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THEME:

“PSYCHOLOGICAL FACTORS AFFECTING STUDENTS' SPEAKING IN ENGLISH”

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

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DECLARATION OF AUTHORSHIP

Caisa Ugsha Carla Alexandra, with citizenship card No. 0550019079, Chucho Chucho Silvia Graciela, with citizenship card No. 1725174443 declare to be authors of the present RESEARCH PROJECT: **“PSYCHOLOGICAL FACTORS AFFECTING STUDENTS' SPEAKING IN ENGLISH”**, being Romero Palacios Amparo De Jesús, MSc, Tutor of the present work; and, I expressly exempt the Technical University of Cotopaxi and its legal representatives from possible claims or legal actions.

Furthermore, I certify that the ideas, concepts, procedures and results expressed in this research work are my sole responsibility.

Pujilí, August 21, 2024



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ENDORSEMENT OF THE TUTOR OF THE RESEARCH PROJECT

As Tutor of the Research Project on the title:

“PSYCHOLOGICAL FACTORS AFFECTING STUDENTS' SPEAKING IN ENGLISH”, by Caisa Ugsha Carla Alexandra; Chucho Chucho Silvia Graciela, from the career of Pedagogy of National and Foreign Languages, I consider that said Research Report is worthy of the endorsement of approval by complying with the technical standards, translation and formats provided, as well as it has also incorporated the observations and recommendations proposed in the pre-defense.

Pujilí, August 21, 2024


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ENDORSEMENT OF APPROVAL OF THE DEGREE TRIBUNAL

As the Readers' Tribunal, approve the present Research Project according to the regulations issued by the Technical University of Cotopaxi, and by the Pujilí Extensión; because, the applicants: Caisa Ugsha Carla Alexandra; Chucho Chucho Silvia Graciela, with the title of the Research Project: **“PSYCHOLOGICAL FACTORS AFFECTING STUDENTS' SPEAKING IN ENGLISH”**, has considered the recommendations issued timely and meets the sufficient merits to be submitted to the act of substantiation of the degree work.

For the above mentioned, it is authorized to save the corresponding files in a CD, according to the institutional regulations.

Pujilí, August 21, 2024

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GRATEFULNESS

We express our most sincere gratitude to God for having given us life and wisdom. We also thank our families for their constant support and patience, our teachers for their invaluable guidance, especially our tutor Msc. Amparo De Jesús Romero Palacios for having guided us during the development of this project and our prestigious Technical University of Cotopaxi. To all, our deepest gratitude.

Alexandra and Silvia

DEDICATION

I dedicate this research project with great affection to my family, who believed in me and always supported me to achieve this dream. Especially to my husband Henry for all his love, patience and understanding; for his constant support and for always being by my side in the most difficult moments. To my daughters Jania and Alisson because they have always been my inspiration to move forward and achieve this goal. To my parents Maria and Carlos for all their support and strength in this process. Also to my sisters, brothers and friends who have always been present. To all of them, thank you very much from the bottom of my heart.

Alexandra

DEDICATION

I dedicate this project with all my heart to God, whose guidance, inspiration, and strength have been instrumental in the completion of this project. To my mother, Maria, for her constant inspiration and unconditional support, which has been essential in every step of this academic process. Her love, patience, and encouragement have given me the strength to overcome obstacles and achieve my goals. To my father and my sisters, especially Lizeth and Jennyfer, for their unwavering support in the most difficult moments. To my aunt Rosa, for her words of encouragement that pushed me to keep going, and to my cousin Ismael, for his constant support throughout this journey. To Anderson for being a great friend whom I appreciate like a brother for putting up with me and supporting me when I thought about giving up. Finally, to all my family and friends, who have believed in me and have accompanied me throughout this process, their trust and understanding have been an invaluable source of motivation.

Silvia

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ABSTRACT

English has become a predominant global language, facilitating international communication in the education system around the world. This research has observed that some students face difficulties in developing their English speaking skills in the school environment. This may be due to several psychological factors related to teaching English as a foreign language. This research project aims to analyze the most common psychological factors affecting the EFL context in the 32 PINE students of the fifth semester of the Technical University of Cotopaxi in the academic period of April 2024-August 2024. This research project was developed with a mixed approach (qualitative-quantitative) and a descriptive type of research, in which the survey was used as a technique, employing a questionnaire adapted from Gardner (1985) developed to assess the main affective components that have been shown to intervene in the learning of a second language, such as the ability to speak. The results of the information applied to the students showed that psychological factors such as anxiety, shyness and fear of making mistakes are the ones that most affect the English language learning process, specifically the students' speech. Therefore, it is crucial to emphasize the relevance of these psychological factors in the process of learning English as a foreign language.

Keywords: Learning, Factors, English, Speaking, Psychology.

UNIVERSIDAD TÉCNICA DE COTOPAXI
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
PROGRAMA DE PREGRADO

TÍTULO: “FACTORES PSICOLÓGICOS QUE AFECTAN EL HABLA DE LOS ESTUDIANTES EN INGLÉS”

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RESUMEN

El inglés se ha convertido en una lengua global predominante, facilitando la comunicación internacional en el sistema educativo de todo el mundo. En esta investigación se ha observado que algunos estudiantes enfrentan dificultades al desarrollar sus habilidades de habla en inglés en el entorno escolar. Esto puede deberse a varios factores psicológicos relacionados con la enseñanza del inglés como lengua extranjera. Este proyecto de investigación tiene como objetivo analizar los factores psicológicos más comunes que afectan el contexto EFL en los 32 estudiantes de PINE del quinto semestre de la Universidad Técnica de Cotopaxi en el periodo académico de abril 2024-agosto 2024. Este proyecto de investigación se desarrolló con un enfoque mixto (cualitativo-cuantitativo) y un tipo de investigación descriptivo, en el cual se utilizó como técnica la encuesta, empleando un cuestionario adaptado de Gardner (1985) desarrollado para evaluar los principales componentes afectivos que se ha demostrado que intervienen en el aprendizaje de una segunda lengua, como la capacidad de expresión oral. Los resultados de la información aplicada a los estudiantes mostraron que los factores psicológicos como la ansiedad, timidez y el miedo a cometer errores son los que más afectan al proceso de aprendizaje del idioma inglés, específicamente al habla de los estudiantes. Por lo tanto, es crucial enfatizar la relevancia de estos factores psicológicos en el proceso de aprendizaje del inglés como lengua extranjera.

