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Factors Affecting English Speaking Performance

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AVAL LETTER

I hereby state that the Defense document for the Graduation Seminar entitled “**FACTORS AFFECTING ENGLISH SPEAKING PERFORMANCE**”, registered in the second semester of 2020, compiled by **Reyes Guadamúz Adriana Isabel, student’s ID number 16-01632-4, and Prado Marcia Daniela, student’s ID number 16-04545-2**, has coherence, methodology and consistent and sufficient statistics, thus fulfilling the quality parameters necessary for its final defense, as a requirement to qualify for the degree of Bachelor of Education Sciences with a Major in English awarded by the Universidad Nacional Autónoma de Nicaragua, UNAN-Managua.

This certificate is issued on the thirteenth day of January of the year two thousand and twenty-one.

Yours sincerely,

Lic. Francisco José Sánchez Quintero
Professor at UNAN-Managua
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Dedication

This research work is dedicated to:

God, because He gave us the courage and strength to reach the end of this research. We always liked to read this and apply it in our life that it says: “We can do all things through Christ who strengthens us” (Philippians 4:12).

To my mom Ana Guadamúz, because she always motivated me by telling me that everything can be achieved with God’s help and that every effort has its reward.

Adriana Isabel Reyes Guadamúz

Dedication

This research is dedicated mainly to:

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Marcia Daniela Prado

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Abstract

This study analyzes the factors that affect English speaking performance in students of 10th grade at Maestro Gabriel Institute. The sample for the study was 16 students for whom a survey was carried out and the English teacher to whom an interview was applied. Moreover, an observation was used in 3 lessons which were made to observe the practice of the speaking skill; the instruments used in this research were previously validated by experts. To collect the quantitative data the IBM SPSS statistics program was used. The results showed that indeed psychological factors such as anxiety, fear of making mistakes, lack of confidence, lack of motivation and shyness significantly affect the students' performance when speaking. Furthermore, it was found that deficient rapport between students and the teacher, lack of vocabulary, fluency, practice, participation, interest in the language and pleasant environment are problems that do not allow students to develop the speaking skill. Based on the findings, possible solutions for the teacher were proposed in order to help students to improve this active skill. This public institute needs to have more resources and facilities that the teacher could use to have the students speaking in the lessons.

Keywords: Psychological factors, speaking skill, activities, classroom environment.

Table of Content

Dedication	1
Acknowledgement.....	3
Abstract	5
Table of Content.....	6
1. Research Scope.....	8
1.1 Introduction	8
1.2 Problem Statement.....	9
1.2.1 Characterization of the problem.....	9
1.2.2 Delimitation of the problem.....	9
1.2.3 Problem formulation	9
1.2.4 Systematization of the problem.....	10
1.3 Rationale.....	11
1.3.1 Background	11
1.3.2 Justification	13
1.4 Objectives.....	15
1.4.1 General objective	15
1.4.2 Specific objectives	15
1.5 Hypothesis	16
2. Theoretical Framework.....	17
2.1 English as a foreign language in Nicaragua	17
2.2 Teaching Speaking	18
2.2.1 Techniques.....	23
2.2.2 Strategies	24
2.2.3 Facilities, Materials and Aids.....	24
2.2.4 Methods	26
2.3 English speaking environment.....	27
2.3.1 Classroom environment	27
2.4 Psychological factors that hinder students from speaking.....	30
2.4.1 Fear of making mistakes	30
2.5.1 Lack of motivation.....	31
2.6.1 Anxiety	33
2.7.1 Shyness.....	35
2.8.1 Lack of confidence	36

3. Research Design	38
3.1 Research Type	38
3.2 Study Area	38
3.3 Sample	38
3.4 Variables Matrix	39
3.5 Methods, data collection techniques	40
3.6 Instruments	41
3.7 Validation	41
3.8 Application	42
4. Analysis of the Results	43
4.1 Classroom Observation	43
4.2 Teacher Interview	44
4.3 Students´ Survey	45
4.3.1 Results interpretation	51
5. Conclusion	53
6. Recommendation	54
7. References	56
8. Annexes	73

1. Research Scope

1.1 Introduction

The present study aimed to analyze the psychological factors that affect English speaking performance such as fear of making mistakes, shyness, anxiety, lack of motivation and confidence. Those factors limit the students to participate actively in different activities that help them learn effectively as well as hinder their learning- development.

The purpose of this research was done for the interest and the importance of knowing which factors affect students' speaking performance and to provide recent statistics on this problem from a real context. In this research, three techniques were used to collect data through different instruments: surveys, interviews, and guided classroom observations. The information obtained in these instruments was analyzed and discussed. This research was conducted using the quantitative and qualitative method, because we used the collection and analysis of data for achieving our objective and determining the factors that affect students in the development of speaking skill.

This research has found some factors that hinder students speaking performance. For this reason, it pretends to identify the different psychological factors that students have to deal with on their speaking English performance. Moreover, describe the classroom environment that English learners are exposed to. As we as to determine what type of techniques the teacher uses with students who hesitate when they try to speak in English.

In this paper, the research scope was carried out taking into account the problem statement, the rationale, objectives and hypothesis. Secondly, the theoretical framework was presented. Thirdly, the research design was showed to give details about the research type, study area, universe, data collection techniques, validation, instruments and variables. The findings are detailed in charts and discussed. It concluded by giving suggestions or recommendations that the teacher would implement in the classroom to avoid the psychological factors that affect English speaking performance.

1.2 Problem Statement

1.2.1 Characterization of the problem

The English language is a difficult task for most of the EFL learners, because it was noticed that they are not interested in the language, due to they do not have the abilities to speak English. Moreover, they do not feel motivated because of boring methodological strategies and techniques from part of the teacher, consequently, they think that this language is not useful or important in this country and some psychological factors that hinder students speaking performance. Furthermore, the emphasis on following a textbook and covering a program, lack of facilities and resources for teaching, classrooms with large groups of students and that the class is taught by a teacher that English is not his/her area. This means, it has slowed down the learning and development of English language skills and even more the ability to speak.

1.2.2 Delimitation of the problem

At Maestro Gabriel Institute, interaction between teachers and students are necessary to reduce the psychological factors that affect the learning process in 10th grade “A” students in the English language which will facilitate the development of speech skills in order to obtain a better command of the English language.

1.2.3 Problem formulation

From the characterization and delimitation of the above mentioned problem, the following main question of the present investigation arises: How could the psychological problems in English speaking performance in students from 10th grade “A”, at Maestro Gabriel Institute in the II semester 2020 be corrected?

1.2.4 Systematization of the problem

1. What are the different psychological factors that students from 10th grade “A” at Maestro Gabriel Institute have to deal with when performing in the target language?
2. How is the classroom environment that English learners are exposed to?
3. What type of techniques does the teacher use with students who hesitate when they try to speak in English?

1.3 Rationale

1.3.1 Background

Many studies have been carried out in order to explore the factors affecting students' speaking performance. According to Bourezzane (2014) among the psychological factors that hinder students' participation is the fear of making mistakes which is responsible of hampering oral performance. This research gives the pedagogical recommendation of explaining to the students that mistakes are part of learning. Additionally, providing the students with technical ways like self-talking in English in front of the mirror is a good technique to overcome shyness.

Nakhalah (2016) states that some of the psychological factors that target language students encounter when speaking are fear of making mistakes, shyness, anxiety, lack of confidence and lack of motivation to participate in the English class. Those factors affect students with their fluency when they interact with others while speaking. One of the possible solutions to overcome those psychological factors is creating a harmonious, friendly and confident atmosphere that can reduce students' nervousness. Teachers should be more careful about anxiety which can be intense in students and find techniques that allow students to participate more in oral activities. All these suggestions can help the student to feel motivated, confident and free to speak English.

Haidara argues in his research "Psychological factors affect English Speaking Performance" that what truly affects negatively the students' English speaking performance is the fear of making mistake, feeling shy, feeling hesitated, and lack of confidence while speaking English (2016). The researcher gives suggestions according to his own experience that the students have to stop bearing in mind that the English language is difficult to understand, stop thinking much about making mistakes, practice and use English as much as they can without caring about mistakes.

Luquez and Palacios state in their research "Factors that affect the development of the speaking skills in basic education at INEP Matagalpa during the first semester of 2017" that there are many factors

which are affecting students speaking skill progress. These factors can be mentioned such as lack of vocabulary and lack of motivation. This research provides some useful techniques to help the pupils advance in speaking skill in 10th grade inside the classroom. The researchers give strategies in order to enrich the teaching and learning process. The suggestions are that teachers have to carry out entertainment activities, didactic materials and resources that motivate students to pay attention to the class and create a pleasant environment. Therefore, teachers have to teach more vocabulary for enriching the communicative interaction in students (2017).

Polanco and Velazquez indicate in their research “Main factors that affect students’ English learning in basic education during the second semester 2016” that the main factor that affect students’ English learning in basic education is the lack of motivation. This research provides techniques and activities such as role plays, drills, peer and self-assessment and strategies like, reading discussion, active learning, integrating technology and cooperative learning to increase motivation and get involved positively in interactional activities during the development of English speaking skill (2017). Furthermore, Jiron and Gurdian argue in their research “Factors that affect students’ speaking skill development” that the main factor that affect students’ English learning in basic education is fear of making mistakes (self-confidence). They propose that teachers have to be updated and offer other strategies to students to participate in the class such as speaking games and more creative classes (2017).

In this same way, Romero and Perez argue in their investigation “Methodological strategies in order to help first-year students to overcome the fear of speaking of introduction to oral communication class at FAREM-Estelí, during the second semester of 2016” some strategies that help students to overcome the fear of speaking in English such as teachers should try to ask more open-ended questions to their students and direct questions to specific individuals to ensure all students have the opportunity to participate. Besides, provide opportunities to increase verbal communication in classroom activities

to help ensure that students are exposed to as many different types of accurate language as possible and allow students to have the opportunity to practice using the target language (2017).

Gutierrez, Zuniga and Medina mention in their research “Analysis of the factors that influence the lack of speaking skill” that students face in the classroom with lack of motivation, fear of making mistakes and lack of confidence. These factors impact the learning process of the language. At the same way, they mention in their research some recommendations that help students to overcome factors that influence their speaking. Teachers need to use teaching strategies to motivate students to participate in the class and use more interactive activities that help pupils being in contact with the English language. For example songs, games, and role plays, etc. (2017).

