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RESEARCH PROJECT

"*FACTORS IN THE DEVELOPMENT OF SPEAKING SKILLS IN EFL*"

Research report before obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major

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PUJILI - ECUADOR

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TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled **"FACTORS IN THE DEVELOPMENT OF SPEAKING SKILLS IN EFL"** and researched by and researched by Maji Lema Jorge Samuel with ID 060560832-2, for obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major.

I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujilí, February, 2023

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COMMITTEE APPROVAL

The research report entitled "***FACTORS IN THE DEVELOPMENT OF SPEAKING SKILLS IN EFL***", has been revised, approved, and authorized for printing and binding, before obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

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GRATEFULNESS

I express my deepest gratitude to God for having given me life and wisdom to complete my professional training process. Also, to the Technical University of Cotopaxi that has been my second home during my academic and personal formation. As not to the teaching staff for having shared their knowledge throughout our university career, especially to my tutor MSc. Rodrigo Tovar for having given me his support during the development of this project. Finally, I extend a fraternal thanks to my family for being my greatest source of inspiration, perseverance and dedication to achieve the objectives set.

Samuel

ABSTRACT

The English language has acquired great importance in the educational system around the world. One of the most important skills is speaking. But it has been evidenced that some students tend to present problems in the development of English speaking in the classroom. This may be associated with different factors in the teaching of English as a foreign language. The present study aims to determine the factors that affect the development of oral proficiency in high school students of Delia Ibarra de Velasco High School during the 2022-2023 school year. The present study was developed with a mixed method (quantitative-qualitative). Therefore, being a mixed approach research, a semi-structured interview guide was used with English teachers to learn their opinions about the most important factors that hinder the development of oral proficiency and how this problem could be alleviated. In addition, the researcher applied a questionnaire to determine what factors affect the development of oral skills from the students' point of view. The population for this research consisted of 50 students from the Delia Ibarra de Velasco Educational Unit in the province of Cotopaxi, Canton Pujilí; 22 males and 28 females between 14 and 18 years of age. The results of the semi-structured interview show that cultural boundaries and the use of the mother tongue are factors that significantly affect the students. The students consider that English is not as important as their mother tongue, which is Kichwa. On the other hand, the results of the questionnaire that was applied to identify the factors that affect the development of speaking skills showed that affective factors, the role of the teacher and the educational environment in relation to the learning of speaking skills moderately affect the development of the students' speaking skills. It is important to prioritize affective factors, teacher role and educational environment in EFL development and to adapt planning, methods and teaching strategies according to students' needs.

Key words: EFL**,** Speaking skill, teaching-learning process.

RESUMEN

La lengua inglesa ha adquirido gran importancia en el sistema educativo de todo el mundo. Una de las destrezas más importantes es la expresión oral. Pero se ha evidenciado que algunos estudiantes tienden a presentar problemas en el desarrollo del habla inglesa en el aula. Esto puede estar asociado a diferentes factores en la enseñanza del inglés como lengua extranjera. El presente estudio tiene como objetivo determinar los factores que inciden en el desarrollo de la competencia oral en estudiantes de secundaria de la Escuela Preparatoria Delia Ibarra de Velasco durante el ciclo escolar 2022-2023. El presente estudio se desarrolló con un método mixto (cuantitativo-cualitativo). Por lo tanto, al ser una investigación de enfoque mixto, se utilizó una guía de entrevista semiestructurada con profesores de inglés para conocer sus opiniones sobre los factores más importantes que obstaculizan el desarrollo de la competencia oral y cómo se podría paliar este problema. Además, el investigador aplicó un cuestionario para determinar qué factores afectan al desarrollo de las destrezas orales desde el punto de vista de los alumnos. La población para esta investigación estuvo conformada por 50 estudiantes de la Unidad Educativa Delia Ibarra de Velasco de la provincia de Cotopaxi, Cantón Pujilí; 22 varones y 28 mujeres entre 14 y 18 años de edad. Los resultados de la entrevista semiestructurada muestran que los límites culturales y el uso de la lengua materna son factores que afectan significativamente a los estudiantes. Los alumnos consideran que el inglés no es tan importante como su lengua materna, que es el Kichwa. Por otro lado, los resultados del cuestionario que se aplicó para identificar los factores que afectan al desarrollo de las destrezas orales mostraron que los factores afectivos, el papel del profesor y el entorno educativo en relación con el aprendizaje de las destrezas orales afectan moderadamente al desarrollo de las destrezas orales de los estudiantes. Es importante dar prioridad a los factores afectivos, al papel del profesor y al entorno educativo en el desarrollo de las destrezas de EFL y adaptar la planificación, los métodos y las estrategias de enseñanza en función de las necesidades de los estudiantes.

Palabras clave: EFL, habilidad oral, proceso de enseñanza-aprendizaje.

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GENERAL INFORMATION

Theme: "*Factors in the development of speaking skills in EFL*"

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Research Line of the career: Innovación en la enseñanza y el aprendizaje del idioma inglés como lengua extranjera.

JUSTIFICATION

The objective of this qualitative-quantitative study was to examine the factors that influence the development of oral skills of high school students of the Delia Ibarra de Velasco Educational Unit during their formative years. The motivation for this research was to highlight the importance of affective factors, the role of the teacher and the educational environment in the learning of English as a second language.

The results of the project provide an essential theoretical framework on how these factors affect the teaching-learning process in the English as a foreign language classroom. In addition, some affective factors such as anxiety, shyness, lack of motivation and attitudes, the teacher's role in relation to teaching speaking skills and the educational environment that prevent students from practicing speaking in English are highlighted. In addition, this research outlines some opinions of possible solutions suggested by English teachers to improve these factors of their students.

The direct beneficiaries of this project are the high school students of the Delia Ibarra de Velasco Educational Unit, since the focus of the research was to identify the psychological factors that affect the development of oral skills, with the objective of improving the students' oral proficiency. In addition, there are indirect beneficiaries, such as the institution's English teachers, who will become more aware of the importance of addressing psychological factors in their teaching and will strive to improve students' language skills.

This research has an important impact and relevance within the context of the Ecuadorian educational system since Ecuador is considered one of the countries with a low level of English proficiency, therefore this research will be of great importance to develop more research with similar topics and to find possible solutions to alleviate these problems that students face when learning English as a second language.

PROBLEM STATEMENT

"As English becomes the global lingua franca, countries around the world have adopted the teaching of this language as part of their education system" (Crandall & Shin, 2014, p.5). English is considered a universal language, so in recent years it has become more important in the education system globally. English teachers throughout their professional training develop skills and abilities to teach their students basic language skills such as reading, writing, listening and speaking. The development of oral skills is one of the four most important competencies in the English language learning process. However, some students have difficulties that prevent the optimal development of speech production.

The purpose of this research is to determine the factors that affect the development of EFL oral skills of high school students of the Delia Ibarra de Velasco Educational Unit. One of the most common problems in L2 learners is oral inability when participating in classes. Since, some students tend to memorize grammatical rules or vocabulary words for an oral activity, but at the moment of producing the speech, they face certain difficulties that limit the development of oral skills.

The causes of this problem may be associated with affective factors such as motivation, anxiety, shyness, and the attitude of the students when learning a second language. In addition, another cause is the teacher's role in the speech teaching process with an inadequate methodology or strategy and the excessive use of the mother tongue during class. Finally, the educational environment is important for the optimal development of oral skills, an infrastructure without adequate technological tools to create an active and friendly environment, and the excess of students in the classroom are also other causes that affect this problem.

However, it is also necessary to detail the possible effects that this problem can generate during the teaching-learning process. Oral incompetence when participating in class and low academic performance of students in English language learning are the possible effects, since if they do not practice oral expression in the classroom, they do not do it at home either, and

they do not be able to express their feelings or knowledge in the classroom, so it is important to take into account these factors to improve the development of students' oral skills.