Palabras claves: Aprendizaje, Factores, Inglés, Hablar, Psicología.

INDEX

COVER PAGE	i
.....
DECLARATION OF AUTHORSHIP	ii
ENDORSEMENT OF THE TUTOR OF THE RESEARCH PROJECT	iii
ENDORSEMENT OF APPROVAL OF THE DEGREE TRIBUNAL	iv
GRATEFULNESS	v
<i>DEDICATION</i>	vi
ABSTRACT	viii
RESUMEN	ix
INDEX	x
1. GENERAL INFORMATION	1
2. PROBLEM STATEMENT	2
3. OBJECTIVES	3
3.1 General Objective	3
3.2 Specific objectives	3
4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED	4
5. JUSTIFICATION	4
6. SCIENTIFIC AND TECHNICAL FOUNDATION	5
6.1 Background	5
6.2 Theoretical Framework	7
Second Language Acquisition	7
Teaching and learning process	8
Language Skill	8
Productive Skills	8
Speaking skill	9
Writing Skill	10
Receptive Skills	10
Reading Skill	10
Listening Skill	11

The development of speaking skills	11
Educational Psychology	11
Psychology of English language learning	12
Applying psychology in Education	12
Psychological factors affecting speaking in students.	13
Motivation	14
Self-Confidence	14
Anxiety	15
Shyness	16
Fear of Making Mistakes.....	16
7. METHODOLOGY	17
7.1 Research Approach.....	17
7.2 Research Method	17
7.3 Research Context and Participants	18
7.4 Data Collection Process.....	18
7.5 Data Analysis Process	19
8. ANALYSIS AND DISCUSSION OF RESULT	19
Discussion of Results	39
9. RESEARCH IMPACTS	41
10. CONCLUSIONS AND RECOMMENDATIONS.....	42
Conclusions	42
Recommendations	43
11. REFERENCES	44

1. GENERAL INFORMATION

Theme:

Psychological factors affecting students' speaking in English

Starting Date:

April 2024

Ending Date:

August 2024

Place of Research:

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Sponsoring Faculty:

Pujilí Campus

Sponsoring career:

Pedagogy of National and Foreign Languages Undergraduate Program

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Knowledge area:

Education

Research line:

Education, Communication and Design for Human and Social Development.

Research line of the career:

Education, linguistics, literature, interculturalism and society.

2. PROBLEM STATEMENT

English teachers over the years have imparted their knowledge to students and have developed in them linguistic skills such as reading, writing, listening, and speaking. Haidara (2016) mentions that speaking is one of the productive skills that enables us to convey or to express something in a spoken language. This is very important, however, some students have psychological factors that make it difficult to express themselves orally in English. According to Nor (2020) “there are some psychological factors that hinder students from speaking in English class such as fear of making mistakes, shyness, anxiety, low confidence and low motivation” (p.7).

Although the majority of students have these insecurities about their linguistic skills when they know that they have to do it in front of other students, they avoid speaking or feel uncomfortable doing so, for which they could show reactions to actively participate, it is considered that especially in the technical university of Cotopaxi there is a very frequent fear that results in a stagnation of language and knowledge. Aside from the fear of negative criticism, academic risk behavior is another important element that affects students' behavior in the classroom (Cetin, et al., 2014). Furthermore, another cause is the fear of being criticized or ridiculed by peers or teachers when speaking. Understanding what causes these situations can lead to obtaining valuable information for both teachers and future teachers. In this case, most teachers do not realize how serious and important this event can be.

It is essential to recognize that a dynamic and welcoming educational environment is key to more effective learning and a positive experience when practicing speaking. This is especially relevant in teaching English, where teachers and future teachers must understand the psychological factors that influence students' speech. By doing so, they can design interventions that not only improve language skills but also foster a more inclusive and supportive learning environment.

Understanding these psychological barriers provides valuable information for both current and future educators. Unfortunately, many teachers overlook the severity and importance of these challenges, which can lead to significant setbacks in language acquisition, especially in environments like the Technical University of Cotopaxi, where fear and anxiety are prevalent among students. Therefore, it is essential to foster a dynamic and supportive educational environment that not only improves language skills but also addresses these psychological factors. In this way, teachers can create more inclusive and effective learning experiences, especially in the context of speaking practice. Therefore, this study leads to the following research question:

What are the most common psychological factors among motivation, self-confidence, anxiety, shyness and fear of making mistakes that affect students' speaking?

3. OBJECTIVES

3.1 General Objective

- To analyze the most common psychological factor that affects the EFL context in the PINE students in the fifth semester of Technical University of Cotopaxi in the academic period from April 2024-August 2024.

3.2 Specific objectives

- To examine the theoretical foundations of the psychological factors affecting speaking skill development in EFL.
- To determine the influence of the identified psychological factors on students' active participation.
- To describe the main findings and results based on the data collected about the psychological factors affecting speaking in English as a foreign language.

4. 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.	<ul style="list-style-type: none"> ● Research information ● Bibliography review 	<ul style="list-style-type: none"> ● Theoretical framework
To determine the influence of the identified psychological factors on students' active participation.	<ul style="list-style-type: none"> ● Select questions from Gardner Battery Test ● Analyze the data ● Discuss the results 	<ul style="list-style-type: none"> ● Instrument (questionnaire) ● Data Result
To describe the main findings and results based on the data collected about the psychological factors affecting speaking in English as a foreign language.	<ul style="list-style-type: none"> ● Establish major findings 	<ul style="list-style-type: none"> ● Conclusion and recommendation.

5. JUSTIFICATION

The objective of this quantitative study was to analyze the most common psychological factor that affects the EFL context in the PINE students in the fifth semester of Technical University of Cotopaxi in the academic period from April 2024-August 2024. The purpose of this research was to highlight the relevance of emotional factors and the educational environment in learning English as a second language.