1.3.2 Justification

In Nicaragua, many English students are facing problems every day that interfere with their learning. For this reason, we will address the problem that affects students from 10th grade at Maestro Gabriel Institute. In this case, we will take into account psychological factors that obstruct students when they want to speak or express themselves in English. For many teachers this can be unimportant and they believe that it is not a problem or it is something that is common. It is important to take into account these factors because it is a real issue that affects students in a negative way; for instance, they are not being able to speak confidently and fluently due to the factors such as shyness, anxiety, fear of making mistakes, lack of motivation, among others. With our research we aim to solve the problem by providing teachers with new techniques, strategies that help students in the moment of speaking. However, if the problem is not solved the students are going to suffer the consequences of these factors.

Speaking performance is one of the four most important skills in English acquisition; without this skill the learners cannot achieve all of the goals that are necessary for the communication in this language. For this reason, it is intended to analyze which are the psychological problems that the students

FACTORS AFFECTING ENGLISH SPEAKING PERFORMANCE

of tenth grade at Maestro Gabriel Institute in the second semester of 2020 are facing when they are doing speaking performances. In addition, if the learning strategies that they are using are suitable for the students and if the environment in which students are exposed to is affecting them so that teachers could help them to overcome those problems.

There is a need through this research to objectively raise the psychological factors that affect the correct development of the oral ability. In this way, teacher could help to understand each of their students, the reason for their needs and weaknesses when speaking. Therefore, they will be able to help their students to know and overcome these negative factors.

The strategies that the teacher uses when teaching this active skill will be analyzed to determine if they have any type of negative effect on students. Besides, recommendations will be given to help to solve the problem with the psychological factors that affect the English speaking performance. Thus, they will perform better in any of the activities that the teacher could ask them to do that involve the speaking skill.

It is intended to describe the environment to which these students are exposed to such as heat and noise. But, this issue will not be tackled in depth since it is not relevant element that affects the psychological factors that do not allow students to develop the ability to speak in English.

This research, seeks to present to the teachers why students are not performing well when they try to speak English, what is stopping their development in this particular skill and how they can help their students to overcome these problems.

1.4 Objectives

1.4.1 General objective

To analyze the different psychological factors that affect English speaking performance in students from 10th grade “A”, at Maestro Gabriel Institute in the II semester 2020.

1.4.2 Specific objectives

1. Identify the different psychological factors that students from 10th grade “A” at Maestro Gabriel Institute have to deal with when performing in the target language.
2. Describe the classroom environment that English learners from 10th grade “A” at Maestro Gabriel Institute are exposed to.
3. Determine what type of techniques the teacher use with students who hesitate when they try to speak in English.

1.5 Hypothesis

The psychological factors affect English speaking performance in students from 10th grade “A”, at Maestro Gabriel Institute in the II semester 2020.

2. Theoretical Framework

The capacity to talk English is one of the basic abilities since it is the fundamental for communication and the foremost troublesome for learners since it is used for interplay, reasoning and learning the dialect. In the current research was introduced: English as a foreign language in Nicaragua, teaching speaking, classroom environment and their definitions, the main psychological factors such as fear of making mistakes, anxiety, shyness, lack of motivation and confidence. Their effects on students speaking performance as well as their causes.

2.1 English as a foreign language in Nicaragua

For many years the government of Nicaragua through the Ministry of Education MINED has implemented the teaching of the English as a foreign language in the schools in order that the students could have another competence in their curriculum. Teaching English as a foreign language is to develop linguistic and sociolinguistic abilities that will allow the student to turn these skills into a useful tool for life (MINED as cited in Cardenas, 2012). Likewise, Nicaragua has experienced an increased in the tourism and call centers jobs.

In Nicaragua the acquisition of this language is called “English as a foreign language” and not “second language” because in this country the predominant language is Spanish and the residents speak the same language. Therefore, it is the first and only language, the languages taught in this country will be foreign language. On the contrary, others countries that English is being spoken by many people, the person that wants to learn English will have this idiom as a second language and not as a foreign language because he/she is in constant contact with this language. But in Nicaragua the people is not in contact with English thus they learn it as a foreign language. Dunsmore (2019) mentions the following:

In learning ESL, the learner is learning English within an English environment. In this case, English is spoken outside the classroom. The learner here learns English to understand and

speak it outside the classroom. The situation is different in EFL learning, the learner learns English inside a classroom, but continues to speak her/his own language when leaving the classroom.

2.2 Teaching Speaking

The Merriam Webster Dictionary defines that speaking is when someone can give a speech. This means that this person can communicate with no hesitation, fluently and precisely. According to Cora and Knight (2020) “speaking is a crucial part of second language learning and teaching which involves producing, receiving and processing information” (as cited in Farabi, Hassanvand, & Gorjan, 2017, p. 18). Therefore, speaking skill is a fundamental element so that the knowledge of a language can be fully developed; in this case English.

“Speaking is a spoken productive language skill. It is about how the students produce the language orally. Speaking focused on output where the learner’s attention is on conveying ideas and messages to another person” (Handoko, 2017). “Speaking is the most important skill because it’s one of the abilities that is needed to perform a conversation. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension” (Master, 2019).

The benchmark of successful language learning is the demonstration of the ability to achieve goals through interactive speech with other speakers of the language (Brown, n.d). Thus, for Brown speaking is the ability that a person has to communicate with others. Cora and Knight definition is the most relevant to the aims of this study, because it centers the attention to speaking as a really important element in the learning and teaching of a language. Although Brown, Cora and Knight, say that speaking is a process in which we have to interact with other people, a definition that could talk about learning and teaching in needed.

When teaching English teachers use activities, Kayi (2012) states “Activities make students more active in the learning process and at the same time make the learning more meaningful and fun for them”. Moreover, according to Cava and Pilataxi (2015) if the teacher uses appropriate activities he/she could develop accuracy and pronunciation of the students when speaking in English. Furthermore, some characteristics of the activities can encourage students to communicate using English language, another important thing that she mentioned is that teachers needs to do different activities to have the learners motivated in the lesson (Oradee, T. 2012).

Teachers in their lessons should encourage active participation; according to Liu and Littlewood (1997) “School teachers need to provide more and better contexts for students to develop oral English skills and use these skills in active learning roles in the classroom”. Further, the teacher’s goal is to create conditions that enable students of various learning styles and personalities to participate. To achieve the aim, he/she will need to take extra steps to encourage quiet students to speak up and, occasionally, ask the students that talk more to hold back from participating in order to give to the quiet students a chance, moreover the teacher needs to call on (by each student name) the students that do not participate, could be good that the teacher give a grade to the participation thus the students will be motivated to gained the points, if the teacher is planning to assess the participation in a deeper way he/she should consider to give to them the parameters that will be assessed to have them prepared (Parrish, G. 2009). Additionally, Kayi states that “students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on”.

Shore (n.d) state the following:

Class participation is an important aspect of student learning. When students speak up in class, they learn to express their ideas in a way that others can understand. When they ask questions, they learn how to obtain information to enhance their own understanding of a topic.

Moreover, “participation is an extremely crucial element for learning. It is a proven fact that students learn better and retain more when they are active participants. Learning is an active process and should involve talking” (Cieniewicz, n.d). Likewise, “participation is of utmost importance in language classrooms for it adds interest to the learning and teaching process” (Ghannaj, 2019). However, some of the causes that affect the freely participation in the class are shyness that is an influence factor which could affect students’ participation because they are afraid of other’s reactions, poor pronunciation and they feel embarrassed if they mispronounce a word, fear of critic, lack of vocabulary, among others(Ghannaj, 2019) .

“Many students feel uncomfortable about asking questions in case they should appear foolish in front of their peers” (Smith, 2015). “When students are able to ask their own questions, they can chase their curiosity and tap into their own interests. They can build on their prior knowledge and build a bridge to new information that they are analyzing” (spencer, 2017). “Failure to ask for help can affect students’ academic performance, self-esteem, and potentially their access to learning in the future” (Sullivan, 2019).

“Teacher should provide ample opportunity to students to practice after being provided with effective input from the teachers” (Aurin, 2017). Sullo (2009) mentions the following:

Time limits help keep the educator organized and divides time well for students and more topics for learning. Students have had so many opportunities to satisfy their needs by doing what the teacher has planned, they will almost assuredly be cooperative and responsible when it's time to get organized.

Furthermore, Taylor (2020) expresses the following:

Your lesson has a fixed length and so you'll need to think about the timing of each activity. This helps you to know that you have planned a long enough lesson, and during the lesson itself will serve as a self-check to make sure you achieve what you want to achieve.

Critical thinking when teaching speaking skill needs to be taken into account; "Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action" (Scriven & Paul as cited in the foundation of critical thinking, n.d). Furthermore, Oxford university press ELT (2013) explains how a teacher can develop the students' critical thinking and states that the main skills in CT are noticing and giving opinions, teachers should do activities using images without context, to have them thinking about it, noticing the minor detail and thus giving their opinion about the unknown context of the image. Lesson planning (n.d.) gives some strategies such as presenting students with a problem, scenario, case, challenge or design issue, which they are then asked to address or deal with, provides students with opportunities to think about or use knowledge and information in new and different ways. Likewise, "Students will be immersed in the practice of making critical judgments where they will hone their critical skills, cultivate a critical character and begin to speak" (Golding, 2011).

Something important to know is that teachers should measure how much they talk in the lessons; "if a teacher continuously talk and not show any interest in student ideas, students will get bored and ultimately there will be not output from the students" (Aurin, 2017).Furthermore, Barkley (2018), wrote about a Nail Mercer podcast who talks about the appropriate time that teacher should talk in the lessons, in summary Mercer said that teachers have to know the level of the students, the difficulty of the task, and many other things to get to know how much the learner can produce, finally Barkley stated that teachers should design strategies that could allow students to speak in the lessons. Similarly, according

to Kareema (2014) “Teacher talk time (TTT) refers to how much the teacher talks during a lesson. However, this will vary according to the stage of the lesson. In other words, the teacher needs to speak more when starting a new lesson. When he continues the same lesson next time he may speak less as students’ need ample opportunity to practice the new material”.

In every lesson the use of the target language appropriately is important. When a teacher use the target language appropriately is given to the students a model to follow. Moreover, the students are receiving comprehensible input. Additionally, they are getting used to certain commands and expressions that the teacher could use in every lesson and more importantly they are exposed to the target language; thus they would have the practice that they do not have outside the classroom especially in the foreign language context (Billash, 2011). Furthermore, Morales, Doña and Valdez (2017) state that the use of the target language appropriately means “The correct use of grammar, coherence, the content of those who wants to communicate the pronunciation, the intonation when speaking, the appropriate vocabulary to use, among others”.

Positive rapport between students and teacher is needed to have a significant learning. Jiang and Ramsay (2005) state that a good rapport is essential in a teaching process because it enhance the learning, help students to be motivated, and reduce the students’ feelings of anxiety. Similarly, “Rapport between students and teachers leads to numerous positive students outcomes, including attitudes toward the teacher and course, students’ motivation, and perceived learning” (Wilson & Ryan, 2013). Additionally, Barnes and Lock (2010) state that the effective rapport between students and teachers means that the teacher listens carefully the students, uses student name, puts a lot of effort to help students, check understanding, is patient and friendly... A hint of anger or impatience can destroy the positive atmosphere that was created.