The results of this project can help provide an essential theoretical framework on the factors that affect the development of oral proficiency in EFL, since there is little research developed on the factors that limit the development of language skills in the context of the Ecuadorian educational system. In addition, it highlights that some elements such as affective factors, teacher's role and the educational environment prevent students from practicing oral expression in English. Moreover, this research outlines some opinions of possible solutions suggested by English teachers to improve the factors in the development of their students' skills.

Therefore, this project aims to determine the factors that affect the development of speaking skills during the teaching-learning process in high school students from Delia Ibarra de Velasco School. To develop the study, two research questions were posed:

What are the factors that affect the development of speaking skills in high school students of the Delia Ibarra de Velasco School?

What are the teachers' opinions about the factors that affect the teaching of oral expression skills in high school students at the Delia Ibarra de Velasco School?

OBJECTIVES

General Objective

- ✓ To determine the factors that affect the development of speaking skills in high school students at Delia Ibarra de Velasco during the academic period 2022-2023.

Specific Objectives

- ✓ To examine the theoretical foundations of the factors affecting speaking skill development in EFL.
- ✓ To identify the factors that affect the development of speaking skills from the students' point of view at Delia Ibarra de Velasco High School.
- ✓ To describe the teachers' opinions about the factors that hinder the development of the speaking skill of the bachelor students of Delia Ibarra de Velasco High School.

ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED

Table 1

Activities and task system in relation to the objectives proposed

Specific Objective	Activities	Verification Means
To examine the theoretical foundations of the psychological factors affecting speaking skill development in EFL.	Find previous research Do literature review Design theoretical framework	Theoretical Framework
To identify the factors that affect the development of speaking skills from the students' point of view at Delia Ibarra de Velasco High School.	Analyze student point of view Categorize student point of view	Reflections of students' questionnaire, results and discussion.

| To describe the teachers' opinions about the factors that hinder the development of the speaking skill of the bachelor students of Delia Ibarra de Velasco High School. | Analyze the teacher's opinions Categorize teacher's opinions | Opinions of English teachers on the semi-structured interview and discussion. |

Done by: Maji, J. (2023)

SCIENTIFIC AND TECHNICAL FOUNDATION

Background

The analysis of previous studies showed the importance of identifying the factors that advance the development of speaking skills in the teaching-learning process of English as a second language (L2). This bibliographic review was compiled from the different databases of digital journals such as the Journal of Language Teaching and Applied Linguistics (ASIAN TEFL), International Journal of Learning, Teaching and Educational Research, Maskana Multidisciplinary Scientific Journal, Middle East University (MED), and Universal Journal of Educational Research.

Research compiled from academic sources suggests that factors play an important role when learning English as a second language as it allows students to develop different skills appropriately, in this case, the ability to speak in English is a challenge where the different psychological factors that can negatively or positively affect the performance and development of oral skills play an important role. Likewise, it is important to highlight that the information presented in this research will allow teachers to have a clearer notion of the importance of psychological factors during the educational process.

Yaseen (2018) conducted a study to examine the negative factors that impede students in the development of speaking skills in teaching-learning of students in Jordanian private schools. This research applied a mixed method of research, qualitative and quantitative. The researcher took six supervisors and six English language educators, and also selected 150

basic education children from two private schools in Jordan. The research showed that a large proportion of the students claimed that fear of criticism, inhibition, lack of vocabulary, lack of subject knowledge, and shyness were factors that hindered their speaking ability. Finally, the authors suggest that academic and affective factors hinder the adequate development of the students' speaking skills, and highlight that the role of the teachers is not adequate, since motivation also plays an important role in the integral development of the language. Therefore, the present research considers motivation as one of the central axes that limit or influence the learning of a language and aims to find out which factors predominate in high school students.

Philominraj A. et al (2017) conducted research to understand the process of teaching the English language, emphasizing the teaching methods, methodology, evaluation, techniques, and resources used in the city's schools. This research was developed in a quantitative way. For they took a sample of fifteen teachers from 4 municipal schools in the city of Talca. The study demonstrates the importance of the methodology that should be applied in the teaching of a foreign language to achieve an impact on the students in the teaching-learning process of the English language with didactic activities taking into account several factors such as the age and needs of each student. Therefore, the authors suggest that the performance of educators is low due to the lack of resources and poor planning in the educational institution, and propose to give more value to the teaching of the language and the development of their skills, especially speaking and listening skills in students. Finally, this research suggests that teachers have the responsibility to adapt teaching methodologies and strategies according to the needs of the students, which will encourage teachers to identify the different psychological and educational factors to improve the teaching-learning process.

In 2016, Ariyanti conducted a study to identify the psychological barriers Indonesian students have that affect their oral performance in the English Department of Widya Gama Mahakam University, Samarinda, Indonesia. A qualitative method, direct observation, and interview application were applied for this research. For this research, they took 24 students from the fourth semester, from which the researcher took 21 students from the class consisting of three

students for each group. The results of the research show that there are several psychological problems that limit the development of students when practicing the ability to speak. Some of these factors are fear of making mistakes, shame, worry, distrust and low self-esteem. Finally, the author mentions shame, lack of self-confidence, fear of error, worry, and lack of stimulation as psychological factors that hinder students' development of speaking skills. This research suggests that psychological factors hinder the proper development of learners' language skills when learning a second language.

A study conducted by Haidara in 2016 describes how psychological factors negatively affect the English language development of English language learners in Indonesia. This research was developed with a descriptive qualitative approach which was based on observations, unstructured interviews, field notes, and theoretical review. For this study, the researcher selected 20 EFL students. The results of this study showed that some psychological problems such as insecurity, mistrust, fear of making mistakes, and feeling indecisive, negatively affect the development and practice of speaking in students. Finally, the researcher raised some relevant recommendations to find a possible solution to the problems encountered. This research proposes that some psychological problems such as shyness impede the development of students' oral skills, in many occasions students who are shy do not participate in class and are considered as non-competent.

Santos; et al (2020) conducted a study to identify the feelings that prevent Ecuadorian students from speaking English in class in three private schools in Ecuador located in the province of Los Ríos. This study was developed with a mixed method approach (quantitative and qualitative). For the investigation, the researcher selected 138 sample subjects, 80 students of basic education and 58 of higher basic education, with ages ranging between 11 and 18 years. The sample population consisted of 70 women (50.7%) and 68 men (49.3%). Research shows that various students have different points of view about the psychological factors that limit practicing the English language, such as fear of making mistakes, mistrust, worry, and fear of speaking in class. Preventing them from practicing the language. The researchers suggest that it is important for English teachers to identify approaches to improve

the English language learning process and encourage further research on the relationship between emotions and the development of oral skills. This research suggests that it is important to design teaching methods and strategies to alleviate the problem of psychological factors that limit the practice of English as a foreign language.

THEORETICAL FRAMEWORK

Teaching Strategies in Second Language Acquisition

The teaching strategy is a generalized plan for a lesson that includes the structure, instructional objectives, and an outline of planned tactics needed to implement the strategies (Stone and Morris, in Isaac, 2010). Furthermore, Issac (2010) explains that the term strategy in education refers to the guidelines and methodologies by which objectives are evidenced in the classroom. The acquisition of a second language is a continuous process where several agents are involved to carry out the teaching-learning process in a correct way, for which it is important to understand some theories, strategies and teaching methods suitable to carry out the schooling process.

Teaching strategies are processes that facilitate the instruction and processing of the second language of EFL learners; such strategies allow us to select, organize and regulate the teaching-learning processes within the classroom. Hong (2008) argues that it is important to take into account some strategies to teach English as a second language. It is important to analyze the characteristics of the students in order to identify the learning level of the students. This strategy is relevant because from this deduction the teacher will make decisions in the teaching-learning process. As it must adapt to the level of learners and adapt its teaching strategy, methods, tools, and plans in order to provide a quality education for each of their students.