The findings of this research project offer a fundamental theoretical framework on the influence of these psychological factors on the teaching and learning process in speaking the English language. In addition, several psychological factors are noted such as motivation, anxiety, shyness, self-confidence and fear of making mistakes. These factors can both positively and negatively influence students' ability to communicate effectively.

Understanding how these psychological factors affect English learning is essential to develop methodological alternatives to monitor the aforementioned factors. By identifying and analyzing these elements, educators can design specific interventions that help mitigate negative effects and enhance positive ones, thus facilitating a more favorable learning environment.

The beneficiaries of this project are the students of the Technical University of Cotopaxi, since the perspective of the research was to identify the psychological factors that affect the development of oral skills, in order to analyze the most common factors that affect the development of speaking. This not only benefits students in their language proficiency, but also contributes to their emotional well-being and overall confidence in using the language. This research has considerable relevance in the Ecuadorian educational system, given that Ecuador is one of the countries with a very low level of English. Therefore, this study is essential to promote future research in related areas and discover solutions that mitigate the challenges that students face when learning English as a second language.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 Background

Alrasheedi (2020) developed a study whose objective was to examine the psychological factors affecting students' progress in the development of their oral skills. For this purpose, he used qualitative methodology. Therefore, the instrument used for data collection was the questionnaire. As a result, they managed to obtain up to 200 male and female participants studying various majors at Majmaah University in Saudi Arabia. Finally, the results revealed that the affective factors affecting students' oral performance are shyness, peer pressure, anxiety and fear of making mistakes. This study concluded that there are numerous and varied psychological, linguistic, and sociocultural factors that influence the oral performance of these university English language learners. The influencing factors are both external and internal.

(Qureshi, et al., 2020) developed a study whose objective was to identify the psychological factors affecting the oral performance of students enrolled in graduate English language teaching programs in Pakistan using a qualitative methodology. Thus, the instrument used for data collection was the questionnaire. The research participants were 100 graduate students enrolled in English Language Teaching (ELT) and Teaching English to Speakers of Other Languages (TESOL) programs of public sector colleges and universities in Pakistan. The results related to the psychological factor of fear of making mistakes show that 60.0 of the students feel embarrassed in front of their peers for not knowing how to speak English. Finally they concluded that psychological factors such as fear of making mistakes, shyness, anxiety, self-confidence, self-esteem and motivation are responsible for affecting the English speaking skills of ELT and TESOL graduate students.

Ariyanti (2016) developed a study whose objective was to investigate the psychological barriers that Indonesian students face and that affect their oral performance using a qualitative study, direct observation is carried out to capture all the phenomena that occurred in the public speaking class in a natural environment. In addition, the researcher also conducts an interview to find out what psychological factors influence their oral performance in class. In this research, the researcher observes the participants directly in the classroom when the students are performing their speaking activities. Secondly, field notes are used by the researcher to support her direct observation in order to capture all phenomena happening when the speaking activities take place. The research results from observations and interviews show that students tend to feel anxious when speaking because they are afraid of making mistakes and finally the feeling of fear of making mistakes, somehow related to the lack of self-esteem of students in the use of English, so they often combine their speech with their native language.

Es-Saikh (2020) aimed to explore the psychological factors, such as shyness, lack of motivation or confidence, anxiety and fear of making mistakes that prevent students from speaking up and the causes of these factors, as well as the possible solution to overcome them. The data was obtained through a classroom questionnaire. Regarding the findings, the

study revealed that psychological factors such as shyness, fear of making mistakes and lack of self-confidence are the factors that most prevent students from speaking in English class, these factors are commonly caused due to the fear of a negative evaluation by the teacher, the fear of being laughed at by their classmates, and many students continue to think that other students speak better than them. As a result, finally to overcome those psychological factors, most of the students believe that it should be taken into account to encourage and help them to be confident in speaking English.

A study conducted by Coutinho, et al., in 2020 aimed to define the emotions that prevent Ecuadorian students from speaking English in the classroom. The population within the research was made up of 138 participants, 80 from primary school and 58 from secondary school, aged between 11 and 18 years. The information was obtained through classroom observations, questionnaires, interviews and visual narratives. According to correlation studies, gender has an impact on the kind of emotions that are felt; female students were more likely than male students to show negative feelings.

6.2 Theoretical Framework

Second Language Acquisition

Second language acquisition has developed in the study of mother tongue/first language acquisition (Aljumah, 2020). This process can occur through formal education, immersion in a community where the language is spoken, or self-study, which is why Acquiring a second language is very important, even better if it is a global language like English, it is a very important tool in education because it helps to communicate with the world when it develops the communicative ability to transmit and interpret a message to another person, either in writing or orally (Hossain, 2016).

The second language is the one that allows students to reflect on how they learned their native language in order to use the same aspects when acquiring the target language. However, there are two models called direct access and indirect access that serve to acquire the L2 from

theory. On the other hand, the results of L2 acquisition are similar to those of L1 acquisition. Therefore, in numerous countries, it has become mandatory to teach English as a foreign or second language (L2) in both urban and rural public schools (Izquierdo, 2021).

Teaching and learning process

The teaching and learning process can be defined as a transformation process of knowledge from teachers to students (Munna, & Kalam 2021). Teachers play a crucial role in the formation of learning communities, which is essential for the effective integration of teaching and learning processes. Teaching and learning are closely interconnected, implying that one cannot occur without the other. In this framework, the teacher is responsible for planning, carrying out and supervising the students' learning process (González, 2023).

Language Skill

Language educators use the concept of four basic language skills which are: listening, speaking, reading and writing. The four language skills are often referred to as macro skills, as opposed to microskills, which include grammar, vocabulary, pronunciation, and spelling (Aydogan, 2014). These four skills are developed to achieve communicative comprehension in the mother tongue or second language, since to carry out the communication it is necessary to follow a process that is developed through the four basic language skills; Speaking, listening, reading and writing.

