th graders at San Isidro Institute, Matagalpa, during the Second Semester, 2023.

III. Objectives:

AIM:

To analyze the main factors that affect the speaking skills' development in the English Study Process in 11th graders at San Isidro Institute, during the second semester, 2023.

SPECIFICS:

- To identify the main factors that affect the speaking skills' advancement in the English Study Process in 11th graders at San Isidro Institute, during the second semester, 2023.
- 2. To evaluate the importance that students give to mastering English-speaking skills in their role as students and for their adult lives in the labor market.
- To propose some strategies that strengthen the weaknesses found in the practice of speaking skills in the English Study Process.

IV. Circle the option you consider answers the following questions.

1. How often do you practice your English with your classmates and friends?

- a) Always.
- b) Sometimes.
- c) Never.

2. Do you speak Spanish more than English in your classroom?

- a) Yes

b) No

3. Do you find it interesting to communicate in English with others?

a) Yes

b) No

4. Have you ever used English to establish communication in real life situations?

a) Yes

b) No

5. Do you use English to communicate with someone else abroad?

a) Yes

b) No

6. How often does your teacher apply reading comprehension activities?

a) Always.

b) Sometimes.

c) Never.

7. How often do you get involved in reading comprehension activities in your classroom?

a) Always

b) Sometimes

c) Never

8. Are you always motivated when you are in your English class?

a) Yes

b) No

9. Do feel shy when it comes to practice English in your class?

a) Yes

b) No

10. Do you think it is necessary to practice oral skills in English?

a) Yes

b) No

11. Do you consider learning English to be important for your future life?

a) Yes

b) No

12. Would you like to speak English as a second language?

a) Yes

b) No

13. Do you consider you lack enough vocabulary to be able to keep a basic conversation?

a) Yes

b) No

14. Do you feel afraid of making mistakes when speaking English?

a) Yes

b) No

15. Do you like English language?

a) Yes

b) No

16. Is English a difficult language to learn?

a) Yes

b) No

17. Do you think English is useful when looking for work?

a) Yes

b) No

Annex 5. Analysis and interpretation of results table

	Objective 1	Objective 2	Objective 3
Specific Objective	To identify the main factors that affect the speaking skills advancement in the English Study Process in 11 th graders at San Isidro Institute, during the second semester, 2023.	To evaluate the importance that students give to mastering English-speaking skills in their role as students and for their adult lives in the labor market.	To propose some strategies that strengthen the weaknesses found in the practice of speaking skills in the English Study Process.
Questions/Results summary	<p>Questions “2. Do you speak Spanish more than English in your classroom?” of the survey, and question “3. What language do your students practice more? English or Spanish? Why?” from the teacher's interview.</p> <p>The data obtained in figure 2 (see Figure 2) revealed that one of the main factors that affect English-speaking skills development is the</p>	<p>Questions “4. Have you ever used English to establish communication in real life situations?”, “11. Do you consider learning English to be important for your future life?” and 17. Do you think English is useful when looking for work? of the survey. From the data collection in the figure 3 (see Figure 3) which demonstrate that students consider that is</p>	<p>Question “2. What sort of strategies do you apply to help your students practice speaking?”, Question “5. What language do your students practice more? English or Spanish? Why?” and question “19. What possible solutions do you propose to overcome the difficulties in English-speaking Skills?” from the teacher's interview, and the data in figure 8</p>

	<p>overuse of mother tongue in the classroom during the English class.</p>	<p>essential the use of English to establish communication. On the other hand, in the figure 14 (see Figure) students think that English is crucial for their future life and the figure 17 (see Figure) the 100% reflect that English is an important tool when looking for work</p>	<p>(see Figure 8), indicate that students do not have a good bank of vocabulary and 96% of them feel afraid of making mistakes, even though the teacher implement a good sort of activities focus on speaking. The teacher suggests, motivate students and create an English environment to encourage them to practice the target language.</p>
<p>Interpretation of results</p>	<p>The results might suggest that, it is very common the use of Spanish in the classroom, due to the difficulties that some students face for the lack of vocabulary, which force them to use their native language.</p>	<p>In the results collected through the survey, it was noticed that, students consider that mastering English is very important in real life, and they have used English to communicate. So, it means that they understand the relevance of English in this globalized world</p>	<p>In the results gathered through the interview and survey it was noticed that, the fear of making mistakes at the moment of speaking English could be caused by the poor vocabulary they have. The teacher implements good exercises to develop speaking skills on students, but, how can a</p>