Learning Strategies in Second Language Acquisition

The term learning strategies has been defined by many authors. According to (Hismanoglu, 2000, cited in Wenden and Rubin, 1987:19) they define learning strategies as "... any set of operations, steps, plans, routines used by the learner to facilitate the acquisition, storage, retrieval, and use of information." According to the author, a learning strategy is the set of procedures and plans that an individual establishes to acquire knowledge about a specific skill or knowledge in order to develop that knowledge continuously throughout the academic training process.

According to Montaño (2017) "Learning strategies refer to a set of tactics that people use in order to gain control over their own learning process". Education in a globalized world requires an improvement in teaching strategies in educational institutions. When teaching a foreign language as a second language, teachers have the mission to facilitate the learning of their students, taking into account the needs and characteristics of each individual. Second language (L2) learning strategies should focus on methodologies that are adapted to the needs of the students in the classroom in order to facilitate second language learning in an effective way.

Elements involved in the teaching-learning process

The teaching-learning process is represented as a fundamental aspect of education, which involves various elements that play a specific role for the proper development of the process of acquiring knowledge, among the main elements it is relevant to mention: Learning environment, Curriculum, Assessments, Instruction and Classroom management.

Learning Environment

The learning environment is an important factor in the teaching-learning process, it is more than just a classroom, it is a space where students seek and strengthen their knowledge on a daily basis, inspired by everything around them. According to Ozerem & Akkoyunlu (2015)

the learning environment facilitates the learner to solve their problems and allows access to materials that will enable them to achieve their goals. For the learning process to be meaningful, experiences within the classroom environment are indispensable.

As mentioned by the author, the experiences of students in learning environments are vital during their academic training process, for which it is important to adapt the learning environment to the needs of students in order to improve motivation and learning with various materials. Nowadays, learning environments can be improved with the help of technological tools which allow a more effective environment at the moment of instructing L2 learners.

Curriculum

Learning English as a second language involves several elements such as curriculum. The curriculum refers to a teacher's tool in which teachers include syllabi, methodologies, or educational projects detailing the content to be covered during the academic period. As explained above, one element of the education system is a curriculum.

A curriculum is a set of educational experiences schools provide to students, either consciously or unconsciously, to achieve the specified learning outcomes (Mulenga, 2018). According to the author's argument the curriculum is a vital element in the educational system, it describes all the contents, materials, strategies or methodologies that will be applied in the classroom to achieve the learning objective and provide an adequate educational experience for the students.

Assessment

Assessment is an important process in the educational process, the objective of assessment is to measure the academic performance of students in a specific field of knowledge. Brown (2016) points out that testing consists of the deliberate application of an assessment

instrument consisting of a group of structured items that measure student performance in a given field of knowledge.

Assessment is another of the fundamental elements in the educational process, since it allows us to measure the academic performance of students, the assessment allows teachers to identify the shortcomings of their students and improve their teaching methodology, make changes in their planning and maximize the learning of their students.

Classroom Management

"Classroom management refers to teacher behaviors that facilitate learning. A well-managed classroom increases learning because students spend more time on task" (Peace Corps, s.f). Classroom management is vital during the student learning process because it allows the teacher to facilitate student learning in an orderly manner and in a quality environment, so it is important to take into account the needs and capacities of the educational community to adjust classroom management.

In contrast, Delceva (2014) argues that classroom management is a process that includes a number of activities in which both the teacher and the students are involved, and also mentions that some teaching subjects must be in line with the needs and abilities of the students by linking the pedagogical objectives that are established during the academic period.

Learning Skill

"Learning skills' is a very broad term used to describe the various skills needed to acquire new skills and knowledge, particularly in a formal learning setting, such as school or university" (Higgins; Baumfield & Hall, 2007). Learning skills are skills that students develop during their academic formation in educational institutions. These skills help students to process, remember, understand and apply the knowledge and skills acquired in

school, and this skill is improving day by day according to the information acquired in the classroom.

Toro, (2019) argues that some English learners do not consolidate the introductory chops to enter the world at the end of high academy. That is to say that at the end of their training process, students have not achieved the objectives set for the academy period. This can be substantiated either by the low mastery of learning skills of scholars or by poor educational practices by teachers. In addition, Toro, (2019) mentions that teachers teach classes with traditional methods, where the teacher is the authority and students memorize the contents to pass their level.

Academic Performance

According to Martin, et al (2017) academic performance is usually related to the results of the evaluations that are developed at the end of each class or an academic period. In general, academic performance varies according to the physical or intellectual characteristics of each student. In this aspect Martin, et al (2017) highlights the importance of the emotional intelligence of individuals, as well as the personality traits and individual development of each student. Academic performance does not only depend on a good methodology, lesson plans or a good teacher, it depends on each student and their intellectual health, because if the student feels confident, has a good emotional intelligence, can effectively develop different skills and abilities during their studies.

In other words, according to Kumar, et al (2021) the concept of academic performance can be defined as the acquisition of skills, competencies and knowledge in order to achieve good grades and achievements in student life. Most of the students who have a good IQ usually manage to obtain good grades in their learning process, this, as mentioned above, is thanks to their emotional intelligence and their adequate training and preparation in their educational process.

Speaking Skill

(Fattah Torky, 2006) defines oral expression as the ability of students to express themselves correctly, applying appropriate pronunciation, grammar and vocabulary according to the environment and needs in which they find themselves. In other words, students have the ability to develop the oral skills to express their feelings and emotions in educational or social settings.

Speaking is one of the most important skills when learning a second language, so it is important to consider the proper development of this skill. While it is true that English is known as a universal language or the language of business. As mentioned by Coutinho dos Santos et al., (2020) developing oral skills presents certain barriers for students when producing English in real contexts where it is necessary to use English.

Importance of Learning English

(Pethman Estliden, 2017) "Individuals need to be able to communicate with people from all around the world and our tool of communication has become the English language" (p.5). The English language has become popular around the world, and it is important to master this language to be able to communicate and share experiences and information with people from other countries. In other words, mastering the English language nowadays is essential and opens up personal and professional opportunities around the world.

English is the main language that is known and practiced around the world as it is considered a language of business and has had a tremendous impact in many countries that today is widely used in different regions of the world and has a significant impact on various aspects such as economy, education, tourism, among others. As mentioned by (Ariyanti, 2016, p.93 as cited in Lathifah, 2015) Learning English as a second language has great importance not only in the ability to write but also in its practice and application in everyday life as a means of communication used by people around the world.

In contrast, (Ingram & Sasaki, 2003, p.2) states that "learning another language is one of the most important and valuable parts of any person's education (...)" since mastering the English language can make individuals develop the ability to communicate with people from different countries whereby communicative skills such as speaking become an important part when acquiring English as a second language.

Importance of Speaking Proficiency

Speaking is a skill that students must master when learning English; it helps them to produce appropriate messages and utterances (Mustafa, 2015). As the author mentions, the mastery of speaking when learning a foreign language is essential. However, it is a big challenge for EFL learners as sometimes frustrations of different factors can affect the proper development of different skills.

In contrast, (Al Honsi, 2014) emphasizes that "speaking is the active use of language to express meaning and, for young learners, spoken language is the medium through which a new language is encountered, understood, practiced and learned" (p.6). As the researcher mentions, practicing the language is the best way for students to improve their speaking skills, for which it is important to develop activities, plan, and use the appropriate strategies and methodologies to teach speaking. Therefore, it is important to take into account the age of the students, social situation, gender, and other important aspects to create an active and friendly environment for the correct teaching and learning process.

Ariyanti (2016) suggests that mastering the skill of speaking in English is not an easy task for EFL learners. In addition, the author mentioned that personal skills and abilities to express thoughts and feelings about our daily life situations are important. As the authors mention, developing speaking skills needs not only a good command of grammar or speech but also needs interpersonal factors such as feelings or psychological factors that allow us to express what we feel.