Productive Skills

Speaking and writing skills are known as productive skills. They are essential because they allow students to practice real tasks within the classroom. In addition, these skills can serve as a "gauge" to assess the level of learning achieved by students (Hossain, 2015). In addition, productive skills refer to the abilities that students use to actively create and express ideas. As mentioned above, productive skills (also known as active skills) involve the generation

of information by the speaker, either through oral or written communication. These productive skills could not be developed without the support of receptive skills (Golkova, et al., 2014).

Speaking skill

Speaking is a way of communicating through which many students express themselves orally, producing, receiving and processing information to start a conversation. According to Otaboyeva & Hasanboyev (2021) consider that speaking is the communicative processing in which information is distributed and if it is essential, the viewer acts accordingly. Therefore, it is important to develop speaking and listening skills to communicate correctly.

Speaking is a basic communication skill. Speaking requires skills to become a good speaker, we must have experience in speaking, whether it is pronunciation when speaking or the use of grammar in communication (Sihotang, et al., 2021). On the other hand, Vitula (2020) describes that “speech fluency should be really one of the main focuses when we address speaking tasks and speaking skills in general, especially at lower secondary schools” (p. 28). Therefore, speaking is a linguistic skill that students must possess for their oral expression when communicating or engaging in a conversation, whether inside the classroom or outside of it.

Speaking is one of the four most important language skills in which students can communicate and express themselves from their point of view. Therefore, it is very important to teach how to speak clearly in language classes; Simply speaking through a series of actions does not imply the acquisition of knowledge, skills and speaking strategies (Goh & Burns, 2019). On the one Salamea-Avila & Fajardo-Dack (2023) mention that "Speaking is one of the most challenging language skills that students can face in the classroom since it is not precisely instructed but somewhat expected of learners to acquire by practicing and using the L2" (p. 340). For this reason, it is of utmost importance to develop speaking skills in the

English language so that students can communicate effectively when expressing themselves orally.

Writing Skill

The writing section assesses English writing skills, covering the ability to organize and develop ideas, support those ideas with examples or evidence, write responses to assigned topics in standard English, and generate coherent content (Khasanah, 2015). Writing skills also refer to the ability to express ideas and communicate information in writing in a clear, effective, and appropriate manner. Although it may seem simple at first glance, it is actually quite complex and often proves to be the most challenging, even for native speakers of a language. This is because it requires not only the graphical representation of speech, but also the development and organization of ideas in a structured manner.

Receptive Skills

The ability to comprehend and analyze linguistic information, usually by reading and listening, is referred to as receptive abilities in language learning (Abdushukurova, 2024). In addition to facilitating the simple understanding of communication, the language is received and its meaning is decoded. Reading and listening help expand the imagination (Sreena & Ilankumaran, 2018). Both skills are fundamental for learning a language since they allow the student to receive and process information that they can then use in active communication.

Reading Skill

Learning to read involves acquiring the fundamental skills necessary for reading. This skill not only facilitates student learning and thinking, but also allows them to develop reading comprehension and creative writing based on their own ideas. (Haq, Khurram & Bangash, 2019).

Reading is experiencing a decline among all groups of people in the modern world, influenced by technology and entertainment. There are numerous interesting and exciting alternatives to books. However, this is unfortunate because reading provides a productive way to improve language, including vocabulary and word skills. A large vocabulary improves listening comprehension skills and makes writing easier by having more words to choose from. In addition, it enriches the ability to express oneself verbally with precision and clarity (Sadiku, 2015).

Listening Skill

Vasif (2024) mentions that listening is “the capacity to accurately interpret and comprehend spoken language, encompassing nuances in tone, pronunciation, and context” (p. 45). This ability to listen allows the student to be silent when the teacher intervenes when speaking and so the student can understand and transmit the message that the teacher gives. When a student has the ability to listen, she can easily understand the messages and act according to what she has understood.

The development of speaking skills

The development of oral expression skills is a crucial aspect of primary education, which is the first phase of formal education where students acquire basic skills and knowledge essential to progress in their learning (Абдуллаева, 2023). However, various factors can affect the development of speaking skills, including inhibition, lack of knowledge of the subject, low participation and predominant use of the mother tongue (Freire, Hipo, Durán & Yumisaca, 2022).

Educational Psychology

Schwartz, et al. (2022) mention that Educational Psychology combines education and psychology, with ancient origins. Its goal is to understand student learning, teaching methods, and the effective design of the educational environment through theories that span both fields.

Educational psychology is a branch of psychology applied to education, focusing on learning and the development of human capacities that directs education towards the achievement of life goals by understanding and directing human behavior.

Psychology of English language learning

Fathollahzadeh & Moghaddas (2020) consider that “learner’s psychology seeks to find out, via understanding the intellectual, physical, social, and emotional behaviors of individuals, elements which affect the quality and quantity of learning” (p. 1). Furthermore, according to educational psychology, prompt, specific, and encouraging feedback is crucial for students' learning. The concepts of educational psychology may be applied by teachers to give constructive criticism and evaluations that support students' learning and development (Zhao, 2023).

Applying psychology in Education

Educational psychology is used in higher education instruction to address a variety of instructional issues in addition to increasing students' motivation to study and reducing their fear (Zhao, 2023). The application of psychology in education involves the use of psychological principles and research to improve teaching and learning.

Students have individual differences in cognition, emotion and behavior, and educational psychology can help teachers better understand and deal with these differences. It also mentions that individual variations exist among students in their cognition, emotion, and behavior, and educational psychology can assist instructors in comprehending and addressing these disparities (Zhao, 2023). Educational psychology enhances learning by understanding students' psychological needs, improving motivation, and enhancing teaching effectiveness, while also providing guidance for professional development and improvement in education.

Psychological factors affecting speaking in students.

The psychological factors that affect the students' speaking can be family, social and economic, for this reason, the psychological factors would be multiple because each of the students develops in a different context. Sari (2022) considers that a multitude of factors impact the effectiveness of practicing English speaking such as economic, linguistic, psychological and sociological factors that can affect the way students practice speaking. Furthermore, according to Wahyuni (2022) "EFL learners' speaking performance is characterized by not only their knowledge but also their ability to attend to some linguistic elements of the language such as phonology, syntax, vocabulary, and semantics" (p. 4).