		and if they want to get success when looking for work they have to learn English.	student get involved on speaking exercises and achieve fluency when lacking vocabulary? It is necessary to work on exercises that help students to expand their vocabulary, in this way students should achieve fluency and feel comfortable when speaking English
Theory and literature review/Implications	English BINUS University (2018) if you do not rely on the necessary amount of vocabulary, it is difficult to express your ideas. To be able to communicate, it is mandatory to expand your vocabulary	British Council (2022) stated that in a globalized world, where money and trade flow across borders, a good command of English is essential. On the other hand, multinational companies such as Heineken, Samsung, and Renault believe that in the near future, over 50% of their workforce will need to speak English.	English BINUS University (2018). Says that fluency makes comfortable and confident to speak English. Another good point is extrinsic motivation, when students make mistakes, which consists of motivation that comes from another person. (Cherry, 2022).

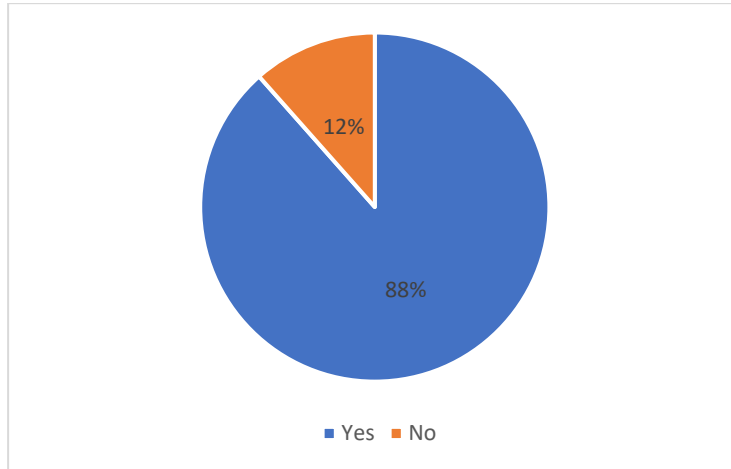
<p>Reflective analysis</p>	<p>As it could be noticed the excessive use of mother tongue in the classroom, when learning a second Language stops learners from developing the speaking skills of the language what it is true according to my experience as an English teacher because, student tend to use their own language excessively which does not allow them the language performance. As a result, the first objective in specific has been achieved by identifying that one of the main factors that affect speaking skills development in students is the overuse of Spanish and the lack of vocabulary of English.</p>	<p>Taking into account the results obtained and my experiences as a person who works and makes Use of English language, I can affirm that this necessary as it is known for all the students in eleventh grade “B” at San Isidro's institute. As a result, the second objective has been achieved by evaluating the relevance of English-speaking skills for students’ learning and for their adult life, as well.</p>	<p>Taking into account my experience as a teacher as well as the results obtained, it was possible to propose some Strategies that offer teachers some alternatives to increase vocabulary with their students to help them achieve fluency (see strategies for teacher and students to expand vocabulary). The third objective, to propose some strategies that strengthen the weaknesses in the practice of speaking skills in the English Study Process, has been fulfilled.</p>
-----------------------------------	--	--	---

Annex 6. Teacher Interview Results

The interview was divided into nineteen open questions in which the objectives of this research were addressed. The teacher believes that there are some factors which directly affect the performance of speaking skills development in students, such as, social cultural factors, attitudinal factors and also didactic factors. Furthermore, he considers that the lack of vocabulary, and mother tongue overuse interfere in the evolution of learner's oral skills. However, he mentioned that in the lesson plan he tries to include more interactive speaking activities such as games, and work pair to encourage students' motivation and interest for the English class, even when there are so many students per classroom. In addition, to avoid mother tongue overuse instead of English language, he implements reading activities that are directly linked to the content, but with some conversation questions which help students have self-confidence to be able to communicate in English. On the other hand, the teacher argued that it is crucial that MINED add more frequencies to the English class, because three hour-class per week are not enough time, and it would be great for students if they had the opportunity to practice English every day in the classroom during their English class.