2.2.1 Techniques

“Every teacher is working hard to capture the attention of students and to make every lesson unforgettable and exciting” (Bogorad, 2020). Kassem (1992, p. 45) defined teaching techniques as teacher's activities in the class to involve students in the subject matter, and requires that students participate in learning activities, share equally with other learners, and react to the learning experience (as cited in Shinn, 1997).

Srinivas (2019) mentions some techniques that the teacher could use when teaching speaking which are choral repetition that is to have the students repeating after the teacher, initial speaking activities which can be combine with the mime technique to have them guessing what the teacher is doing. Thus, they will be practicing vocabulary then the teacher can give to them a picture (which is another technique) and they will have to use verbs and some grammar to talk about the picture and the mime too. Another technique is substitution drills in this the learner have to substitute words or grammar structures in a given sentence. Moreover, question and answers drill is another technique which is about the teacher introduce a question the student answer it and then the teacher gives another structure of the question, this needs to be in pairs in that way one of the students will follow the question of the teacher and the other one is going to answer. Information gap activities are that the teacher will give to the students a worksheet in which they have to fill in the blanks with the correct option in this they have to be in pairs or in groups to debate their thoughts; rhymes, songs, chants and poems are techniques that enhance the speaking skill in a great way due to the students fill motivated because they enjoy it, the teacher can introduce the theme with a song or rhyme and could ask to the students to do their own song as assignment. Others techniques are language games such as guessing games, role-plays, memory games, board games, card games, information gap, exchanging, searching, collecting, arranging, match, scramble, scrabble, combining, simulation techniques, spelling bee, problems and puzzles and so on. An important thing to know is that all of this techniques needs to be appropriate to the level of the students.

2.2.2 Strategies

An important element when teaching English are the strategies that the teachers implement to catch the students attention. Study.com (n.d) explains the following:

Teaching strategies, also known as instructional strategies, are methods that teachers use to deliver course material in ways that keep students engaged and practicing different skill sets.

An instructor may select different teaching strategies according to unit topic, grade level, class size, and classroom resources.

Moreover, Lawton (n.d.) states that teaching strategy is the overall plan of a content that includes building the desired student behavior according to instructional objectives and an outline of the tactics needed to implement the strategy (as cited in Sarode, 2018). As well as, “strategy means a plan for achieving something. In teaching and learning process strategy is an activity that should be done both teacher and learner in order to get learning activity become effective and efficient” (Rianingsih, 2015). There are some strategies used by the teacher in overcoming students’ difficulties in speaking such as prepared talks, role play, brainstorming, oral interview, debate, games, telling story, and discussion, among others. “Teacher makes the lesson effective when he/she puts a lot of effort on doing the activities for the content, looking for the best strategies, taking control of the classroom management, and giving to the students sense of belonging and motivation” (Moreno, 2010).

2.2.3 Facilities, Materials and Aids

“Teacher is the driver of the classroom who drives the class as per his/her pace and desire. S/he makes an environment in which all the students delve themselves in the ocean of knowledge which happens due to usage of the materials and aids used by the teacher in the classroom” (Kumar, 2017). When the classroom do not provides appropriate condition to teach and learn the learning process of the students get affected (Nata, Prasetyari, & Haryanti, 2013).

“Teaching becomes interesting when a teacher uses different teaching materials because it directly involves student in the teaching- learning process. It makes lessons enjoyable and memorable. Teaching materials are key factor in creating effective teaching and learning environments” (Shinn, 1997). Furthermore, Remillard & Heck (2014) add that “instructional materials are defined as resources that organize and support instruction, such as textbooks, tasks, and supplementary resources. It refers to the human and non-human materials and facilities that can be used to ease, encourage, improve and promote teaching and learning activities” (as cited in Shukla, 2018).

“Teaching aids are tools and equipment used in teaching as a supplement in class room instruction to enhance interest of students” (Shinn, 1997). Likewise, Shukla states that “teaching aids are objects or devices used by a teacher to enhance or enliven classroom instruction such as books, pictures, maps, DVD, computer, whiteboard, slides, videos, CD players, projectors, etc. Any device that helps teach can be called a teaching aid”. (Shukla, 2018).

The importance of visual materials make every student an active participant in the classroom, the lessons are enjoyable, interesting and are able to adjust to classroom situation” (Nauriyal, 2020). “According to Danan (2012), use of diverse types of visual aids help teachers seeking to improve student motivation and interaction in class as well as learning of particular language skills and knowledge. Hence, the visual aids can be one of the solutions to the language teacher” (as cited in The Importance of Visual Aids in the Classroom, n.d). Furthermore, “an effective use of visual aids substitutes monotonous learning environments” (Shabiralyani, Hasan, Hamad & Iqbal, 2015). Moreover, “increase the students level of understanding of the material presented, and it’s used to facilitate learning, reinforce your saying, clarify ideas, and create excitement”(Baser, 2013). Many of the teachers use teaching materials that they have available in the classroom such as books, pictures, maps, videos, audio clips, etc... and they are able to make the class interesting and easy to understand the topic or content. Moreover, those materials are

effective for many of the students that learn in different ways. Likewise, teaching materials are tools for the teacher to make his/her teaching understandable and effectively.

“Learning resources are relevant tools in education which include videos, flipcharts, whiteboards, overhead projectors, PowerPoint, text, smart devices and software. The purpose is to provide important opportunities for students to explore ideas, collaborate, solve problems and develop knowledge and skills” (use of resources in learning and teaching, 2019). Furthermore, Knezevich (1995) maintained that physical facilities are essential resources that are required for the effective operation and maintenance of standard in the classroom/schools. These facilities include the site of the building, furniture, equipment, personnel resources, laboratories, workshops and other instructional aids. When these categories of school facilities are adequately provided, the classroom activities become effective and efficient. Adequate facilities in the classroom/school enhance the comfort, safety of pupils/students and teachers, thereby increasing their performances (as cited in Okeke, 2013).

2.2.4 Methods

A method is “the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught and the order in which the content will be presented.” (Richards & Rodgers, 1986, p. 19). “It is the plan for organizing the presentation of language material. It is a plan whose parts do not contradict and which relies on an approach” (as cited in Rhalmi, 2009).

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language (Communicative approach, n.d). Similarly, ‘the Communicative Approach’ argues that merely knowing how to produce a grammatically correct sentence is not enough. “A communicatively competent

person must also know how to produce an appropriate, natural and socially acceptable utterance in all contexts of communication” (Kumar, 2015). Furthermore, “the most popular and recognized approach is the communicative approach (CA) which stresses the development of communicative skills. It is revealed that communicative activities force learners to activate their linguistic repertoire and increase the possibility of integrating the new forms of the target language” (Alghaberi, 2019).

The communicative approach is being used in the English lessons at public schools by the teachers. MINED (2009) states that the communicative approach, born as a need to develop a new innovative pedagogical approach, which develops critical thinking, and seek that the content is objective, meaningful and relevant to students; with this approach the student will develop and demonstrate abilities and understanding, in which he/she will use their knowledge to solve new problems in communicative situations, emphasizing the experience, abstraction, reflection and application.

According to Arnis (2004) “deductive approach derives from deductive reasoning where the concept goes from general to specific (rules, patterns, principles are presented first, then examples). Inductive approach starts with some examples from which a rule is inferred”. In addition, “A deductive approach (rule-driven) starts with the presentation of a rule and is followed by examples in which the rule is applied. An inductive approach (rule-discovery) starts with some examples from which a rule is inferred.” (Thornbury as cited in Oxford University press ELT, 2015).

2.3 English speaking environment

2.3.1 Classroom environment

Classroom environment is one of the most important factors affecting student learning. “An ideal learning classroom is when students view their classrooms as positive and supportive, it is a space where they feel safe and secure” (Verma, 2019). A positive classroom environment is the key to effective teaching and learning and the help to receive maximum effectiveness in instruction. Moreover, environment provides strategies to help students to succeed.

The term classroom learning environment has been defined by several educationists. Fraser (1991) explains the concept of classroom as "classroom learning environment carries a variety of meanings, it generally refers to the total climate, structures, processes, ethos within classroom which integral elements are influencing students learning" (as cited in Malik, R. & Rizvi, A., p. 210). In classroom settings, elements of teaching-learning process include: teacher, students, content, learning process and learning situation. The learning situation or learning environment means the conditions in which learning take place. Each classroom has unique teaching - learning conditions (Arend 2007).

There are many things that can affect a positive learning environment. First, emotional environment of the classroom. For example, teacher's attitude in the class. The way in which a teacher organizes their class or how they control it. If a teacher is motivated and positive they will likely have a beneficial impact on their students within the classroom. It is important for a teacher to know the cause and effect in order to understand how to organize the classroom to create a better learning environment (Hannah, 2013). Second, the discipline; Nata, Prasetyarini, & Haryanti (2013) states that "Classroom management becomes a common problem in teaching learning process". Moreover, according to Odoyo, Odwar, & Kabuka (2016) "To have a good performance on the part of students discipline needs to be enhanced". Likewise, "discipline impacts the learning process by creating a stress-free environment for apportioning time to various activities, improves planning through observing and maintaining a set daily routine, shape learner character and enhances their motivation, enables the setting of good examples and positively contributes to better grades" (The education pendulum: the role of discipline in learner performance and quality of life, 2020). Third, the physical environment of the classroom. Bank (2014) states that it has been proven that the physical environment of the classroom can improve the learning environment and more importantly; prevent behavior problems before they occur. Furthermore, classroom environment suggest that the classroom should be well organized to accommodate a variety of activities throughout the day and to meet the teacher's instructional goals and in order to have such a

positive influence on students' performance and learning (Stronge, Tucker & Hindman, 2004). Although it may not seem so important, setting up the physical classroom can deeply impact students learning, behavior and performance and it can also make school or college life more enjoyable and productive for teachers and students (Barack, 2018).

According to Shalaway (2005) the physical arrangement of the classroom is one of the crucial things educators and administrations should think and take into consideration. Making and equipping the classroom the best way possible sets the stage for the progress that students will make. Likewise, Rands and Gansemer-Topf (2017) point out that a classroom that has a well-defined physical arrangement and appears organized will definitely promote a positive learning environment. Certain aspects of the physical environment have been examined for decades; and more important how they may influence in a positive way students learning and performance. These physical components are air quality, appropriate lightning, among others (Okcu, Ryherd & Bayer, 2011). All of these can play a role in determining whether the classroom will be conducive for learning.