On the other hand, the teachers must take into account psychological aspects of the students, since teaching to speak as a second language is a challenging procedure (Rajapova, 2022). For this reason, Haidara (2014) mentions that "nowadays, one of the big problems that affect EFL students English speaking practices is without any doubt psychological barriers (p. 515). Therefore, there are several psychological factors that can affect students when learning a second language. Some of the psychological factors that affect skill development are lack of motivation, students' attitude towards learning the English language, low confidence, anxiety, and shyness.

Furthermore, it is important to note that the lack of L2 exposure in the classroom, inhibition, speaking anxiety, low student motivation, lack of learner autonomy, and poor teaching methodology are some of the negative characteristics that impede speaking performance. The detrimental aspect of speaking performance, inhibition, is strongly correlated with both L2 exposure and anxiety. In order to effectively handle this complex issue, speaking anxiety may perhaps not even need treatment; rather, teachers must pay attention to and take into account certain aspects of the learning environment (Dewi & Wilany, 2022).

In summary, it can be said that psychological factors influence the progress and performance

of students in speaking, as these factors can help students determine their success or failure. If children have more confidence in themselves and their command of the English language, their speaking skills in English will be extremely fluent and substantial, allowing students to be more academically successful in acquiring a second language by improving their learning. Therefore, the conclusion of this research is that several psychological factors impede the progress of the students, since one of the aids is the teacher who is the guide to develop the English language in order to achieve a goal with the students, which is acquisition of this language, with an adequate and legible comprehensive development for the student.

Some of the psychological factors that affect skill development are motivation, self-confidence, Anxiety, Shyness, Fear of making mistakes.

Motivation

Motivation plays an important role in directing the teaching process of students in a learning activity.

Ahmed, et al. (2015) it proposes the following concept:

Motivation involves the study of many factors like student teacher relationship, self-respect and class room circumstances because it is a much understood feeling that you cannot perform well in a stressful and tense condition. If there is a gap present between the student and teacher, it will obviously create problems for learners in the classroom (p. 230). Motivation and the relationship with the teacher is very important, so in the future it could cause problems when producing language.

Self-Confidence

Alvaro (2017) considers that self-confidence is a particular aspect of psychology linked to the development of the language learning process. Students often face situations that

significantly hinder their progress in EFL classes. Nety, Wahyuni & Nurhaeni (2020) consider that self-confidence is an attitude or feeling of confidence in oneself so that the person concerned is not too anxious about his actions and is responsible for his actions, has the impulse to excel and knows the advantages and disadvantages.

Rosmayanti, Ramli & Rafiq (2023) mentions that confidence is necessary to be able to speak and communicate in English, and beginning teachers play a crucial role in encouraging students to participate in class activities and speak with less anxiety. Language instructors must be able to design or modify language exercises that boost pupils' self-esteem and improve their ability to talk clearly (Rosmayanti, et al. 2023). English language teachers play a crucial role in fostering confidence in beginners by designing activities that boost their fluency and self-confidence role-playing is a particularly effective method for enhancing speaking abilities in this context.

Anxiety

Syahfutra and Wibowo (2021) considers that “Anxiety in speaking English is one of the results of effective factors that arise because of several things such as lack of knowledge, low preparation, fear of making mistakes and difficulties in understanding the instructions of the lecturer” (p. 76). Furthermore, it mentions that students with anxiety are apprehensive and fearful, which can lead to subpar speech performance. Self-confidence is one of the things that has a significant correlation with anxiety (Syahfutra & Wibowo, 2021). Anxiety can hinder fluency and confidence in speaking English, which can negatively affect communication and language learning.

However, according to Rahmah & Azhimia (2022) “learners' language anxiety might not be eliminated or avoided. It's almost impossible for language learner not to have the feeling of anxious. Feeling anxious is an indication that he or she has courage to be successful language learner” (p. 3). In this sense, anxiety in language learning cannot always be eliminated or avoided, as it is common for learners to experience this feeling and it can be an indicator of

courage to become a successful language learner.

Shyness

Dos Santos, de Souza & Vélez-Ruiz (2020) consider that shyness is a tough concept to describe because it differs from person to person, but it's crucial to note that it might hinder learning. The authors highlight the importance of recognizing how shyness can hinder learning by reducing a student's willingness to participate in class discussions, seek help, or collaborate with peers, which can have a detrimental impact on academic performance. However, it mentions that “Shyness is a type of emotion that some students suffer from when they are asked to speak in the classroom. People are born shy and the environment in which they encounter themselves helps them to develop this condition” (Dos Santos, et. al., 2020, p. 7).

In other words, shyness is a factor that hinders students' learning process and, for this reason, it is essential that teachers explore the issue and expand their knowledge in order to choose the most effective techniques that promote appropriate behaviors for school learning. Shyness has an impact on students' academic performance because they are afraid to ask questions and end up trapped in this uncertainty, which prevents them from advancing in their understanding of the English language.

Fear of Making Mistakes

Ork, Chin, Ban & Em (2024) consider that “students’ fear of making mistakes in speaking English has been a common issue, especially in EFL contexts. In this context, as he added, students do not want to look foolish in front of the class” (p. 5). This fear can be particularly pronounced in classroom settings, where the pressure to perform correctly is high. Furthermore, this concern about appearing incompetent or making mistakes in front of others may lead them to be reluctant to engage in oral communication, which affects their learning outcomes and their confidence in using the language.

7. METHODOLOGY

7.1 Research Approach

This research has a quantitative and qualitative approach because its aim is to analyze the most common psychological factors affecting learners' English speaking, for which, according to the demands of the researcher, research data are systematically and objectively gathered from particular groups and places in a quantitative research study (Pandey, Madhusudhan & Singh, 2023). So, a quantitative research approach involves measuring and examining variables in order to draw specific conclusions (Apuke, 2017).