Annex 7. Figures

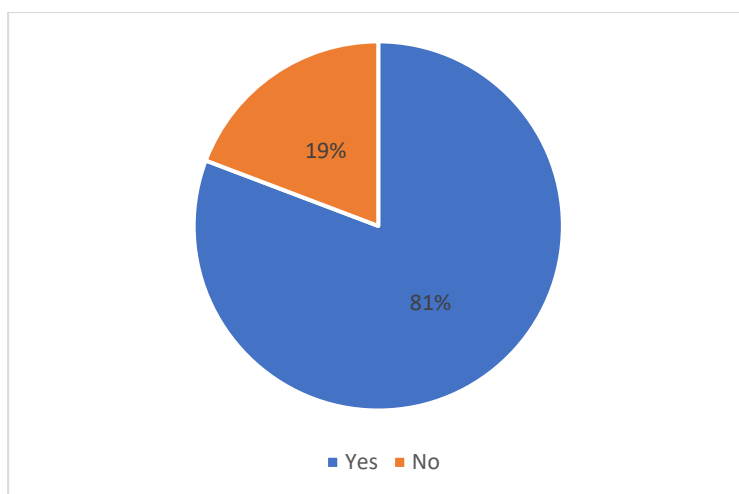
Figure 1: English Language as an Interesting Way of Communication



Source: Own authorship survey applied to Students of eleventh grade “B”, 2023.

The figure number one reflects 88% of participants said that they find English interesting as a way of communication, and 12% said that they do not find it interesting

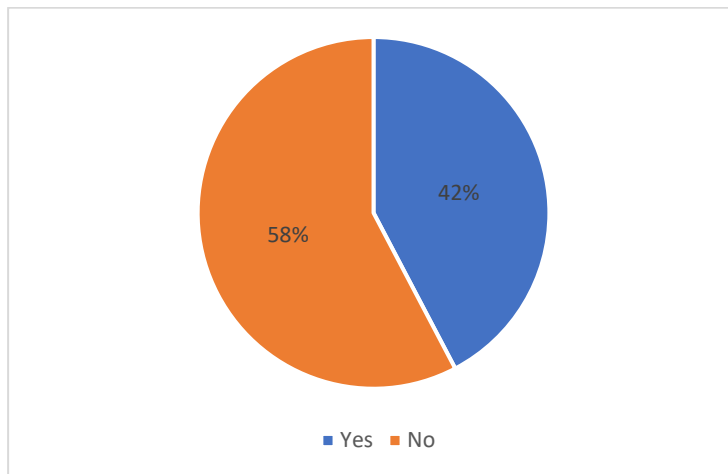
Figure 2: The Use of Spanish and English in the Classroom



Source: Own authorship survey applied to Students of eleventh grade “B”, 2023.

The figure number two shows 81% of students stated to use their mother tongue to communicate in class. While 19% of them affirmed that they make use of English to interact in the classroom.

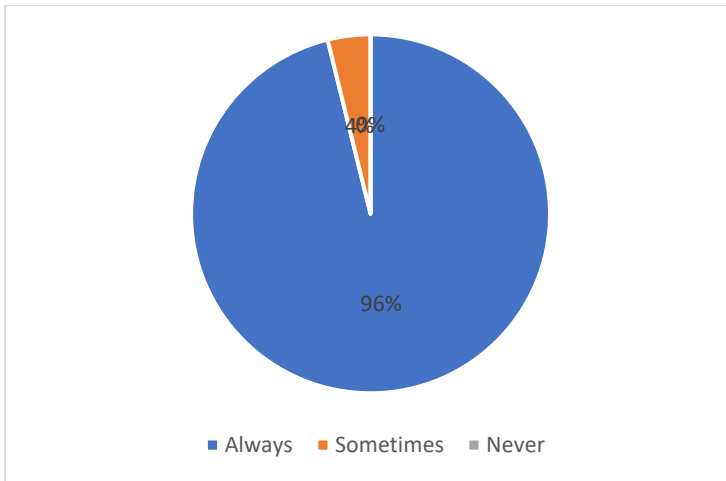
Figure 3: The Use of English to Establish Communication in Real Life Situations



Source: Own authorship survey applied to Students of eleventh grade “B”, 2023.