“Seating arrangements are important classroom setting events because they have the potential to help prevent problem behaviors that decrease student attention and diminish available instructional time” (Wannarka & Ruhl, n.d). Furthermore, McCorskey & McVetta mention that the way an instructor arranges a classroom can significantly impact students' learning. The instructor has the ability to maximize engagement by changing the physical setup of chairs, tables, and presentations in the classroom. Instructional communication theory suggests that seating arrangements can impact how the instructors communicate with students and how students interact with one another, impacting engagement, motivation, and focus (1978).

2.4 Psychological factors that hinder students from speaking

There are many psychological factors that affect students when performing in English such as anxiety, lack of motivation, lack of confidence, fear of making mistakes and shyness that teachers must take into account to help students in acquiring a second language (Jannah & Fitriati, 2016). It is important the identification and knowledge of these factors in order to aid pupils to make progress in their speaking development. It is a problem that goes beyond and teachers as students need to know how and why these factors affect each student.

2.4.1 Fear of making mistakes

Students often feel afraid of making mistakes when they are speaking in English. They are scared to raise their hands when they don't know the answer, or being judged by the teacher and receive negative evaluation. Moreover, students are afraid of looking foolish in front of other people and they are concerned about how other will see them (Kurtus, 2001). In addition, when students are scared to speak, they have difficulties developing the fluency that it is needed to improve their English speaking skill. Students have to learn to take risks because all people make mistakes and learn from them to will being able to move forward to what they propose. Merriam-Webster's Collegiate Dictionary (2005) defines mistakes as understand or identify someone or something incorrectly. For this reason, "people are afraid of making mistakes, but don't worry if you make mistakes on the way. By making mistakes, you learn to improve and do it better" (Sasson, n.d).

2.4.1.1 Causes of fear of making mistakes

The cause of psychological factor that negatively affect their English-speaking performance is the fear of making mistakes, because students are afraid of mispronouncing some words incorrectly and their friends laughed and mocked (Haidara, 2016). For this reason, they prefer not to interact in English until they know that they are not making any mistake. According to Leong & Ahmadi (2017) students

are worried about making mistakes and fearful of criticism, because the rest of the students always are given negative comments to the person who is performing in English. Moreover, Bourezanne (2014) explains that learners prefer to keep silence all the time to avoid committing mistakes when they are in some activities that are not well prepared and when the teacher is continually correct them in every mistake that they make. Likewise, Tanveer (2017) claims that learners feel afraid of committing mistakes and are intimidating, because in the classroom always find people who blamed them for any mistakes and they feel frustrated of making mistakes in front of teachers, because they think that it could affect at the end of course scores. Moreover, Jannah & Fitriati (2016) argue that most of the students do not respond improvise questions in English because they are afraid if they cannot convey the message clearly or they do not use the grammar and vocabulary appropriately. However, Arifin (2017) states that many students are afraid of getting mistakes when they are in a speaking presentation in front of the rest of their classmates because they think that they cannot do it correctly.

2.5.1 Lack of motivation

Motivation defines the processes that describe why and how human behavior is activated and directed (Singh, 2011). Moreover, Sasson adds that motivation means have enthusiasm for doing something, but students lack the motivation when they feel frustrated for any situation and this often creates indifference, unhappiness and dissatisfaction (n.d). Motivation can influence students' decision on being involved or not to a certain situation in language learning such as in speaking class. Motivation has direct impact on how individual learns. Zua (2008) further adds that motivation is an inner energy. She states that no matter what kinds of motivation the learners possess it will enhance their study interest. It has been proven in many studies that students with a strong motivation to succeed can persist in learning and gain better scores than those who have weaker motivation of success showing that building students' motivation to learn is urgent for every teacher.

“Motivation is something that supports someone to do something” (Abdussalim, 2008). Likewise, Brophy (2004) defines motivation as “the intention of acquiring the knowledge or skills that the activities are intended to develop” (p.4). Moreover, “motivation is some kind of internal drive which pushes someone to do things in order to achieve something” (Harmer, 2012, p.98). According to Brown (1997) motivation is thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action. He also stated that learning a foreign language requires motivation in order to achieve the desired goal of speaking classroom activities. Thus, motivation is something that encourages you to achieve a goal or to do an action.

According to Harmer (1988), Piaget and Vygotsky’s theories on motivation have been examined and applied to classrooms all over the world. Their views concerning motivation are different from one another. Piaget pushes in intrinsic motivation, while Vygotsky believes in extrinsic motivation. Intrinsic motivation rises from individual inside factor such as needs, interest and enjoyment. Extrinsic motivation is caused by a number of external factors that might include the hope of financial reward, need to pass an exam, or the possibility of future level. Lack of motivation may happen because of many factors such as the bad relationship with the teacher, the unorganized classroom, the uninteresting activity or topic, the learner’s state like tiredness, illness, hungry, and even the time especially in the afternoon, etc.

2.5.1.1 Causes of lack of motivation

Motivation is one of the main factors that take an important role in the classroom. According to Leong and Ahmadi (2017), the lack of motivation is when learners cannot remember anything to say when they are in an oral presentation, participating in class, or when the teacher is asking improvised questions. For that reason, they cannot express themselves in front of the class. Similarly, Bourezanne (2014) argues that the lack of motivation may happen, because of many factors such as the bad relationship with the teacher, the unorganized classroom, the uninteresting activity or topic, the learner’s state like tiredness, illness, hungry, and even the time especially in the afternoon, etc. Consequently,

those factors may decrease students' motivation and even more may prevent students' engagement in the classroom activities. For that reason, increasing and directing student motivation is one of the teacher's responsibilities. In addition, the lack of motivation is based on their performance in speaking class. Some of the students do not show a great intrigue, enthusiasm, do not concentrate on the speaking lesson and do not enjoy during speaking learning process toward the different problem and most of them did not satisfy with the speaking learning result (Jannah & Fitriati, 2016).

2.6.1 Anxiety

According to American Psychological Association (n.d), "Anxiety is an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure". Thus, high levels of anxiety can lead to lower academic performance and poor information retention (Dobson, C. 2012, p. 13). It means that if the learners are having anxiety while they are exposed to activities, which involves speaking many of them will not perform well on it and it is not because they do not want but they feel a lot of tension that leads to anxiety episodes.

"Language anxiety is a negative concept which refers to a kind of state of discomfort associated with learning a new language" (Bourezzane, 2014). In addition, Arifin states that anxiety is a general term of fear when students have to deliver a presentation before a group of people and other terms to refer it: anxiousness, nervousness, stage fright, etc. (2017). Moreover, Horwitz & Cope (1986) specify English language anxiety as a specific anxiety affecting English learning performance. Furthermore, Macintyre & Gardner (1994) describe English language anxiety as a common problem associated specifically to speaking, listening and learning process. Similarly, Macintyre and Gardner explain that is a phenomenal issue and mainly a negative factor which completely affects the English learners speaking performance directly ruined they academic achievement. Anxiety is one of the common issue English learners have to bear with it in their English learning process.

Griffin (1990) says that anxiety is usually separated of fear but he stated that actually they are the same because that is practically anxiety; fear. On the other hand, it talks about what happens in people's minds when they have episodes of anxiety, what happens is that the person at the time of experiencing an episode of anxiety becomes frustrated and blocks all their thoughts and emotions, people try to block this episode of anxiety but they end up blocking themselves from everything not just from the episode. Therefore, when students try to speak in English and are anxious they tend to forget everything and it is for this reason that the mind is blocked by anxiety.

2.6.1.1 Causes of anxiety

The cause of anxiety for most of the learners is to speak in front of the class (Tanveer, 2017). Moreover, students get more anxious when they speak without being ready in advance and when they are exposed to immediate questions (Öztürk, G., & Gürbüz, N., 2014). Furthermore, Jannah & Fitriati (2016) state that when students are speaking English and they look panic, nervous, worried, tremble and pressured is because they have anxiety. Moreover, there are some students that forgot what they would say at the moment to speak in English in front of the class. Those occurred because when they spoke English, all of their friends' eyes looked at them and gave full attention to them, including their teacher. Moreover, many students feel frustrated and anxious when they have to answers different questions that they teachers ask them and they do not have an idea about what to say. Because, they are focus on minimal things like how to use the grammar and vocabulary correctly. In other hand, students feel anxious when performing their speaking. It is showed where they tend to repeat what they said when their speaking goes wrong (Ariyanti, 2016). However, Kayauglu and Saglamel (2013) found several reasons of anxiety in English performance. First, a common issue for many English learners is lack of vocabulary which limited them to speak just with a basic communication base, grammatical understanding which affects their process on learning the language and a bad pronunciation. Second, fear of making mistakes, fail on a test or fail in front of others. Third, lack of understanding the language

will be another common problem students must deal with and finally, teacher's role and competitiveness.

The results shows that the English learner's performance difficulties are related to linguistic problems especially lack of vocabulary, less understanding of the grammar and a bad pronunciation. Anxiety appears when a student face something really complicated, especially if he/she is under a lot of pressure affecting the way of thinking, performing and obtaining new knowledge. Horwitz (1995) states another factor with encourage English learners to fail on their performance is the fear of negative evaluation which cause lack of participation among the students. English learners believe their knowledge is not enough to make a good perform because they don't believe on themselves resulting and failure.

2.7.1 Shyness

Shyness makes students feel uncomfortable, worried, or tense during social situations. Shy people may have physical symptoms such as flushing, sweating, pounding heartbeats, or an upset stomach; have negative feelings about themselves; they are concerned about what others think of them and they have a tendency not to associate with many people (American Psychological Association, n.d). Moreover, "shyness is a feeling of fear or discomfort caused by other people, especially in new situations or among strangers. It is an unpleasant feeling of self-consciousness a fear of what some people believe others are thinking" (Heitz, 2019).

Shyness is a problem that many EFL learners have to deal with when it comes to speaking in the classroom with someone or in public, and it results in a low mark in the speaking class because the professor assumes the student doesn't have the proper skills to do it. Pilkonis (1977) indicates that shyness is a tendency to avoid having contact with other people, to fail on responding appropriately to them and to feel nervous and anxious during interactions with them. Also, Henderson & Zimbardo (1998) define shyness as preoccupation with one's thoughts and reactions leading to lack of comfort in interpersonal context.

2.7.1.1 Causes of shyness

Zimbardo (1981) states that shyness is “a mental attitude that predisposes people to be extremely concerned about the social evaluation of them by others” (as cited in Doyon, 2000). Shyness in EFL learners are always in disadvantage, because they often have a negative concept of themselves which will affect their speaking performance hesitating or pausing between words. Zimbardo, Pilkonis and Norwood (1977) indicates that shyness has an impact across a variety of communication settings, such as communication apprehension. Moreover, shyness seems will being stimulated just with the fact of talking with someone else, not with non-social situations but when communicating with another person. Roy-Byrne and Cowley (2002) state that people compare themselves to others who believe they are better than they are which leads to increase levels of anxiety and depression.