Mental Process

Mental processes refer to the storage and processing of data that is subsequently used according to the individual's needs. Mental processes also refer to a person's memory and intelligence and play an important role in basic cognitive processes. It is also important to emphasize that language and thought correspond to the mental processes that differentiate us from other species. One of the modern disciplines that focuses on analyzing and studying mental processes is psychology. This branch of science is concerned with understanding the behaviors and experiences of people in different social contexts.

Educational Psychology

According to Parankimalil, (2014) "Educational psychology is that branch of psychology in which the findings of psychology are applied in the field of education" (parr. 6). In other words, educational psychology studies the learning process and the development of human abilities in the field of education. (Parankimalil, 2014) also emphasizes that educational psychology "Is the scientific study of human behavior in the educational setting"(parr. 6). As the author mentions, educational psychology establishes its studies under a scientific framework, with which they intend to improve the learning process and the academic performance of students.

In addition, a study conducted by De Aggarwal (2014) mentions that educational psychology deals with the conditions that promote or retard the development of the learner. Furthermore, educational psychology is in charge of identifying and describing the educational experiences during the educational process of students. Moreover, educational psychology relates mental processes to the teaching of individuals. Finally, educational psychology identifies the learning problems of students in order to employ appropriate methods or techniques during the process of academic training of students.

Second Language Acquisition

Second language acquisition is clearly the process in which an individual develops linguistic competencies or skills in a language other than his or her native language. (Saville, 2012) conducted research and mentioned that Second Language Acquisition (SLA) refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as young children, and to the process of learning that language (p. 14). According to the author, people learning a non-native language is known as Second Language Acquisition (SLA). Furthermore, the research conducted by:

(Hamad, 2020, p. 1) which mentions that the "Second Language Acquisition (SLA) is one main branch of Applied Linguistics, which is well-known by the research and practices in other disciplines like Linguistics, Psychology, and Sociology". Moreover, SLA is part of other disciplines that are related to Applied Linguistics which aims to carry out a deeper investigation of the most relevant aspects of individuals in the psychological, social and linguistic domains. In contrast (Hoque, 2017) states that an individual who develops language skills of a non-native language is considered a second language. In other words, if an individual whose native language is Spanish develops basic linguistic skills in a different language, it is considered a second language.

Mother Tongue

The mother tongue or native language is the language that a person learns from childhood and which becomes an instrument of communication with people who are fluent in the same language. As mentioned by (Nishanthi, 2020, p. 1) "Mother tongue is vital in framing the thinking and emotions of people". Therefore, the mother tongue is important in the development of people during their first years of life, which is why it is important that the people around them correctly instruct them in the use of their native language.

As (KURT, 2021, p. 2) states "The process in the mother tongue education goes forward similarly with the contribution of the school as well without concerning the structure of the language and the other properties". What the author mentions is that the mother tongue can be consolidated with the support of the training of students in educational institutions regardless of the language mastered by individuals. However, KURT, (2021) states that there are several elements that are different in each country such as educational policies, didactic materials, teaching programs that are used during the process of training students.

During the acquisition of a second language, the mother tongue comes into play, which sometimes limits the optimal development of the linguistic skills of a second language. For this reason, it is important to take into account the different educational policies, methods and teaching strategies during education in order to strengthen the mother tongue and subsequently develop a second language.

Learning difficulties

Learning difficulties are conditions that certain students present during their academic training process. These difficulties may manifest themselves with significant features of disorders that limit the individual to speak, understand, read or write. As Lenhard & Lenhard, (2020) mention that learning disabilities refers to academic limitations that present themselves in different ways. These difficulties can generate the low academic performance of students who present this problem.

Furthermore, this term can be associated with terms such as a learning-limiting illness that limits the intellectual capacity of individuals who have difficulty not only in academics but also in everyday life activities. During the process of formation of the students in the educational institutions it can be evidenced that there are students who have learning difficulties. During the process of formation of the students in the educational institutions it can be evidenced that there are students who have learning difficulties. Learning disabilities

such as Down's syndrome, dyslexia, dysgraphia that can affect students in the development of their skills can be avoided.

Psychological Factors

Psychological factors refer to the attitudes, emotions or feelings that make up an individual's personality. In education, psychological factors play an important role in the learning process of individuals. Psychological factors can affect students when learning a second language. Some of the psychological factors that affect skill development are anxiety, shyness, lack of motivation, and learner attitudes.

Anxiety

Anxiety is associated with emotions experienced in situations in which the subject feels constantly threatened by internal or external dangers. It can also be said that the person suffering from this psychological damage feels fear when expressing or responding to one or more people in his or her environment. Moss (2014) stated that anxiety is the total response of a human being to a threat or danger. Each experience of anxiety involves a perception of danger, thoughts about harm, and a process of physiological alarm and activation. The accompanying behaviors display an emergency effort toward "fight or flight" (p.1).

As the author mentions, anxiety is a psychological problem that some individuals present when they feel insecure or in danger. Some students become anxious during class either because they are not comfortable with the language they are learning or they simply do not feel safe speaking or learning a new language.

Lack of Motivation

Motivation is an important factor during the training process of an individual. As Espinar & Ortega (2015) state "The idea of motivation is a recurring topic throughout the history of

language teaching and is considered fundamental for achieving positive results in any task" (p. 2). This means that throughout the teaching of English as a second language, motivation has been considered a fundamental factor in achieving the objectives set. The lack of motivation on the part of the teachers could generate a lack of interest in learning a new language and a monotonous class, even if English is not their mother tongue.

According to Mitra (2016) "Motivation is a key factor for explaining the success or failure of any difficult activity. We know that success in a task is due to the fact that someone is motivated" (p.11). As is well known, motivation is one of the important factors in learning. That is why when there is low motivation it becomes a problem when learning a language, either by parents or teachers. That is why instructors should be trained to implement techniques and strategies to help improve this problem.

It is also important to highlight the most common types of motivation presented by each individual. (Legault, 2016, p.1) state that Intrinsic motivation (IM) refers to engagement in behavior that is inherently satisfying or enjoyable. IM is non instrumental in nature, that is, intrinsically motivated action is not contingent upon any outcome separable from the behavior itself (p. 1). In other words, intrinsic motivation comes from within the individual, it does not depend on external stimuli or incitements to perform an activity.

Similarly, "Extrinsic motivation (EM) refers to performance of behavior that is fundamentally contingent upon the attainment of an outcome that is separable from the action itself" (Legault, 2016, p. 1). Extrinsic motivation, on the other hand, depends on an external factor that motivates the individual to perform an activity. In this case the individual will perform the activity in order to obtain some reward.

Shyness

Ostovar (2015) argues that "Many students receive low marks in EFL speaking classes. Teachers wrongly suppose that they are not competent enough, and teachers ignore shyness

as an affective factor'' (p.22). As is well known, shyness is one of the behaviors that significantly hinders the teacher's work and hinders learning, so it is important that teachers investigate and expand their knowledge on the subject to select the best techniques to promote appropriate behaviors for school learning. In addition, this affects students' academic performance because they are afraid to ask a question, they are left with that doubt and that is the reason why they do not progress in their understanding of English.

(Kasper, 2012) states "Students who are shy will experience anxiety and want to avoid many educational situations. Teachers and peers may falsely believe these students are less capable and less intelligent" (p. 2). Shyness is a psychological problem that some students present during their academic formation. This limits the students' ability to develop their skills and abilities in a correct way and in many occasions teachers think that these students do not have the capacity to learn or are less intelligent than others.

Attitude

Attitude can be defined as the behavior of an individual in different situations of everyday life. Attitude is a fundamental element during the acquisition of a second language. Istiyanilla, (2014) states that "Language attitude is an important concept because it plays a key role in language learning and teaching. Attitudes are internal states that influence what the learners are likely to do" (p. 3).

The author states that attitudes are internal emotions that contribute to the development of different activities. Also, stresses that a good linguistic attitude is a fundamental part of the language learning process. The attitude of the students plays an important role in the learning of English. It depends on them and their good attitude to learn and develop the different language skills.