The figure number three reflects 58% of students said that they use English to establish communication in real life situations, and 42% of them said that they do not use it.

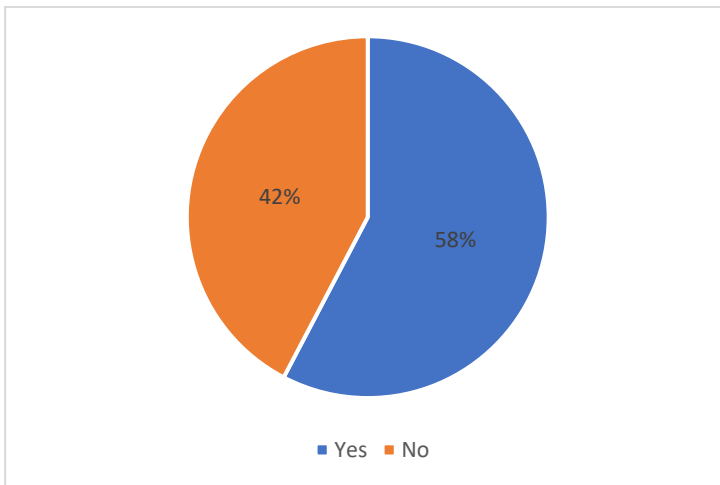
Figure 4: Reading Comprehension Activities Frequency with the Teacher



Source: Own authorship survey applied to Students of eleventh grade “B”, 2023.

The figure number four shows 96% of students stated that the teacher always applies reading activities, and only 4% of them said that it happens sometimes.

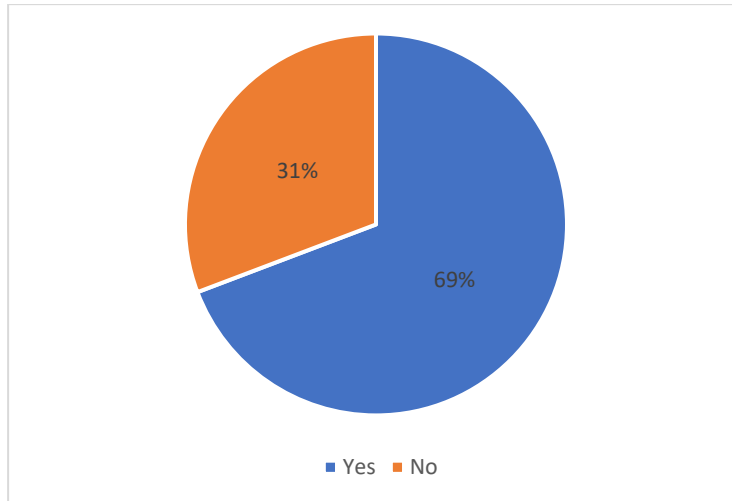
Figure 5: Practicing English without Feeling Shyness in the Classroom



Source: Own authorship survey applied to Students of eleventh grade “B”, 2023.

The graphic number five reveals that 58% of the students surveyed said they feel shy when speaking in English in the classroom, the other 42 % stated not to feel shy when it comes to practice the language in class.