Likewise, qualitative research is an approach that focuses on deeply understanding and exploring social phenomena, experiences, behaviors and processes. Kandel (2020) mentions that the creation of concepts that help understand social phenomena in their natural environments and at the same time adequately value the experiences, perspectives and meanings of all participants is the objective of qualitative research.

These quantitative and qualitative approaches are suitable for investigating the most common psychological factor affecting fifth semester students of the Technical University of Cotopaxi in the PINE program, providing essential quantitative data to understand, explain and describe the various factors affecting the domain of the English language.

7.2 Research Method

This research is descriptive as it helped to describe the different psychological factors that affect speaking English as a foreign language in fifth semester PINE students of the Technical University of Cotopaxi during the period April-August 2024. Descriptive research is relevant to obtain accurate information about the current state of the phenomenon and, if possible, draw reasonable general conclusions from the facts discovered (Lokesh, 2019). In general,

descriptive research seeks to collect information to explain the events observed through the data from the instrument of this research.

7.3 Research Context and Participants

In this research, the non-probabilistic sampling method was used to select the subjects, with the objective of obtaining detailed and relevant information for the purposes of the study. This approach allowed a purposive selection of participants, focusing attention on those who could provide significant and specific data on the topic of interest. In particular, 32 fifth semester students of the Pedagogy of National and Foreign Languages (PINE) program at the Technical University of Cotopaxi, located in the canton of Pujilí, were selected. In addition, this approach allowed for a deeper understanding of the students' experiences and perceptions regarding the topic under investigation, ensuring that the data collected were relevant and enriching for the analysis and final conclusions of the study. In addition, it is important to emphasize that a participant consent form will be submitted (see appendix 1).

7.4 Data Collection Process

The present project was the technique used was the survey on a questionnaire adapted from Gardner (1985), a research instrument developed to assess the main affective components involved in second language learning, such as speaking ability (see Appendix 2) which contained 104 questions on a Likert scale (Strongly disagree; Moderately disagree; Slightly disagree; Slightly agree; Moderately agree and Strongly agree) and 12 open questions. For this research, the 20 most relevant Likert scale questions are selected. These questions were organized into five key factors: motivation, self-confidence, anxiety, shyness, and fear of making mistakes. Each factor includes 4 questions, totaling 20 questions specifically designed to gather general information about respondents and explore how these factors affect their language learning process. (See appendix 2)

7.5 Data Analysis Process

For data analysis, the Excel tool was used to calculate and examine the percentages of the responses. The technique used was the survey, which was applied through a questionnaire with structured questions to collect information from fifth semester students. It is essential to review the questionnaire and analyze the results in order to identify the factors that most affect speech development, including motivation, anxiety, shyness, self-confidence, and fear of making mistakes. The findings of this analysis can offer valuable information to develop specific interventions and support mechanisms to improve speech development and address any underlying psychological problems that may be hindering students' communication skills.

8. ANALYSIS AND DISCUSSION OF RESULT

The following are the results obtained using Microsoft Excel (see Annex 3) when applying a survey composed of five factors (motivation, self-confidence, anxiety, shyness and fear of making mistakes), each of them with four questions. The survey was applied to 32 students from the Technical University of Cotopaxi. The results are shown in frequency tables and in pie charts in percentages.

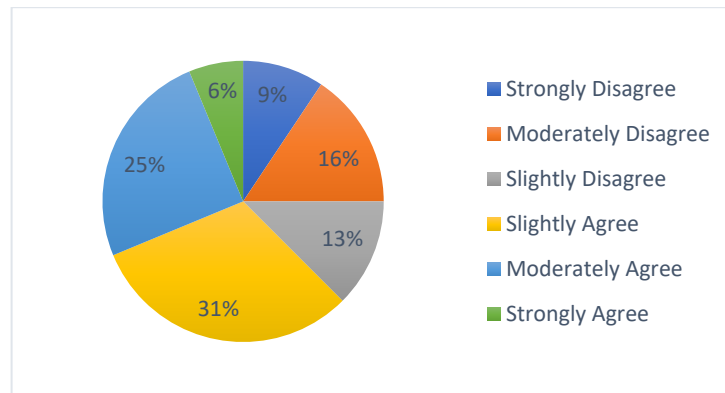
Psychological factors: Motivation

1. I look forward to going to class because my English teacher is so good.

Table 1

ITEMS	Frequency	Percentage
Strongly Disagree	3	9%
Moderately Disagree	5	16%
Slightly Disagree	4	13%
Slightly Agree	10	31%
Moderately Agree	8	25%
Strongly Agree	2	6%
TOTAL	32	100%

*Source: Test AMTB applied to students in the fifth cycle from PINE Career.
Elaborated by: Caisa & Chucho*

Graph 1

*Source: Test AMTB applied to students in the fifth cycle from PINE Career.
Elaborated by: Caisa & Chucho*

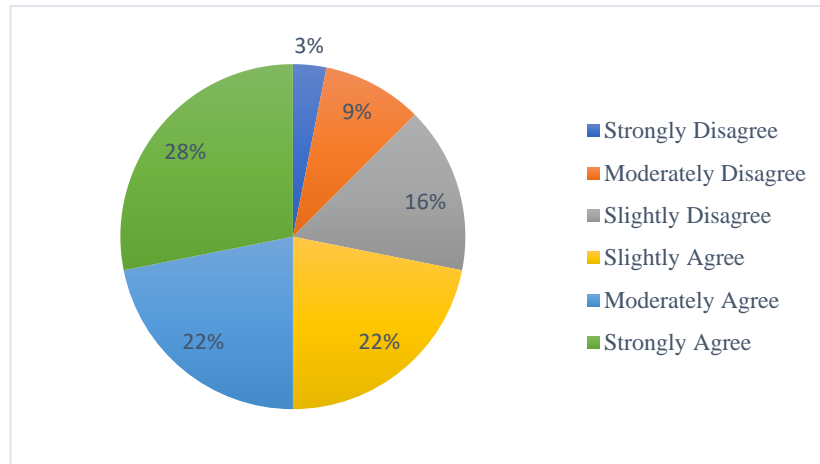
From the 100% of respondents, it can be deduced that 31% of students slightly agree that they go to English classes because their teacher is good, while 16% moderately disagree. On the other hand, the remaining 53% expressed other answers represented in graph 1. Thus, most students agree that they attend classes because they feel motivated or receive motivation in their educational environment from their teacher.