METHODOLOGY

Research Approach

This was a qualitative and quantitative research study in which information will be collected in order to identify the different factors that affect the development of the ability to speak in English classes as a second language in a public institution. Qualitative research is generally used for the investigation and collection of data about qualitative aspects that are developed in social contexts about a phenomenon or problem. As Denzin & Lincoln, (2005) mention "qualitative research involves the studied use and collection of a variety of empirical materials –case study, personal experience, introspective, life story, interview, observational, historical, interactional and visual texts– that describe routine and problematic moments and meanings in the lives of individuals" (p. 4).

Likewise, quantitative research is applied, which refers to research that aims to quantify and analyze the data obtained in an investigation. This research follows a mixed method approach, which according to Creswell (2009) "Mixed methods research is an approach to inquiry that combines or associates both qualitative and quantitative forms. It involves philosophical assumptions, the use of qualitative and quantitative approaches, and the mixing of both approaches in a study" (p. 37).

Research Method

The descriptive method was used to describe the different factors that affect the development of speaking skills in high school students at the Delia Ibarra de Velasco School. Descriptive research attempts to systematically describe a situation, problem, phenomenon, service or programme, or provides information about, say, living conditions of a community, or describes attitudes towards an issue (Goundar, 2012, p. 5). In other words, descriptive research develops the data analysis of the data collection instruments applied in the research.

Research Context and Participants

In this research the non-probabilistic sampling method of purposive sampling was used to select subjects and obtain detailed information about a specific phenomenon, the researcher selected a representative of the students enrolled in high school and teachers of the Delia Ibarra de Velasco public school in the province of Cotopaxi, Canton Pujilí. The participants of the research were 50 high school students of the first, second and third levels of high school. Their ages ranged from 14 to 18 years old, divided into 28 females (56%) and 22 males (44%). In addition, 3 English teachers were interviewed in order to know their opinions on the factors affecting the development of oral skills, who have a third level of education.

Data Collection Process

This questionnaire is based on the questionnaire developed by Yassen, (2018) which aims to identify the factors that affect the development of speech skills from the student's point of view. This questionnaire (see annex 1) contains 30 items and is composed of 3 domains which are: The first is "Affective Factors Impacting Students' Speaking Skill**s**" which includes 13 items, the second is "Factors related to teacher's role in teaching speaking skills" and contains 10 items, and the third is "Factors affecting students' speaking skills related to the instructional environment" which includes 7 items.

In addition, a semi-structured interview guide for teachers developed by Yassen (2018) was applied to address the opinions about the factors that hinder the process of teaching speaking skill and possible solutions for this problem (see annex 2). The data collection instruments questionnaire and semi-structured interview guide developed by Yassen (2018) was validated by a committee of experts to validate the questionnaire items and thus was also reviewed and validated by PhD. Gina Venegas is a teacher in the English area of the Technical University of Cotopaxi (see annex 3).

Yassen (2018) used the following formula to read the results of the questionnaire:

Period length = (scale highest value-lowest value)/no period pf = (5-1)/3= 1.33.

Therefore; the levels are as follows:

Low: 1-2.33

Moderate: 2.34 - 3.67

High: 3.78

Data Analysis

For the analysis of the data, the triangulation technique will be applied, which consists of the validation of the data obtained through the semi-structured interview applied to the teachers, which is focused on determining the opinions about the most important factors that hinder the teaching process and how this problem could be solved. On the other hand, the questionnaire applied to the students to determine which factors affect the development of speaking skills. For this purpose, it is important to review the questionnaire and analyze the results to determine the factors that affect the development of speaking. In addition, it is important to analyze the semi-structured interviews applied to the teachers to analyze the information collected and classify the information according to the categories of the research questions.

RESULTS OF THE STUDY

The analysis of the data obtained from the adolescent questionnaire will be examined with respect to the three domains which are affective factors, the role of the teacher and the educational environment as factors affecting the development of speaking skills. For the study of these factors, specific questions related to the student's environment were

distinguished for each domain, such as interpersonal relationships between student-student, teacher-student and various factors related to the student's environment. For the development of the discussion and analysis of the data, they were divided into three domains to determine the level of affectation presented by the students when speaking English in the classroom.

Results of the Students' Questionnaire

To respond to the initial inquiry of the study, the mean and standard deviation were determined for the factors that impact the speaking abilities of students in the grade level at Delia Ibarra de Velasco Public School. The results are displayed in Table 2. The table illustrates the means along with the accompanying standard deviations and the ranking for each domain. The students' questionnaire was separated into three sections. The first section deals with the affective factors that influence the students' speaking skills, the second section addresses the teacher's role in teaching speaking skills, and the third section examines the factors impacting the students' speaking skills in relation to the educational setting.

Table 2

Results of the factors influencing speaking skills.

Domains	Mean	Std. Deviation	Degree	Rank
Factors related to teacher's role in teaching the speaking skills	3,71	0,29	high	1
Affective Factors impacting students' speaking skills	3,17	0,45	moderate	2
Factors affecting students' speaking skills related to the instructional environment	2,73	0,61	moderate	3
Total	3,21	0,49	moderate	

Done by: Maji, J. (2023)

The study shows that the most predominant factor in the English speaking skills of the students at Delia Ibarra de Velasco High School is the factors related to the teacher's role with an average total of (3.71) and a standard deviation of (0.29) with high significance. In second place, we find the affective factors with an average of (3.17) and standard deviation of (0.45) corresponding to moderate significance. Finally, in last place, we find the factors related to the educational environment with an average total of (2.73) and standard deviation of (0.49) also corresponding to a moderate significance value.

Table 3

Study of affective factors in speaking skills.

Item no.	Questionnaire Items	Mean	Std. Deviation	Degree	Rank
5	It's difficult for me to find the right vocabulary; I want to speak English but I don't know the necessary words for that specific topic.	4,00	0,80	high	1
3	I fear criticism from others when speaking.	3,59	0,83	moderate	2
12	It's difficult for me to build sentences, I know the grammar but I don't know how to put it into a sentence.	3,51	0,97	moderate	3
6	I use Spanish if I can't express myself in English.	3,37	0,89	moderate	4
2	I feel motivated and confident when speaking English in class.	3,35	0,84	moderate	5
11	My family encourages and supports me to speak English.	3,27	1,22	moderate	6
10	I am shy, I don't feel secure when speaking English in class.	3,25	1,07	moderate	7
8	I like to watch TV shows in English.	3,12	1,09	moderate	8
1	I like to discuss events and situations with my teacher and classmates in English class.	3,08	1,02	moderate	9
4	Speaking English worries me and I feel pressured by teachers and other students.	3,08	1,00	moderate	10
13	I lack self-confidence and feel pressured by teachers and other students.	2,80	1,10	moderate	11

9	I believe my listening ability is good.	2,49	0,99	moderate	12
7	I read about the topic and prepare for oral practice in advance and prepare ideas for it	2,33	0,97	moderate	13

Done by: Maji, J. (2023)

Table 3 shows that the top-ranked aspect was "challenges in finding the appropriate vocabulary" with a score of 4.00 and a standard deviation of 0.80. The second highest ranked aspect was "fear of being criticized by others when speaking" with a score of 3.59 and a standard deviation of 0.83. The least ranked aspect was "lack of self-confidence and pressure from teachers and classmates" with a score of 2.80 and a standard deviation of 1.10. The other factors all received scores between 3.08 and 3.51 and were rated as moderate, with standard deviations ranging from 0.80 to 1.22.