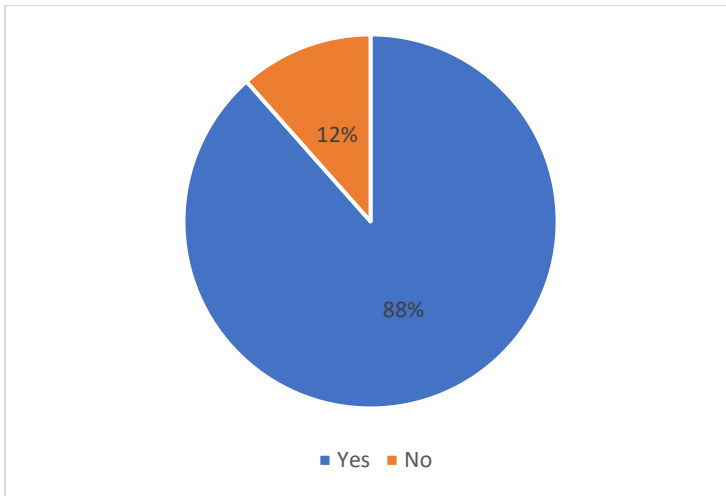
Figure 6: Always Motivated in the English Class



Source: Own authorship survey applied to Students of eleventh grade “B”, 2023.

The figure number six reflects that 69% of students said they feel motivated in their English class, and 31% of them said they do not.

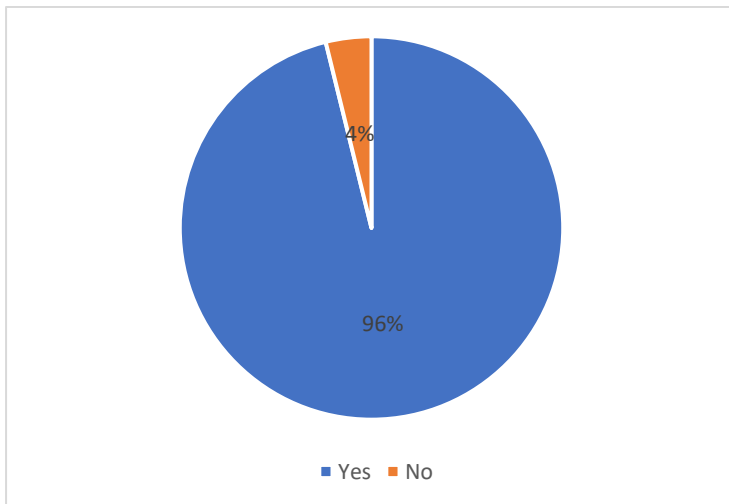
Figure 7: The lack of Vocabulary to Establish Conversation



Source: Own authorship survey applied to Students of eleventh grade “B”, 2023.

According to students’ responses, 88% said that they have lack of vocabulary to keep a basic conversation, and 12% of them said they have enough vocabulary for it.

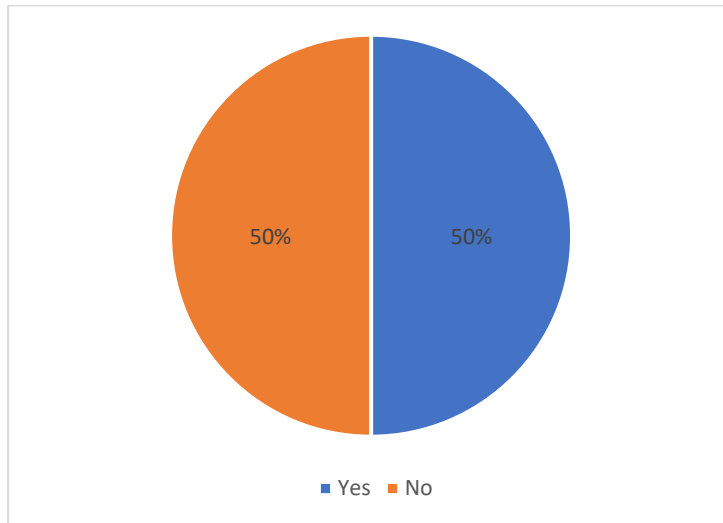
Figure 8: *Feeling Afraid about Making Mistakes When Speaking English*



Source: Own authorship survey applied to Students of eleventh grade “B”, 2023.

The 96% of the students surveyed said they feel afraid of making mistakes at the moment of speaking English, and only 4% of them said to not feel like that.