2.8.1 Lack of confidence

Lack of confidence in their abilities makes students doubt their potential to achieve desired goals, making them insecure to participate in the learning curve (APA Mental Health Primers, 2020). EFL learner’s self-confidence is important to start and keep a conversation, because speaking in a foreign language requires a high level of self-confidence which not everyone has and that is the problem among EFL learners not being able to trust on themselves to speak in English without hesitates every time they try to do it. MacIntyre (2004) suggests that self-confidence contributes to the learner’s willingness to communicate in a foreign language. Gençtan (1984) and Ozbey (2004) define self-confidence as an individual’s recognition of his own abilities, loving himself and being aware of his own emotions (as cited in Gürler).

2.8.1.1 Causes of lack of confidence

EFL learners having feebleness on their foreign language speaking accomplishment is the result of self-confidences issues. Astuti (2018) reports problems in speaking skill learning; to begin with,

students feel bored trying to speak English, because remembering different words and their pronunciation become extremely hard. Second, students hardly ever use English to communicate with each other in the classroom and outside, as a way to improve their speaking skill, making them not use d to speaking English properly. Third, students only use English when they are reading in classes not having the slightly idea what is the content about or what they are saying because talking spontaneously using their own words, it is an ability that wasn't improved. Students feel uncomfortable just by trying to speak, because they are afraid of making mistakes as a result of lack of confidence. Tsiplakides (2009) indicates that a person unwilling to speak in English is the result of lack of motivation, English learners are more anxious about speaking a foreign language, because there is no ability and too much practice in performing their speaking abilities in classes.

In short, EFL learners speaking performance is affected by many factors which encourage them to underestimate their own abilities resulting on hesitation, lack of confidence, motivation, anxiety and shyness. These factors have been affecting English learners for a long time and seem to be a major issue that every student has to deal with in their English learning process and performance. EFL teachers are an important part of the English learners' development and their job is to encourage them to believe in their own abilities and skills to overcome the fear of making mistakes and to increase their self-confidence level and motivate them to improve their speaking achievement.

3. Research Design

3.1 Research Type

This study is a mixed method approach, as it refers to the use of quantitative and qualitative methods. The purpose of using this method was to combine both statistical data and stories to have a better understanding of the problem under study. Therefore, interviews and classrooms observations were carried out to obtain qualitative data. Additionally, a survey was carried out to provide the statistical information and to understand the problem better by the use of graphs and percent.

3.2 Study Area

The study area was conducted at Maestro Gabriel School. This research was focused on students of 10th grade “A”; there is a population of 35 students where 10 are women and 25 are men in the morning shift. The age range of the students is from 13 to 15 years old.

3.3 Sample

The representative population of this study was EFL students in the tenth grade at Maestro Gabriel Institute. The number of students belonging to this grade were 35 in total. The sample consisted of sixteen (16) students which represented the 46% of the population, who were chosen randomly and one English teacher of this grade was selected.

3.4 Variables Matrix

General objective: To analyze the different psychological factors that affect English speaking performance in students from 10th grade, at Maestro Gabriel School in the II semester 2020.

Specific Objectives	Conceptual Variable	Sub variable or Dimensions	Indicator Operating Variable	Data and information collection techniques and participating actors		
				Survey	Interview	Observation
N° 1 Identify the different psychological factors that students from 10 th grade at Maestro Gabriel Institute have to deal with when performing in the target language.	Psychological factors that students from 10 th grade have to deal with when performing in the target language.	Psychological factors in speaking performance.	Lack of motivation Lack of confidence Fear of making mistake Shyness Anxiety	X X X X X	X X X X X	X X X X X
N° 2 Describe the classroom environment that English learners from 10 th grade at Maestro Gabriel Institute are exposed to.	The classroom environment that English learners from 10 th grade at Maestro Gabriel Institute are exposed to.	The classroom environment that English learners are exposed to.	Classroom	X	X	X

FACTORS AFFECTING ENGLISH SPEAKING PERFORMANCE

N° 3						
Determine what type of techniques the teacher use with students who hesitate when they try to speak in English.	Type of techniques the teacher use with students who hesitate when they try to speak in English.	Techniques the teacher use with students who hesitate when they try to speak in English.	Oral presentation	X	X	X

3.5 Methods, data collection techniques

In order to answer the research hypothesis and objectives, research tools have been used for collecting data which are teacher’s interview, students’ surveys and classroom observations.

The **survey** is a technique based on interviews with a considerable number of people, using questionnaires that by means of questions made in personal form, telephonic or mail allow to investigate the characteristics, opinions, customs, habits, tastes, knowledge, ways and quality of life, occupational situation, cultural, etcetera, within a certain community. It can be done to groups of people in general by age, sex occupation, depending on the topic to be researched and the purposes pursued (“Survey research: Definition, Examples and Methods”, n.d). The purpose of this survey was to obtain data from the participants about the effect of psychological problems in their speaking skill, the classroom environment, their interest in the target language, and what would motivate them in the speaking lessons.

A semi- structured interview is a more closed type of interview than the in-depth interview in terms of the formulation and order of questions. However, the interview is allowed to give an open answer without conditioning his or her opinions to a list of possible answers. It is shorter than the in-depth interview (Doyle, A. 2020). The purpose of this interview was to identify the different psychological

factors that students are exposed to, from the perspective of the teacher and determine what types of techniques the teacher uses in the lessons.

An observation guide helps to collect data through observing which types of activities are occurring in the setting (Kawulich, 2012). “Observation provides the most accurate information about people, their tasks, and their needs” (Ross, 2018). “The purpose of this type of research is to gather more reliable insights. In other words, researchers can capture data on what participants do as opposed to what they say they do” (The 3 most common observation research methods, 2019). This observation was made with the purpose to get an overall view of the problem, such as the psychological factors that the students show while speaking, the classroom environment, the rapport, the way that the teacher gives the lesson, and the materials that she uses.

3.6 Instruments

These instruments were designed taking into account the variables established for the research problem found at 10th grade in Maestro Gabriel Institute. To obtain information, three types of instruments were designed. The instruments were classroom observation, teacher’s interview and students’ survey. **The survey** was applied to sixteen students, it consisted in ten open and closed questions that were designed in English but applied in Spanish to get real information from students. **The interview** was applied to the teacher with eleven open- questions that were applied in English in order to get information about what strategies the teacher implemented to develop speaking skill and know what factors affect students speaking performance. Another instrument was **classroom observation** that would support the data collected from the surveys and interview.

3.7 Validation

The instruments were evaluated and validated by three experts Estela Hernández, Alber Sánchez and David Webber from UNAN-Managua to get reliable data.

3.8 Application

The instruments were applied at Maestro Gabriel Institute in students from 10th grade “A” in the morning shift, in the second semester 2020.

4. Findings

In this research sixteen students and one teacher were selected to provide information about the teaching strategies used by the teacher, the classroom environment, activities and rapport between students and the teacher in order to determine their effect on psychological factors that affect English speaking performance in students of 10th grade at Maestro Gabriel Institute during the second semester in the morning shift 2020.

4.1 Classroom Observation

Based on classroom observation, it was observed that the teacher was using the critical thinking to make students think about the content and in that way they would give their own opinions about it. The method that she used was the communicative approach which is implemented by the MINED. It is important to take into account the variety of activities according to the students learning styles. However, the teacher used few interactive activities as a result students did not show interest in the lesson, they were bored during the class, they did not pay attention, and thus they did not participate actively in the activities. The only strategy that the teacher implemented was questions in order that students could have more options to speak.

It was observed that the teacher has a deficient rapport with the students, forgot some of the students' names, show interest and listened to some of them. Furthermore, she tried to encourage active participation from all students, but she did not achieve this goal. Moreover, she did not use nor communicated the target language appropriately because she was using the mother tongue most of the time, and when she was speaking in the target language she did not use it properly neither the grammar nor the pronunciation.

The grammar was taught in an inductive way by using discussions and reading. On the other hand, she tried to maintain discipline, but some of the students were using their cell phones, were

unpunctual and they were talking to each other. The teacher was talking all the time and she did not balance the time that students had to talk. A relevant point is that the teacher most of the time was talking in Spanish.

The students did not participate freely during the development of the class just two girls do it, but the rest of the time the teacher was choosing students to participate and those students were the ones that know a little bit English. Most of the students showed the detrimental speaking factors addressed throughout this investigation and something new such as lack of vocabulary, fluency, practice, participation and interest in the language. Some of the students were scared to raise their hands and ask for clarifications. Few of the students bring homework to class, but others did not do it because they did not want or they did not understand it. The teacher gave to the students' appropriate time to develop each activity. Furthermore, the way that the teacher arranged the classroom was in semicircle for the amount of the students in order to have better eye contact with them and maintain discipline.

3.2 Teacher Interview

The interview was divided into eleven open questions in which the objectives of this research were tackled. The teacher belief about the students problem with speaking English is that some psychological factors such as fear of making mistakes, shyness, anxiety, lack of confidence and motivation affect students speaking performance. Moreover, she mentioned that lack of vocabulary, fluency, practice, participation, interest in the language and pleasant environment affect students in the development of speaking skill. Thus, she mentioned that in each stage of the lesson she made interactive activities such as games, singing songs, using technological resources, etc, to enhance students motivation and interest for the English class. Furthermore, to avoid that students could be anxious and shy, she said that she would encourage them talking with them to try to get them relax and comfortable in order that they could achieve the activity that they are in, and help them along; in the same way she would lessen the fear of making mistakes and the lack of confidence. On the other hand, the teacher said that in the Institute there

is needed many facilities, resources and conditions to have a better English speaking lessons such as didactic materials and a better classroom environment. She said that the students do not have books for each one, she does not have a CD player, the technology room is always in use, to the teachers is not given materials to make interactive activities and she mentioned that the teachers do not have the resources to buy them. Similarly, the teacher indicated that the classroom environment affect the English speaking performance of the students due to they cannot concentrate well if there is noise outside the classroom, if there is no electrical power, a lot of heat in the classroom, if the classroom is overcrowded the teacher cannot put enough attention to all of the students, if the whiteboard is damaged, and worn out markers.

3.3 Students' Survey

Q1: Are you afraid of speaking English? Why?