2. I have a strong desire to know all aspects of English.

Table 2

ITEMS	Frequency	Percentage
Strongly Disagree	1	3%
Moderately Disagree	3	9%
Slightly Disagree	5	16%
Slightly Agree	7	22%
Moderately Agree	7	22%
Strongly Agree	9	28%
TOTAL	32	100%

*Source: Test AMTB applied to students in the fifth cycle from PINE Career.
Elaborated by: Caisa & Chucho*

Graph 2

*Source: Test AMTB applied to students in the fifth cycle from PINE Career.
Elaborated by: Caisa & Chucho*

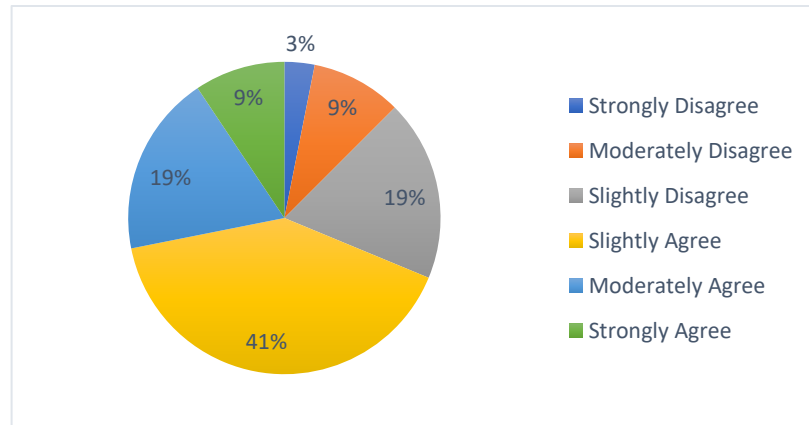
From the 100% of respondents, it can be deduced that 28% of students strongly agree that they have a strong desire to know all aspects of English, while 16% slightly disagree. On the other hand, the remaining 56% expressed other answers represented in graph 2. On the other hand, most of the students agree that they have a strong desire to master all aspects of the English language.

3. My English teacher has a dynamic and interesting teaching style.

Table 3

ITEMS	Frequency	Percentage
Strongly Disagree	1	3%
Moderately Disagree	3	9%
Slightly Disagree	6	19%
Slightly Agree	13	41%
Moderately Agree	6	19%
Strongly Agree	3	9%
TOTAL	32	100%

*Source: Test AMTB applied to students in the fifth cycle from PINE Career.
Elaborated by: Caisa & Chucho*

Graph 3

*Source: Test AMTB applied to students in the fifth cycle from PINE Career.
Elaborated by: Caisa & Chucho*

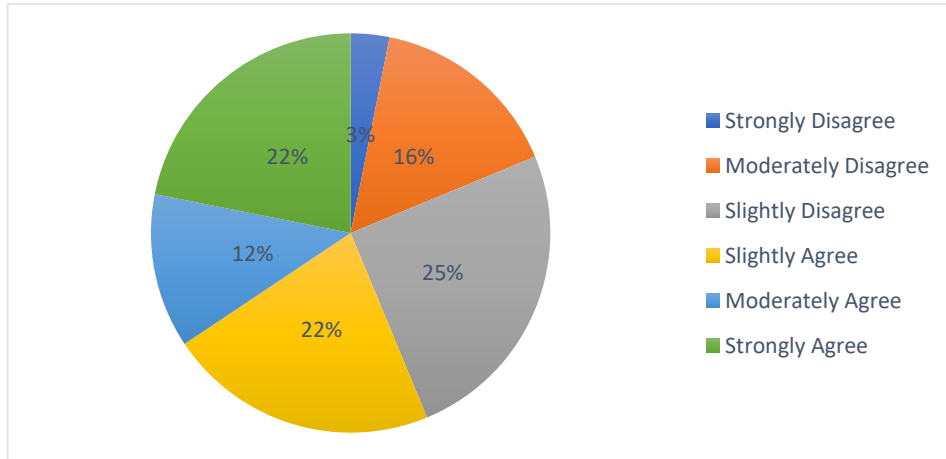
From the 100% of respondents, it can be deduced that 41% of students slightly agree that their English teacher has a dynamic and interesting teaching style, while 19% slightly disagree. On the other hand, the remaining 40% expressed other responses represented in graph 3. Thus, most of the students agree that their teacher uses a dynamic and interesting teaching style.

4. My parents encourage me to practice my English as much as possible.

Table 4

ITEMS	Frequency	Percentage
Strongly Disagree	1	3%
Moderately Disagree	5	16%
Slightly Disagree	8	25%
Slightly Agree	7	22%
Moderately Agree	4	13%
Strongly Agree	7	22%
TOTAL	32	100%

*Source: Test AMTB applied to students in the fifth cycle from PINE Career.
Elaborated by: Caisa & Chucho*

Graph 4

*Source: Test AMTB applied to students in the fifth cycle from PINE Career.
Elaborated by: Caisa & Chucho*

From the 100% of respondents, it can be deduced that 25% of students slightly disagree that their parents encourage them to practice English as much as possible, while 22% slightly and strongly agree that they do encourage them. On the other hand, the remaining 31% expressed other responses, represented in graph 4. Thus, most of the students agree that their parents do encourage them to practice English as much as possible.