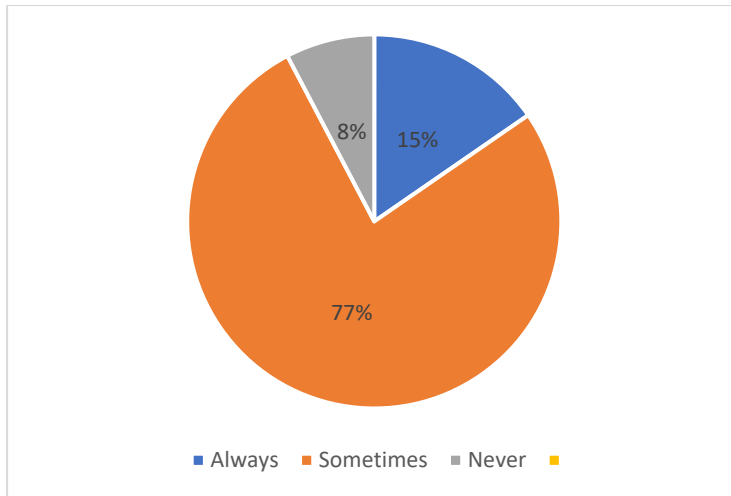
Figure 9: English, a Difficult Language to Learn



Source: Own authorship survey applied to Students of eleventh grade “B”, 2023.

The figure nine reflects that 50% of students surveyed stated that English is a difficult language to learn, and the other 50% stated the opposite.

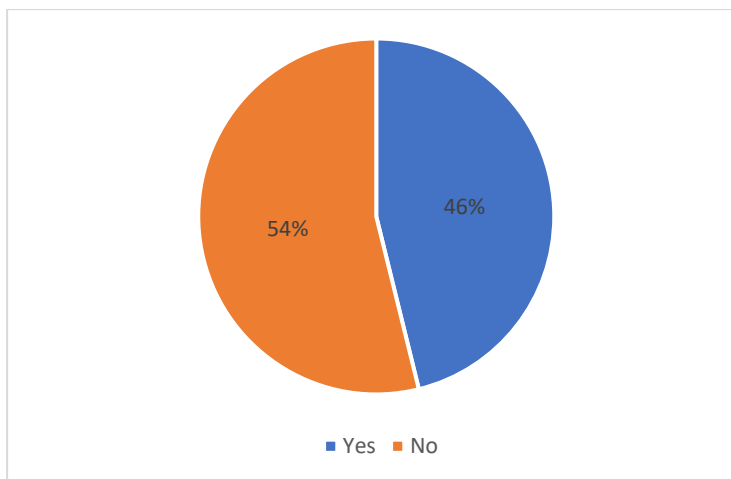
Figure 10: The Frequency at which it Practices English among Classmates and Friends



Source: Own authorship survey applied to Students of eleventh grade “B”, 2023.

The figure number ten reflects 77% participants who answered that they practice English sometimes, 15% Affirmed that always practice English among their classmates and friends, on the other hand, 8% said that they never put into practice English with classmates and friends.

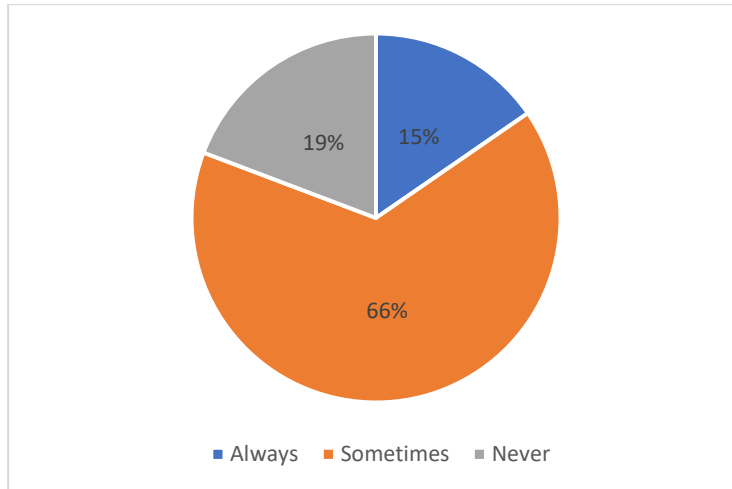
Figure 11: Using English Language to Communicate with Someone Else Abroad



Source: Own authorship survey applied to Students of eleventh grade “B”, 2023.