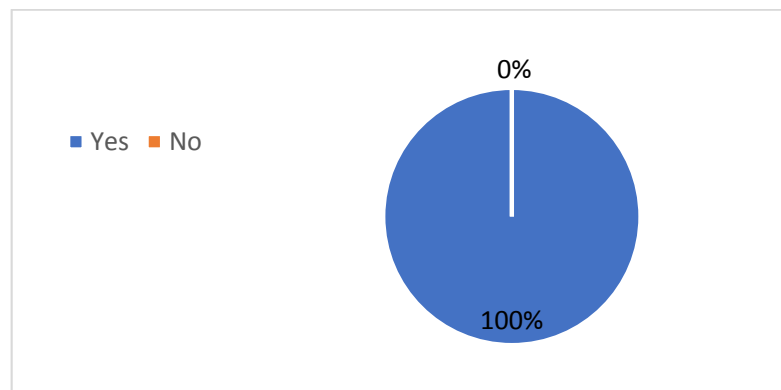


Figure 4.1: student afraid of speaking English

This pie chart shows that 100% of the students argue that they are afraid of speaking in English because they do not have self- confidence, the teacher does not motivate them to speak, the rest of the classmates are always laughing and saying negative comments. Moreover, students are afraid of speaking, because they do not know enough vocabulary to express what they want and they do not know

how to pronounce and articulate each word, and for that reason the teacher does not understand what they want to say.

Q2: What make you feel afraid?

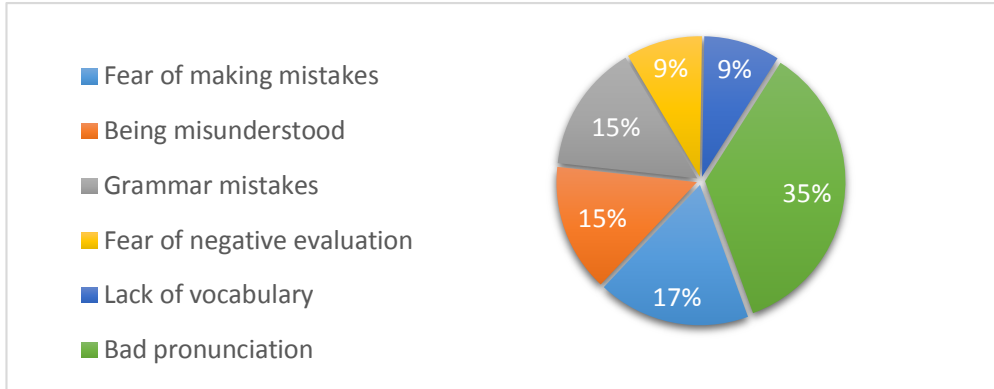


Figure 4.2: Students´ afraid to speak English

The pie chart reveals what makes students feel afraid when speaking English. The (35%) of the participants clarify that the problem encountered by them is bad pronunciation. Likewise, the proportion of (17%) indicates that students fear of making mistakes. As it is shown by the percentage of (15%) students feel afraid of being misunderstood and of grammar mistakes. (9%) show that they do not have the ability to talk in the oral session because they do not have much vocabulary. The other (9%) reveals that the teacher’s negative evaluation can influence them negatively.

Q3: What factors affect your speaking performance?

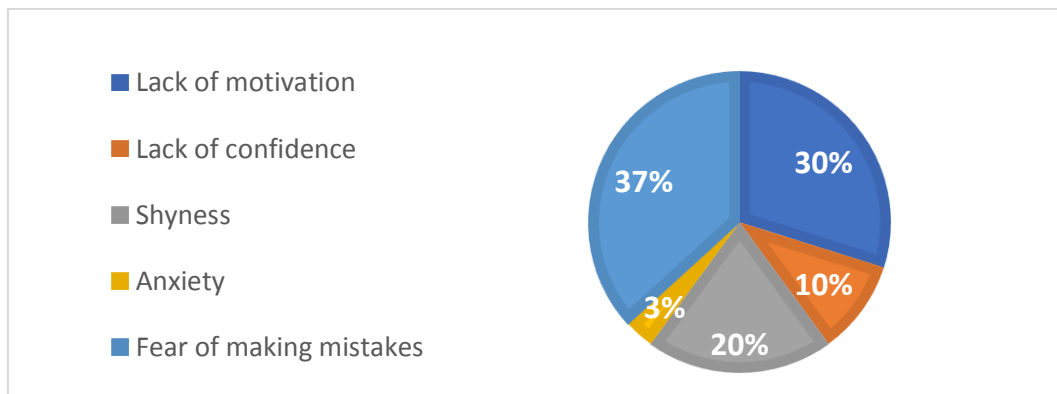


Figure 4.3: Factors affecting students´ speaking performance

FACTORS AFFECTING ENGLISH SPEAKING PERFORMANCE

As seen in the pie chart the majority of the participants (37%) show that fear of making mistakes affect their speaking performance. In addition, (30%) of the other participants indicate lack of motivation. (20%) of the students show that shyness affect the development of the language. Indeed, (10%) of the students reveal that lack of confidence is a factor that affects their speaking skill. Finally, (3%) show that anxiety affect students speaking performance.

Q4: What make you feel anxious when participating in an activity that involves speaking English?

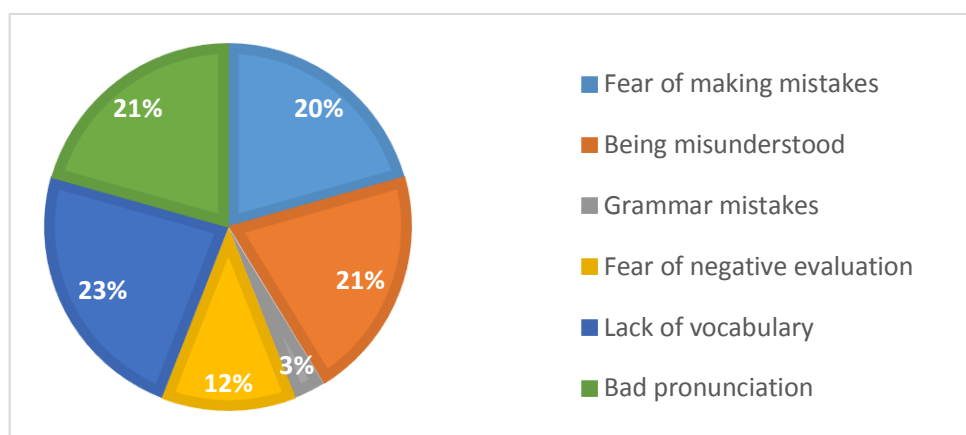


Figure 4.4: Students feel anxious when participate in different activities

According to the pie chart above, (3%) of the students claimed that making grammatical errors give them anxiety when speaking. Furthermore, (12%) of the learners answered fear of negative evaluation from the teacher makes them feel anxious when participating orally in the class. (20%) indicated fear of making mistakes. Additionally, (21%) agree that being misunderstood is a problem that they have when speaking and this causes anxiety in them. Similarly, another (21%) answered bad pronunciation. (23%) of the students coincide that the lack of vocabulary does not allow them to perform well when participating in the English speaking activities.

Q5: When you are speaking in English do you feel afraid of making mistakes? Why?

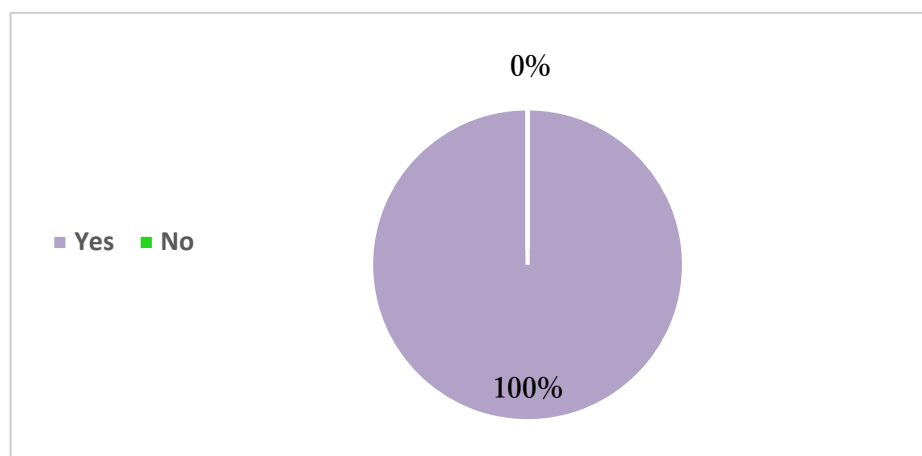


Figure 4.5: Students feel afraid of making mistakes

(100%) show that all students feel afraid of making mistakes because they are scared of being judged by the teacher and receive negative evaluation. They are worried about fearful of criticism, because the rest of the classmates always give negative comments to the students that say something wrong.

Q6: Do you feel confident speaking in English? Why yes/why not?

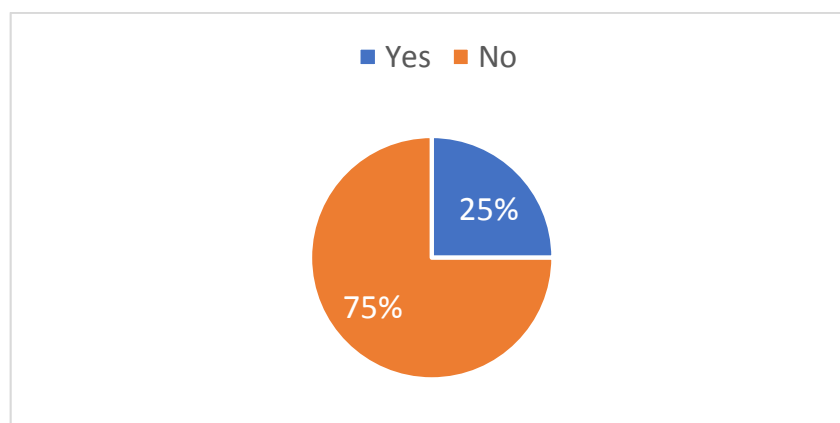


Figure 4.6: Students feel confident speaking in English

FACTORS AFFECTING ENGLISH SPEAKING PERFORMANCE

In this pie chart is show that the (75%) of the students argued that they do not feel confident speaking English, because they are shy, they do not have a good rapport with the teacher, they have difficulties pronouncing the words and they have lack of vocabulary. On the other hand, (25%) of the learners claimed that they feel confident because they would like to learn from their mistakes and try as many times as possible.

Q7: What would motivate you to speak English?