Table 4

Study on the role of teachers in students' speaking skills

Item no.	Questionnaire Items	Mean	Std. Deviation	Degree	Rank
3	The teacher speaks a mixture of English and Spanish in class.	4,08	0,891	high	1
7	The teacher introduces the lesson's idea and gives us enough vocabulary for our oral activity.	3,94	0,925	high	2
6	The teacher allows me to use Spanish if I don't know the words in English.	3,90	0,922	high	3
4	The teacher gives us enough time to prepare for the oral activity.	3,80	1,000	high	4

5	The teacher lets us do role-plays, group work, and presentations in English.	3,80	1,132	high	5
10	The teacher waits for me to finish speaking and then corrects me.	3,76	0,971	high	6
8	The teacher doesn't pressure me when I'm doing the oral activity.	3,73	0,802	high	7
2	The teacher encourages me to speak English in class.	3,65	0,890	moderate	8
9	The teacher corrects my errors all the time while I'm speaking.	3,35	0,890	moderate	9
1	The teacher only speaks English in class.	3,08	1,036	moderate	10

Done by: Maji, J. (2023)

Table 4 shows that top ranked factors were "teacher speaks a mixture of English and Spanish in class," "teacher introduces the lesson's idea and gives enough vocabulary," and "teacher allows use of Spanish if the students don't know the words in English," all with scores of 4.08, 3.94, and 3.90 respectively. The lowest ranked factor was "teacher only speaks English in class" with a score of 3.08. The remaining factors all scored between 3.35 and 3.80 and had either high or moderate scores with standard deviations ranging from 0.802 to 1.132.

Table 5

Study of the Student Environment on the Influence of Speaking Ability.

Item no.	Questionnaire Items	Mean	Std. Deviation	Degree	Rank
5	The classes are taught in a pleasant environment that facilitates learning.	3,76	0,93	high	1
2	We listen to a CD before performing the oral activity.	3,12	1,18	moderate	2
4	My classmates don't support me while speaking English.	2,71	1,05	moderate	3
6	There is an interactive whiteboard in the classroom where we watch videos and play games related to our classes.	2,37	1,15	moderate	4
3	The class is too noisy.	2,29	0,88	low	5
1	There are more than 30 students in my class.	2,14	0,96	low	6

Done by: Maji, J. (2023)

Finally, table 5 shows the highest ranked item was "classes taught in a pleasant environment that facilitates learning" with a mean score of 3.76 and a standard deviation of 0.93. The second highest item was "listening to a CD before performing the oral activity" with a score of 3.12 and a standard deviation of 1.18. The lowest ranked items were "more than 30 students in the class" and "the class is too noisy" with scores of 2.14 and 2.29 respectively and standard deviations of 0.96 and 0.879. The remaining items had moderate scores with standard deviations ranging from 1.05 to 1.15.

RESULTS OF THE SEMI-STRUCTURED INTERVIEW APPLIED TO ENGLISH TEACHERS.

TEACHER 1 (T1)

The first interview was conducted with T1 who has 10 years of experience in English language teaching and a third level academic education with a Bachelor's degree in English language. She is in charge of the training of high school students (1st, 2nd, 3rd BGU), and when asked about the most important factors that hinder the teaching of oral skills in the unified general high school students of the Delia Ibarra de Velasco Educational School and what would be the possible solutions she suggests to eradicate the effects of these factors, she answered the following:

> *The most important factor that creates obstacles at oral skills students' development is the limited cultural knowledge they have. Most of the topics English manages for its teaching have a close relation with other cultures and considering this institution is located in a poor area of Pujilí most of the students hardly go to the center of the city, use a modern cell phone or have internet most of the time. To give them the chance to express their ideas teachers must create a relation with the area's reality but sometimes students do not feel confident or they consider speaking English is not as important as speaking Kichwa. Unfortunately, most of the students will finish High School and probably 1 or 2 will go to a university while the others get married, star working on another activity. Psychologically some feelings can affect students' learning fear, family problems like poor economic conditions, alcoholism, monoparental families' migration, etc.*

According to T1, the most relevant hindering factor is cultural limitations, since some students believe that English is not as important as their mother tongue, which is Kichwa. T1

also emphasizes some affective factors such as fear, family problems, economic conditions, alcoholism, and migration as factors that affect the training process of the students.

TEACHER 2 (T2)

The second interview was conducted with T2 who has 8 years of experience in English language teaching with a third level academic background with a degree in English language. She is in charge of the training of elementary level students (4th, 5th, 6th, 7th EGB), and when asked about the most important factors that hinder the teaching of orality in unified general high school students of the Delia Ibarra de Velasco High School and what would be the possible solutions she suggests to eradicate the effects of these factors, she answered the following:

> *The most important factor that creates obstacles at oral skills students development is the limited cultural knowledge which has influence on learning and most of the knowledge that English has for teaching maintains a relationship with other cultures. The teachers to teach their class develop the topics based on reality and the students of the institution acquire their learning directly within the classroom. But the use of technological means, especially cell phones, helps them to have basic knowledge. It is helpful so that they can express their ideas. Another factor that can also influence is the abandonment of home. In some cases, young people live alone and do not have follow up when carrying out their homework. A possible solution to the influence of this factor is to contribute to fundamental learning development of practical topics, expanding skills such as listening, speaking, reading, writing, especially to base grammar and vocabulary.*

T2 mentions that cultural limitations have a great influence on learning English as a second language. T2 also suggests that teachers play an important role in the teaching-learning process. It also emphasizes the use of technological tools to improve students' language skills in the classroom.

TEACHER 3 (T3)

The third interview was conducted with T3 who has 18 years of experience in teaching English with a third level academic background with a degree in English language. She is in charge of the training of basic level students (8th, 9th, 10th EGB), and when asked about the most important factors that hinder the teaching of orality in the unified general high school students of the Delia Ibarra de Velasco Educational School and what would be the possible solutions she suggests to eradicate the effects of these factors, she answered the following:

> *It is important to mention that students should put emphasis on learning vocabulary to develop the ability to speak and understand, students often do not develop vocabulary and therefore do not understand what the teacher explains, this may be either due to lack of vocabulary or attitudes of students who do not do their part to learn English. One solution for me is to emphasize vocabulary through games where the student can memorize the new words and can reproduce small sentences, and finally have no problem reproducing the dialogues.*

T3 emphasizes that students should give importance to learning vocabulary to develop speaking skills, and also mentions that some students are not interested in English classes, so T3 mentions that the teacher's role is vital in the process of training students with active activities to teach vocabulary and achieve speaking skills.

DISCUSSION OF THE RESULTS

- *What are the factors that affect the development of oral expression skills from the point of view of high school students at the Delia Ibarra de Velasco School?*

The results that refer to the first domain of the questionnaire that is related to the "Affective factors" that limit the development of speaking skills of ESL students show that most of the participants mentioned that the lack of vocabulary when speaking in English, the fear of criticism, the difficulty to construct sentences, and the use of the mother tongue (L1) are the factors with high percentages in this domain that hinder the development of the students' speaking skills. The research conducted by Yaseen (2018) on factors affecting speaking in English agrees with the results of this study, as it shows that factors such as fear of criticism, lack of vocabulary, and shyness are some of the barriers that hinder the development of speaking.

Shyness and motivation in the affective factor moderately affect the learning process of students. A study conducted by Ariyanti (2016) emphasizes shyness as one of the factors affecting the optimal development of oral skills. This shows that shyness is a psychological factor that makes it difficult to produce English students in educational institutions affecting the proper development of oral skills.

Motivation is another affective factor that moderately affects students at the time of producing English speech, so to address this problem, (Rodriguez, 2006) recommends studying and deepening how to develop interest, a productive student-teacher relationship to build a relationship of interaction, turning them into a single team, where each one assumes his responsibility and enhances the learning process.

It is important for teachers to motivate students to develop oral skills, as some students do not take English classes seriously and tend to feel anxious when developing language skills. Haidara, (2016) conducted research in order to describe how psychological factors affect the development of speaking skills in Indonesian learners. This research showed anxiety as one

of the most relevant factors limiting the development of language skills correctly. To which the author suggests looking for possible solutions to alleviate the psychological problems that hinder speech development.