The figure number eleven shows 54% of students stated that they use English to communicate with someone else abroad, while 46% of them said that they do not use it.

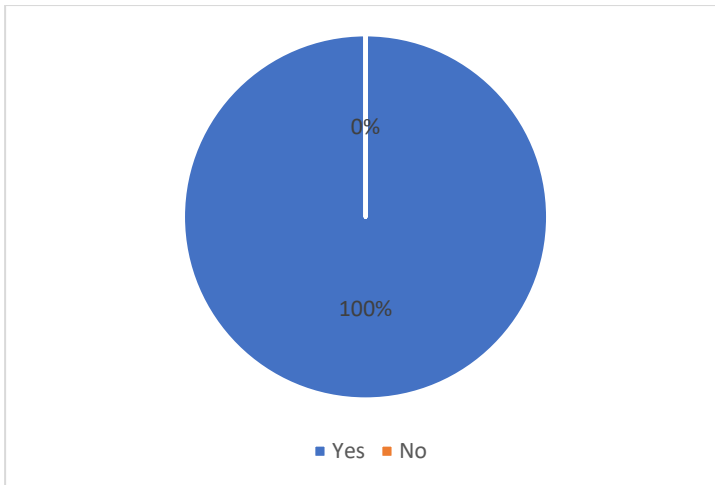
Figure 12: The Frequency at which it Gets Involved in Reading Comprehension Activities in the Classroom



Source: Own authorship survey applied to Students of eleventh grade “B”, 2023.

The figure number twelve reflects 66% of students said that they sometimes get involved in reading activities. On the other hand, 19% said that they never get involved in reading activities, and just 15% of them said that always get involved in reading comprehension activities in the classroom.

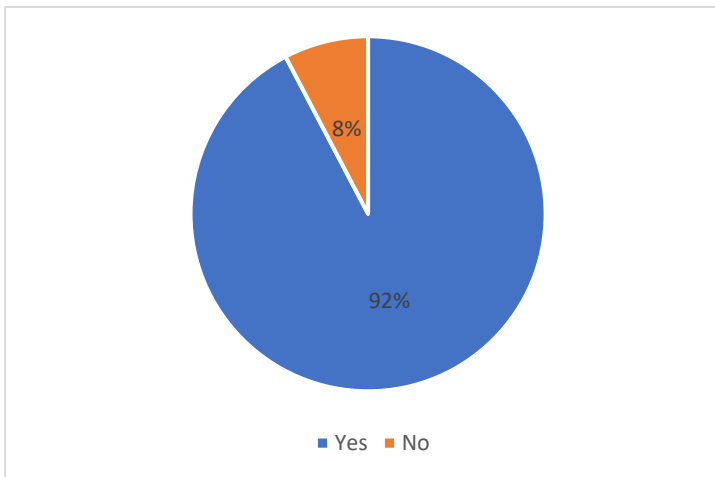
Figure 13: The Need of Practicing Oral Skills in English Language



Source: Own authorship survey applied to Students of eleventh grade “B”, 2023.

The figure number thirteen shows that 100% of students consider of great importance the practice of oral Skills in English.

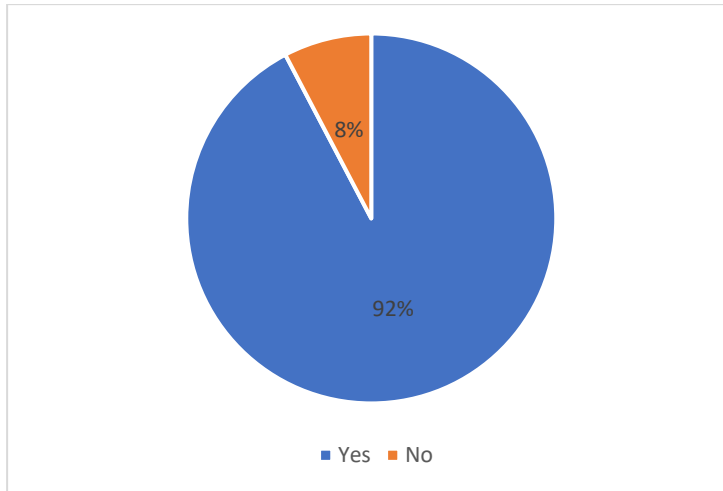
Figure 14: The Importance of English Language for Future Life



Source: Own authorship survey applied to Students of eleventh grade “B”, 2023.