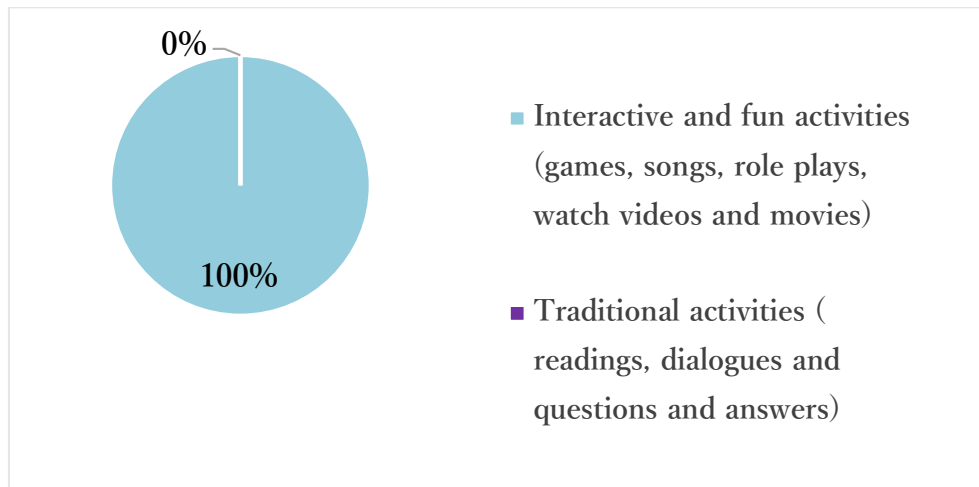


Figure 4.7: What motivate students to speak English

The objective of this question was to know what activities the students want to have in the lessons that involve speaking in order to get them to talk. (100%) of the students answered that they want interesting activities not the traditional ones which are dialogues or reading a short paragraph. The learners said that different and fun activities that the teacher could create for them would motivate them to speak in English.

Q8: Do you like speaking English? Why yes/ Why not?

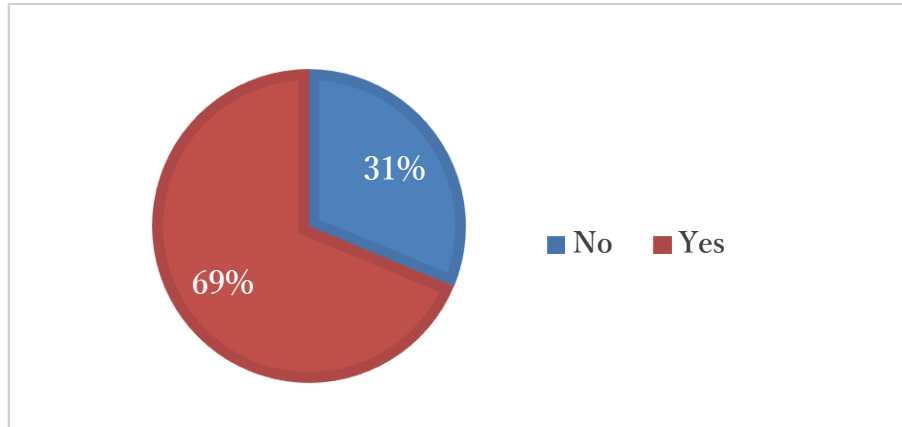


Figure 4.8: Students like speaking English

The pie chart shows (69%) of the participants answered that they like to speak in English even if they cannot pronounce the words well, or have lack of grammar, vocabulary, fluency, but they like to try to speak it, even if they say only a sentence. Moreover, they like to socialize with their peers and they would like everything to be in English. Only (31%) of the students say no, because there is no motivation from the teacher.

Q9: How would you like your speaking lesson?

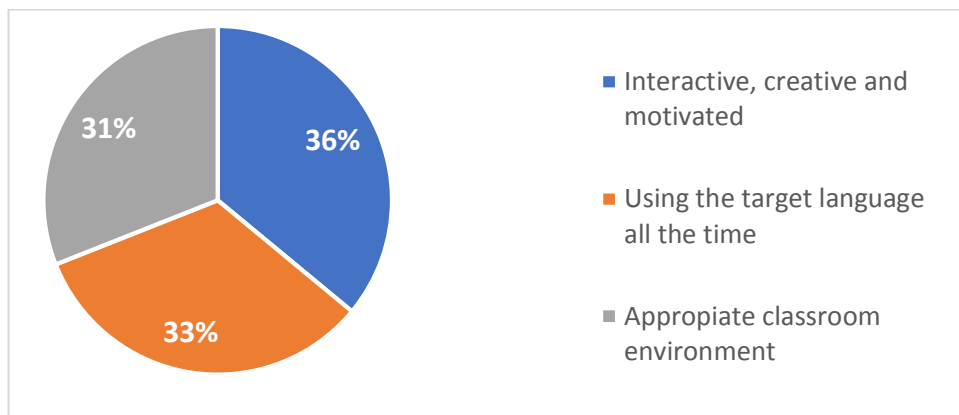


Figure 4.9: How students like their speaking lesson

FACTORS AFFECTING ENGLISH SPEAKING PERFORMANCE

(36%) of the students answered that they would like the speaking lesson interactive, creative and motivated. Moreover, (33%) indicated that they would like to use the target language during the class in which they practice a lot oral communication and not using their mother tongue at any time neither the students nor the teacher. Furthermore, (31%) claimed that they need an appropriate classroom.

Q10: What factors of the classroom environment affect your speaking lesson?

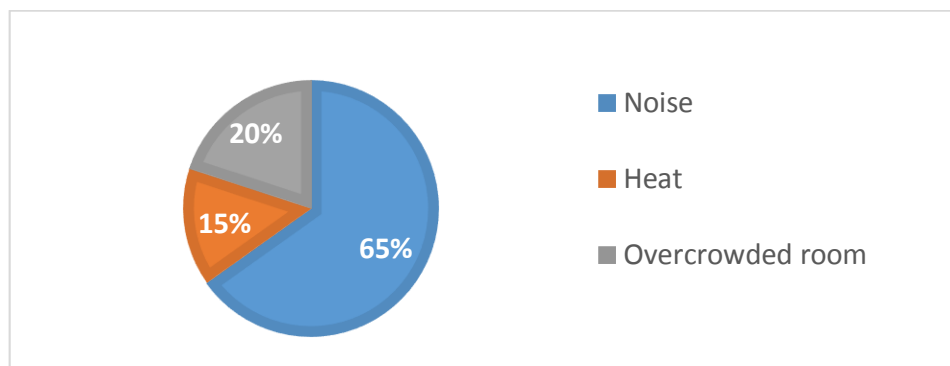


Figure 4.10: Factors that affect the classroom environment in speaking

The pie chart is about the factors of the classroom environment that affect the students speaking performance. This shows that (15%) of the students think that heat affects their performance. Moreover, (20%) indicated that the overcrowded classroom makes them not to perform well when speaking. Finally, (65%) agree that the noise of the classroom environment is affecting their speaking performance.

4.3.1 Analysis

The findings from the students' survey have given us a deep insight concerning the hypothesis and research topic. In general, the results indicate that the majority of EFL tenth grade participants at Maestro Gabriel Institute are facing psychological factors that affect English speaking performance such as fear of making mistakes, shyness, anxiety, lack of motivation and confidence. According to the data obtained, they have those problems for many reasons such as deficient rapport with the teacher, because she is not fair and impartial, and only ask to participate to the students who know a little bit English.

Moreover, the misuse and no use of strategies, facilities and resources at all are also factors that prevent students from speaking and developing in the language to create interactive activities that could be eye catching to the students, lack of pleasant environment and the bad pronunciation of the teacher that leads students to not have a good pronunciation of the words. Even though, they want to learn how to speak English, they do not have the tools to do it, which lead them to underperform. On the other hand, students that do not want to speak English are not motivated by the teacher in order to develop this skill. The results indicated that the students have psychological problems that make them deficient in speaking English. This mainly confirms the hypothesis.

4. Conclusion

Speaking English is a difficult task for most of the learners specially when faced with psychological problems. This research aimed to identify the different psychological factors that affect the development of English speaking skill in students. As in previous studies it was found that factors such as fear of making mistakes, shyness, anxiety, lack of motivation and confidence are responsible for the low performance of the students in this active skill. Moreover, something prominent that was found was that deficient rapport between students and the teacher, lack of vocabulary, fluency, practice, participation, interest in the language, pleasant environment and the teacher's bad pronunciation are problems that do not allow the students to develop speaking. Furthermore, one important thing to mention is that more than a half of the students said that they like speaking in English. Thus, this should be taken as an advantage in a way to motivate them by creating interesting and interactive activities for the students. A mismatch was found between the results of the interview and the survey because although the teacher stated that she motivates the students in different ways, the students contradict her saying that they are not motivated at all and the students' statements are supported by the observation that was made.

FACTORS AFFECTING ENGLISH SPEAKING PERFORMANCE

5. Recommendation

Based on the analysis of the results there were found factors affecting the development of English speaking skill in students of tenth grade at Maestro Gabriel Institute, the following recommendations are presented with the purpose of improving teaching strategies and techniques that can be used for successful speaking performance.

1. The teacher has to make interactive activities that help students in the development of the speaking skill in class. Many of the students learn in different styles. For example, some of them learn seeing, such as watching videos, movies, flashcards, images, pictures and even looking mimics from the teacher. Others learn by listening audio clips or music. Likewise, many of them learn by reading or doing actions such as repetitions or commands.
2. The teacher has to create a pleasant environment, where the students feel familiar, organize, clean, secure and providing a friendly and motivating atmosphere for practicing and making it as similar to the real life. In this way, the students will feel confident doing the different activities assigned by the teacher.
3. The teacher has to use the target language appropriately all the time, in this way, the students will be familiar with it. Moreover, the students will be able to comprehend, listen how the teacher pronounce and articulate the words, and will be confident to speak. Although, the teacher could see that students do not understand what she says, avoid talking in their mother tongue, use mimics or pictures to make them understand.
4. The teacher has to motivate the students asking and using activities that they like. In this way, the teacher encourage them to be in active participation.
5. The teacher has to give positive feedback to the students rather than be too judgmental, because this action limit the students' participation. For example, ask to each student if they

FACTORS AFFECTING ENGLISH SPEAKING PERFORMANCE

want to have their feedback at loud or in private, thus they will know that the teacher care about them.

6. The teacher has to show positive rapport with the students, be fair and impartial, call them by their names, be respectful when correcting mistakes, show interest and listen to them.
7. The teacher has to provide to the students the vocabulary that they need according to their level. For example, when doing a speaking activity provide them the necessary vocabulary that they could use in a lesson.
8. The teacher has to balance students and teacher talking time considering activity and level. One of the goals when learning a new language is to speak in that language, thus the teacher should give more time to talk to the students, she just has to teach, indicate and monitor what the students have to do and let them speak in all the lessons.

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FACTORS AFFECTING ENGLISH SPEAKING PERFORMANCE

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7. Annexes

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Observation Form

Instrument 1

Topic: Factors Affecting English Speaking Performance.