The results of the second domain of the questionnaire concerning the role of teachers in the process of teaching English language skills show that a large percentage of students agree that the factors such as the teacher speaking English and Spanish in class, is a factor with a high percentage. According to Wahiba (2018), a study conducted on the effect of mother tongue use on EFL learners' speaking skills mentions that teachers and L2 learners use the mother tongue according to their needs and beliefs, as the exclusive use of English would not favor the students' learning process.

According to the research conducted by Yassen (2018), the combination of mother tongue and English within the classroom can have both positive and negative effects. The negative effect is that students would not be able to practice English so that they would not develop English properly. The positive effect would be that students would feel more comfortable with the native language during class.

In other words, the use of Spanish in the classroom by the teacher is evident, as well as another factor, which is that the teacher lets me use Spanish if he/she does not know the words in Spanish, are factors that influence the excessive use of the mother tongue. The mother tongue, as mentioned by Wahiba (2018) is the first language we acquire to share our feelings and thoughts, therefore acquiring a second language has an impact on the acquisition of a foreign language.

The use of the native language may limit students' ability to practice English in the classroom. The use of Spanish by teachers and students should be strictly on an as-needed basis, so it is important that both teachers and students practice speaking English in the classroom to adequately develop communication skills.

Finally, the results of the last domain about the educational environment showed that most of the participants agreed that classes are taught in a pleasant environment that facilitates

learning and also highlighted that there are activities such as listening to a CD before an oral activity that contribute to the improvement of English speaking skills. The educational environment plays an important role during the students' learning process. In other words, it is not only about the educational environment between teachers and students, but also about an adequate infrastructure for teaching English as a second language.

The technological tools contribute to the teaching-learning process of better quality, the number of students is also an important factor during the teaching, therefore it is important the support of the authorities and teachers for a correct process of formation of the abilities and skills of the English language of the students. (Alrasheedi, 2020, p.10) conducted an Investigation of the factors influencing the oral expression of Saudi EFL learners and concluded that. "With the material and moral support of their institutions and administrators, teachers need to rethink their traditional role in order to fulfil students' psychological, academic, and social needs". In other words, teachers and authorities have an important role to play in addressing the needs of students and eradicating those factors that affect the development of oral English language skills.

- *What are the teachers' opinions about the factors that affect the development of oral expression skills in high school students at Delia Ibarra de Velasco School?*

According to the results obtained from the interviews with English teachers, they reflect that cultural limitations affect the optimal development of students' speaking skills. The mother tongue (Kichwa) is a fundamental element in the culture, so many students believe that English is not as important as their L1. In other words, it is important to motivate students to develop an L2 and to work on these factors to awaken the students' interest in learning English as a second language. In addition, the teachers say that pedagogy affects the proper development of students' skills and abilities, so they suggest developing strategies to maintain an active class with topics related to everyday life.

Affective factors, limited cultural knowledge and family

T1 believes that the most important factor that creates obstacles in the development of students' oral skills is the limited cultural knowledge that students have when developing a second language. Alshayban (2020) argues that "L1 use in English classrooms has remained a contentious issue among researchers, instructors, and students" (p. 4). As the author mentions, the use of the mother tongue in English classrooms remains a problem in the teaching process since the research participants have a different language and culture due to the fact that they are in a rural area.

Consequently T1 mentions that students in many occasions do not feel confident or consider that English language is not as important as speaking Kichwa. (Ravipati, 2016) in a research conducted with the topic English as a mother tongue refutes that "We cannot afford to lose our language as it is nothing but losing our identity" (p.1). As the researcher suggests the students are limited to mastering the English language as they are not willing to leave their cultural identity by practicing their mother tongue which is Kichwa and practicing a second language (L2).

In addition, (Ravipati, 2016) also highlights that "But today's global market is demanding to promote English language for the new generation" (p.1). Today's world requires individuals who are able to master the English language, for which the process of training individuals at higher levels such as university is important, but T1 assures that most of the students will finish high school and probably some will go to university, the others will get married, start working or perform another activity. Finally, the teacher mentions that some feelings can psychologically affect students' learning, such as fear, family problems such as poor economic conditions, alcoholism, migration of single-parent families, etc.

T2 mentions that the most important factor that creates obstacles in the development of students' oral skills is the limited cultural knowledge that influences learning and most of the

knowledge that English for teaching maintains a relationship with other cultures. In this case T2 and T1 suggest that cultural development influences the proper development of linguistic skills of another language (Ravipati, 2016), argues that "Communication is a composite of speaking, listening, reading, and writing. It plays a vital role for progress in the changing environment across the globe" (p. 1). The development of the four skills in English is vital as it plays an important role in communicating with people who are fluent in a different language. Thus, if a student's native language is Kichwa, and his second language is Spanish, it will be more complicated to learn another language that is certainly complex.

T1 refers to cultural limitations, family problems and students' conditions as important factors that impede the development of oral skills, so T1 suggested that it is important to work on students' motivation to learn a second language and to improve students' conditions by making them aware of their professional life and thinking about the future.

Teacher's role, educational environment and pedagogy

T2 assures that the teachers develop their classes based on reality and the students of the institution acquire their learning directly in the classroom. Through the use of technology, especially the cell phone, it helps them to have basic knowledge that is useful for them to express their ideas. In this case the teacher emphasizes the academic performance that can cause different factors that can affect students emotionally, such as the case of leaving home. According Martin, et al (2017) highlights the importance of the emotional intelligence of individuals, as well as the personality traits and individual development of each student. T2 assures that many young people live alone and have no follow-up when it comes to doing their homework. This refers to the motivation on the part of the parents towards the students at the time of developing academic activities to improve their academic performance and their personality.

T3 mentions that students should put emphasis on learning vocabulary to develop the ability to speak and understand. According to the teacher's criteria, a factor that impedes the

development of the ability to speak in English is the lack of knowledge of vocabulary. To this a research conducted by Philominraj A. et al (2017), suggests that the lack of resources and poor planning of classes in educational institutions can cause the low performance of students. To this end, it is important to take into account the value of teaching a foreign language especially in speaking and listening skills.

To which T3 mentions that students also have difficulties in understanding what the teacher instructs, this may be either due to lack of vocabulary or the attitudes of the students who do not do their part to learn English. In contrast Istiyanilla, (2014) states that "Language attitude is an important concept because it plays a key role in language learning and teaching. Attitudes are internal states that influence what the learners are likely to do" (p. 3). In other words, the attitude of the students is a fundamental piece in the development of language skills and abilities as well as the role of the teacher during their training process.

T2 suggests that a possible solution to the influence of this factor is to contribute to the development of fundamental learning of practical subjects, expanding skills such as listening, speaking, reading, writing, especially to base grammar and vocabulary (Ravipati, 2016) assures that "Grammar and vocabulary play a vital role where in writing as well as speaking" (p.1). This agrees with the suggestions of T3 which mentions that it is important to develop the 4 skills in English language proficiency, with practical and interactive activities within the classroom.

Finally, T3 suggests that a solution to this problem is to emphasize vocabulary through games where the student can memorize new words and can reproduce small phrases, and finally not have problems in reproducing the dialogues. That is to say that maintaining an active class is fundamental for the teaching of English as a second language, in addition to motivating students with interactive activities to awaken the interest of students in English classes.

RESEARCH IMPACTS

The present research project has an educational impact, as it could motivate teachers to give more importance to affective factors, the role of the teacher and the educational environment when learning English as a second language. These factors hinder the development of oral skills and abilities optimally in English classes. In addition, this study could be useful for future research and build on issues related to the project to seek a solution to these problems in the Ecuadorian educational system.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

In conclusion, the project suggests emphasizing factors when learning a second language. While it is true that English is a language that is not pleasant for all learners, if an individual is not psychologically healthy, the acquisition of a second language will be more complicated. This also adds to the learning styles, teaching styles employed by the teacher and the native language. The mother tongue can limit the students to develop optimally an L2 since some students present learning difficulties even in their mother tongue. Thus, it is important to highlight the importance of factors when learning English as a foreign language.