The figure number fourteen reflects 92% of participants think that learning English is important for their future life, on the other hand, only the 8% said that they do not consider English important for their future.

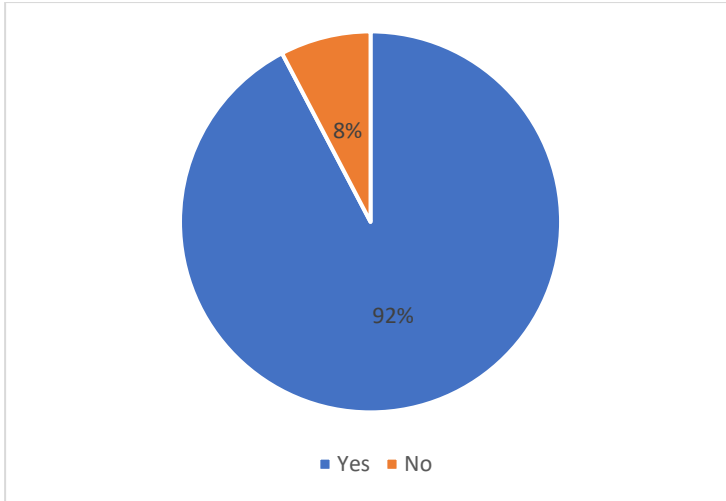
Figure 15: Speaking English as a Second Language



Source: Own authorship survey applied to Students of eleventh grade “B”, 2023.

The figure number fifteen reflects 92% of students would like to speak English as a second language, and just the 8% of them said they would not.

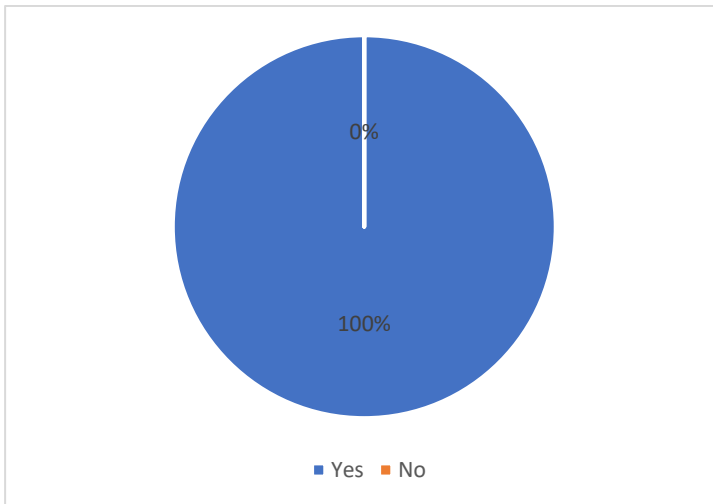
Figure 16: Liking for English Language



Source: Own authorship survey applied to Students of eleventh grade “B”, 2023.

When asking “Do you like English Language?” to students, 92% said “Yes”, and just 8% of them said “No”.

Figure 17: The Usefulness of English When Looking for Work



Source: Own authorship survey applied to Students of eleventh grade “B”, 2023.

When asking the students “Do you think English is useful when looking for work?” all of them (100%) answered “Yes”.

Annex 8. Photos about the applications of the instruments.



Source: Own authorship, 2023. In the photo above, from left to right Julio Silva, Octavio Rizo and Félix Martínez.



Source: Own authorship, 2023. In the photo above, from left to right Octavio Rizo, Julio Silva, teacher Darwin Gonzalez and Félix Martínez.