The main objective of this research is to analyze the psychological factors that affect English speaking performance in students from 10th grade “A”, at Maestro Gabriel Institute in the II semester 2020.

Grade: _____ School: _____ Date: _____ Teacher`s name: _____

Aspects	Items	Comments
	Uses teaching methods, techniques, aids and materials appropriate for the teaching context and students characteristics	
	Includes a variety of activities	

FACTORS AFFECTING ENGLISH SPEAKING PERFORMANCE

The teacher	talking into account students learning styles	
	Uses strategies, facilities, resources to enhance oral communication	
	Has positive rapport with students fair and impartial, calls students by their names, respectful when correcting mistakes, shows interest and listens to them	
	Encourages active participation from all students	
	Uses and communicate the target language appropriately	
	Encourages critical thinking	
	Teaches grammar in a deductive and inductive way	
	Maintains discipline	

FACTORS AFFECTING ENGLISH SPEAKING PERFORMANCE

	Balances students and teacher taking time considering activity and level	
The students	Participate freely during the development of the class	
	Show the detrimental factors when speaking	
	Feel comfortable asking for clarifications	
	Do the homework and bring material required to class	
The lesson	Appropriate time given to each activity	
	Grouping arrangement is appropriate for activity and level	
Others		

Universidad Nacional Autonoma de Nicaragua

UNAN-Managua



Teacher Interview

Instrument 1

Topic: Factors affecting English Speaking Performance.

The main objective of this research is to analyze the psychological factors that affect English speaking performance in students from 10th grade.

Grade: _____ School: _____ Date: _____

Teacher`s name: _____

Q1: How do you motivate the students to speak English?

The teacher said she always repeated to the students that errors are part of the leaning; similarly, she motivated the students by using creative activities such as songs, using technological resources, and activities that students like such as games.

Q2: How do you introduce, develop and finish your speaking lesson?

The teacher said that she introduced the speaking lesson using techniques like brainstorming, games, short readings, topics according to their context, and daily examples that they know very well. In

the development of the lesson she used resources such as videos, questions related to the reading, and she finished the class with discussions or competition games.

Q3: Which of the factors do you consider that affect speaking skill in the English class? Why?

teacher said that many factors affect students such as fear of making mistakes, anxiety, shyness, lack of confidence and motivation in their speaking performance. Moreover, she mentioned other ones. Firstly, lack of vocabulary is an obstacle, because they cannot engage a conversation fluently. Secondly, lack of interest in the language, because students do not feel motivated in class. Thirdly, participation, because they are afraid of speaking in front of people and they get stress, they look panic, nervous, and worried.

Q4: How does shyness affect in the learning process?

The teacher said that shyness affect the student learning, because the student is closed in on himself, he/she thinks that is not able to speak because of fear and insecurity and then his/her mind is blocked even if he/she wants to express himself/herself.

Q5: What makes students feel shy? How would you encourage your shy students to speak?

The teacher said that having presentations in English and answering immediate questions in front of others make students feel shy. The teacher mentioned that she would encourage the student to talk and lose the shyness in helping them along, giving them more opportunities to do some activities. If at the first attempt they do not succeed, motivate them when they feel they cannot do it, but if students cannot do some activities in front of their classmates, the teacher would give them the opportunity to do it in private. In this way, they will not feel intimidated by other students. In addition, the teacher would start speaking activities by assigning conversations in pairs, in this manner both of them will help each other to share their ideas, thus that they will be able to talk in front of their classmates with a topic that has been previously discussed.

Q6: How does the environment affect your speaking lesson?

The objective of this question was to understand if the environment affect in the learning process of the students and if it related with psychological factors that hinder students' speaking performance. The answer of the teacher was that the environment is a crucial role for the teaching-learning process. She said that from a marker that is somewhat worn out, if there is no electrical power, clutter from chairs, dirty classroom, damaged whiteboards, heat, overcrowded classroom, and from the attitude in which the teacher enters to the classroom are factors that influence in the environment in which the students are.

Q7: How do you get your students to speak English?

The teacher said that she got the students to speak English, first by starting to motivate them and be in confidence, creating a pleasant, orderly environment and starting the class in which the students could say a summary (review) of the last class.

Q8: How would you make your lesson more effective?

She said that including a complete method which engage the four skills (reading, writing, listening and speaking) where the students can develop themselves in any of them. Moreover, using resources and teaching materials as well as making use of games, interactive activities, among others.

Q9: What facilities and resources would you like to have? Why?

She mentioned that she would like to have materials that are for the teachers, since many of them do not have the resources to buy them by themselves. For example, colorful images, material to make a special mural just for the English class, books for all the students, books with short stories, a tape recorder or player that can help for the development of the students' learning.

Q10: Which activities do you include in your lesson taking into account the students learning styles?

The teacher said that the activities she took into account according to the student's learning style are making use of images, drawings, photos, videos, dialogues, songs and small texts; in this way, facilitate the understanding of the topic.

Q11: How do you realized that the students are anxious? What measures do you take to help them?

The teacher said that she automatically recognizes when a student feels anxious, because it is revealed when they speak. Moreover, it is reflected in their face when they are pale or red, they ask permission to leave the classroom more than 3 times, talk a lot with their classmates and some of them usually say that are feeling nauseous. When the teacher sees that some of her students are in this situation, she tries to talk to them, give them confidence, help them calm down, get them to relax and then motivate them to do or achieve a certain activity that they are in.

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Teacher´s Interview

Instrument 2

Dear teacher, we ask your contribution to answer the following questions that will help us to gather information about the present research in order to find a solution to it. Thank you very much in advance for your help.

Topic: Factors Affecting English Speaking Performance.

The main objective of this research is to analyze the psychological factors that affect English speaking performance in students from 10th grade “A”, at Maestro Gabriel Institute in the II semester 2020.

Grade: _____ School: _____ Date: _____

Teacher`s name : _____

1. How do you motivate the students to speak English?

FACTORS AFFECTING ENGLISH SPEAKING PERFORMANCE

2. How do you introduce, develop and finish your speaking lesson?

3. Which of the factors do you consider that affect speaking skill in the English class? Why?

Factors	✓	Explanation
Lack of motivation		
Lack of confidence		
Anxiety		
Shyness		
Fear of making mistakes		
Other		

9. What facilities and resources would you like to have? Why?

10. Which activities do you include in your lesson taking into account the students learning styles?

11. How do you realized that the students are anxious? What measures do you take to help them?

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Students' Survey

Instrument 3

Dear student, we ask your contribution to answer the following questions that will help us to gather information about the present research in order to find a solution to it. Thank you very much in advance for your help.

Topic: Factors affecting English Speaking Performance.

The main objective of this research is to analyze the psychological factors that affect English speaking performance in students from 10th grade “A”, at Maestro Gabriel Institute in the second semester 2020.

Grade: _____ School: _____ Date: _____

- Please answer the following questions.

1. Are you afraid of speaking English? Why?

- Yes
- No

2. What make you feel afraid? (You can choose more than one)

- Fear of failure
- Being misunderstood
- Grammar mistakes
- Fear of negative evaluation
- Lack of vocabulary
- Bad pronunciation

Others _____

3. What factors affect your speaking performance? (You can choose more than one)

- Lack of motivation
- Lack of confidence
- Shyness
- Anxiety
- Fear of making mistakes

Others _____

4. What make you feel anxious when participating in an activity that involves speaking English? (You can choose more than one)

- Fear of failure
- Being misunderstood
- Grammar mistakes
- Fear of negative evaluation
- Lack of vocabulary
- Bad pronunciation

○ Others _____

8. When you are speaking in English do you feel afraid of making mistakes? Why?

○ Yes

○ No

9. Do you feel confident in speaking English? Why yes/ Why not?

○ Yes

○ No

7. What would motivate you to speak English?

○ Interactive, interesting and fun activities (games, songs, role plays, watch videos and movies)

○ Traditional teaching(readings, dialogues, questions and answers)

Others _____

8. Do you like speaking English? Why yes/ Why not?

○ Yes

○ No

10. How would you like your speaking lesson?

- Interactive, creative and motivated
- Using the target language all the time
- Appropriate language environment

Others _____

10. What factors of the classroom environment affect your speaking lesson? (You can choose more than one)

- Noise
- Heat
- Overcrowded room

Others _____

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UNAN-Managua



Encuesta a los Estudiantes

Instrumento 3

Estimado estudiante, le pedimos de su contribución para responder las siguientes preguntas que nos ayudarán a reunir información sobre la presente investigación para encontrar una solución a la misma. Muchas gracias de antemano por su ayuda.

Tema: Factores psicológicos que afectan el desempeño en inglés.

El objetivo principal de esta investigación es analizar los factores psicológicos que afectan el desempeño en Inglés en los estudiantes de décimo grado “A”, en el Instituto Maestro Gabriel en el II semestre 2020.

Grado: _____ Colegio: _____ Fecha: _____

Por favor, responda las siguientes preguntas.

1. ¿Tienes miedo de hablar inglés? ¿Por qué?
 - Si
 - No

2. ¿Qué te hace sentir con miedo? (Puedes elegir más de una respuesta)

- Miedo al fracaso
- Ser malinterpretado
- Errores gramaticales
- Miedo a la evaluación negativa
- Falta de vocabulario
- Mala pronunciación

Otros _____

3. ¿Qué factores afectan tu desempeño en el habla? (Puedes elegir más de una respuesta)

- Falta de motivación
- Falta de confianza
- Timidez
- Ansiedad
- Miedo a cometer errores

Otros _____

4. ¿Qué te hace sentir ansioso cuando participas en una actividad que implica hablar inglés?
(Puedes elegir más de una respuesta)

- Miedo al fracaso
- Ser malinterpretado

- Errores gramaticales
- Miedo a la evaluación negativa
- Falta de vocabulario
- Mala pronunciación

Otros _____

5. ¿Cuándo hablas en inglés, tienes miedo de cometer errores? ¿Por qué?

- Si
- No

6. ¿Qué te hace sentir seguro al hablar en inglés?

- Si
- No

7. ¿Qué te motivaría a hablar inglés?

- Interactiva, interesante y actividades divertidas (canciones, juegos de rol, ver videos y películas)
- Enseñanza tradicional (lecturas, dialogos, preguntas y respuestas)

Otros _____

8. ¿Te gusta hablar inglés? ¿Por qué si/por qué no?

- Si
- No

9. ¿Cómo te gustaría que fuera tu lección de conversación?

- Interactiva, creativa and motivadora
- Usando el idioma todo el tiempo
- Un salon de clase apropiado

Others _____

10. ¿Qué factores de tu clase afectan a tu lección de conversación? (Puedes elegir más de una respuesta)

- Ruido
- Calor
- Aula superpoblada

Otros _____