By means of the application of the questionnaire to the students to know which are the factors that affect the development of the ability to speak, it could be evidenced that the majority of the students hit some affective factors as motivation, anxiety, shyness influences in a direct way in the correct development of the linguistic abilities especially in the speaking. Another relevant factor is the role of the teacher during the teaching of speaking skills. Applying

appropriate methods and strategies according to the needs of the students. It is also important to mention that the educational environment plays an important role during the training process of the students, since a friendly environment, the use of technological tools can motivate students to learn English as a second language in a fun way.

The analysis of the semi-structured interviews applied to the English teachers of the different levels to know the factors that hinder the teaching process and what would be a possible solution showed that T1 and T2 agree with cultural factors as one of the most important barriers at the time of teaching English. The use of the mother tongue by students who belong to native cultures of the sector hinders the teaching process since some students prioritize their mother tongue and consider that English is not an important language. In addition, T2 and T3 also mention that teaching strategies and methods play an important role in the teaching process, which is why they mention that applying interactive activities related to reality can improve the development of skills.

Recommendations

Since the mastery of the English language is important, teachers should focus on the correct training process of the students, taking into account the needs of the students in the classroom. It is also important to emphasize that during the teaching-learning process both the teacher and the student play an important role. Therefore, factors such as the role of the teacher, the educational environment, and affective factors are vital during the process of personal and professional development of students and should be motivated, confident and self-confident to improve their skills and abilities in the development and learning of a specific element.

During the students' school process there are different difficulties when learning a new language, these may be psychological, social or educational factors that negatively affect the development of language skills. Students must work carefully on their personalities and control their emotions, because if an individual does not feel motivated, tends to have anxiety or feel shy, he/she cannot develop in an optimal way in the learning process. It is also

important to improve the role of the teacher and the educational environment for a correct training process for the students.

English teachers at different levels of academic training should analyze and identify the factors that hinder the teaching process of their students. Once they have identified the problem(s) that affect the correct development of the educational process, they should look for solutions to alleviate the phenomena that cause this problem. They must also identify the needs of the students in order to develop activities, lessons, plans, methods and teaching strategies to motivate students and create a safe and active environment during the teaching-learning process.

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ANNEXES

Annex 1. Students' Questionnaire

Factors affecting students of the General Unified High School of the Delia Ibarra de Velasco School.

School: _____

Section: _____

Dear Students,

This Questionnaire is designed for the investigation of "Factors affecting the development of speaking skills in English language teaching-learning". Your help in filling the following would be highly appreciated. Kindly put a tick in the box provided for the option that you choose.

Objective: The objective of this questionnaire is to know the different factors that affect the development of the speaking skills of the students of the General Unified High School of the Delia Ibarra de Velasco School.

Affective Factors Impacting Students' Speaking Skills:

No.	Questionnaire Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I enjoy discussing events and situations with my teacher and Classmates in the English Speaking lesson.					
2.	I feel motivated and confident while speaking English in class.					
3.	I fear criticism from others while speaking.					

4.	Speaking English makes me feel worried, and I feel pressured by teachers and other students.					
5.	I struggle to find the right vocabulary word; I want to speak English but I don't know the words needed for that certain topic.					
6.	I use Spanish if I can't express myself in English.					
7.	I read about the topic and prepare for the speaking practice in advance and prepare ideas for it.					
8.	I like watching T.V shows and programs in English.					
9.	I feel that my listening skills are good.					
10.	I am shy, I don't feel confident while speaking English in class.					
11.	My family encourages and supports me to speak English.					
12.	I find it difficult to build sentences, I know the grammar but I can't put it in a sentence.					
13.	I don't feel self-confident and I feel pressured by teachers and other students.					

Factors related to teacher's role in teaching speaking skills.

No.	Questionnaire Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The Teacher speaks only English in class.					
2.	The teacher encourages me to speak English in class.					
3.	The teacher speaks a mix of English and Spanish in class.					
4.	The teacher gives us enough time to prepare for the speaking activity.					
5.	The teacher lets us do role-playing, group work, and presentations in English.					
6.	The teacher allows me to use Spanish if I don't know the words in English					
7.	The teacher introduces the idea of the lesson and gives us enough vocabulary to use for our speaking activity.					
8.	There is no pressure from the teacher when I am doing the speaking activity.					
9.	The teacher corrects my speaking mistakes all the time while I am speaking.					
10.	The teacher waits until I finish what I am saying and then corrects it for me.					

Factors affecting students' speaking skills related to the instructional environment

No.	Questionnaire Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	In my class, there are more than 30 students.					
2.	We listen to a C.D before we do the speaking activity.					
3.	The class is too noisy.					
4.	My classmates do not support me while I am speaking English.					
5.	. The class has a friendly atmosphere which enhances the learning procedure					
6.	In the classroom, there is an interactive whiteboard where we watch videos and play games related to our lessons.					
7.	We, as students, are given the chance to choose learning activities and games that motivate us.					

This questionnaire was taken and adapted from Yaseen (2018) and was conducted virtually on Google forms in the participants' native language (Spanish).To review the questionnaire check the following link: https://forms.gle/kG1FwKk7bRV4ZfCi6

Annex 2. Teachers' semi-structured interviews

TEACHERS' SEMI-STRUCTURED INTERVIEWS

Objective: This interview serves as a data collection tool for a research paper that aims to describe the opinions about the factors that hinder the teaching of speaking skills of high school students at the Delia Ibarra de Velasco School. I would be very grateful if you could take a little time and energy to share your experience by answering the questions below. Your answers are very important and useful for the realization of this work.

Dear Sir/ Madam,

I am ………………………….., a student at the Technical University of Cotopaxi. I am currently working on my thesis titled "Psychological factors affecting the development of speaking skills in English language teaching-learning" Based on your experience and knowledge in the fields of education and Teaching English, I would like to ask you to answer the below question kindly.

Your time, help, effort, and cooperation in answering the following questions are highly appreciated.

Kindly answer the following question:

-Mention the basic or most important factor that creates obstacles in the teaching of oral skills for EFL students of the General Unified High School of the Delia Ibarra de Velasco School, and what is the solution you suggest to alleviate the effect of this factor?

_____
_____
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_____
_____
_____

      Teacher's Name: ………………………………………
      Years of experience ………………………........................
      Academic level: ………………………………………….
      Place of Work …………………………………………
      Researcher: …………………………….…………U.T.C
              Thanks for your cooperation

Annex 3. Validation of data collection instruments

The content validity of the questionnaire and interview questions were determined by a jury of experts (see next appendix) in the research conducted by Yaseen (2018) to find out whether the questionnaire items and interview questions met the purpose of the study and examined what they were supposed to examine. The jurors were asked to review the appropriateness of the questionnaire items and the appropriateness of the interview questions. The questionnaire and interview questions were modified based on the recommendations of the jurors. In addition, after the adaptation of the questions, it was validated by teachers of the Technical University of Cotopaxi.

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Factors affecting students' speaking skills related to the instructional environment

Indique su grado de acuerdo frente a las siguientes afirmaciones:	Claridad					Estructura					Comprensión					Coherencia					Organización				
1 = muy en desacuerdo; 2 = en desacuerdo; 3 = neutral; 4 = de acuerdo; 5 = muy de acuerdo)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
In my class, there are more than 30 students.				•						•					•				•						•
We listen to a C.D before we do the speaking activity.				•						•				•				•						•	
The class is too noisy.			•	•						•				•						•					•
My classmates do not support me while I am speaking English.				•						•				•					•						•
The class has a friendly atmosphere which enhances the learning procedure.				•						•				•					•						•
In the classroom, there is an interactive whiteboard where we watch videos and play games related to our lessons.				•						•				•					•						•
We, as students, are given the chance to choose learning activities and games that motivate us.				•						•				•					•						•

Comments about the questions

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