Psychological factors: Self-Confidence

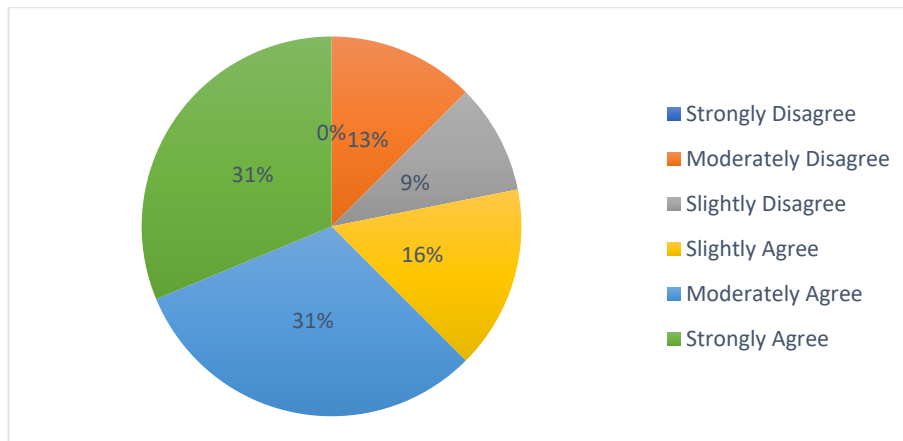
5. Studying English is important because it will allow me to be more at ease with people who speak English.

Table 5

ITEMS	Frequency	Percentage
Strongly Disagree	0	0%
Moderately Disagree	4	13%
Slightly Disagree	3	9%
Slightly Agree	5	16%
Moderately Agree	10	31%
Strongly Agree	10	31%
TOTAL	32	100%

*Source: Test AMTB applied to students in the fifth cycle from PINE Career.
Elaborated by: Caisa & Chucho*

Graph 5



*Source: Test AMTB applied to students in the fifth cycle from PINE Career.
Elaborated by: Caisa & Chucho*

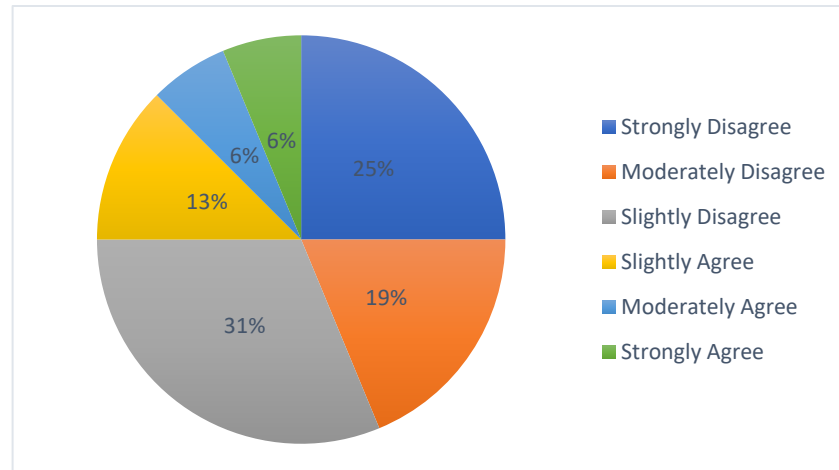
From the 100% of respondents, it can be deduced that 31% of students moderately agree and strongly agree that it is important to study English because it will allow them to feel more comfortable with people who speak English, while 13% moderately disagree. On the other hand, the remaining 25% indicated other answers, represented in graph 5. Thus, most of the students agree that it is important to study English because it will allow them to feel more comfortable with people who speak English.

6. To be honest, I really have little interest in my English class.

Table 6

ITEMS	Frequency	Percentage
Strongly Disagree	8	25%
Moderately Disagree	6	19%
Slightly Disagree	10	31%
Slightly Agree	4	13%
Moderately Agree	2	6%
Strongly Agree	2	6%
TOTAL	32	100%

*Source: Test AMTB applied to students in the fifth cycle from PINE Career.
Elaborated by: Caisa & Chucho*

Graph 6

Source: Test AMTB applied to students in the fifth cycle from PINE Career.
Elaborated by: Caisa & Chucho

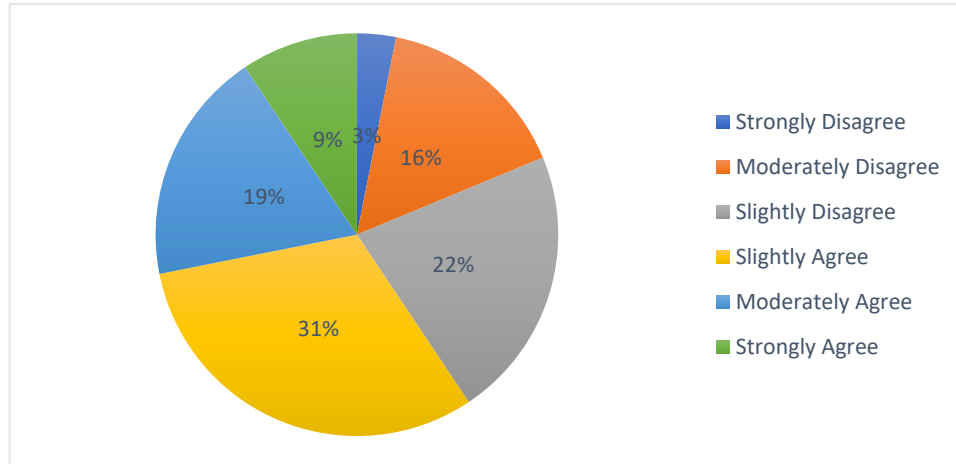
From the 100% of respondents, it can be deduced that 31% of students slightly disagree that they have little interest in their English class, while 13% slightly agree. On the other hand, the remaining 56% expressed other answers represented in graph 6. Thus, most of the students agree that they really have interest in their English class.

7. When I have a problem understanding something in my English class, I always my teacher for help.

Table 7

ITEMS	Frequency	Percentage
Strongly Disagree	1	3%
Moderately Disagree	5	16%
Slightly Disagree	7	22%
Slightly Agree	10	31%
Moderately Agree	6	19%
Strongly Agree	3	9%
TOTAL	32	100%

Source: Test AMTB applied to students in the fifth cycle from PINE Career.
Elaborated by: Caisa & Chucho

Graph 7

*Source: Test AMTB applied to students in the fifth cycle from PINE Career.
Elaborated by: Caisa & Chucho*

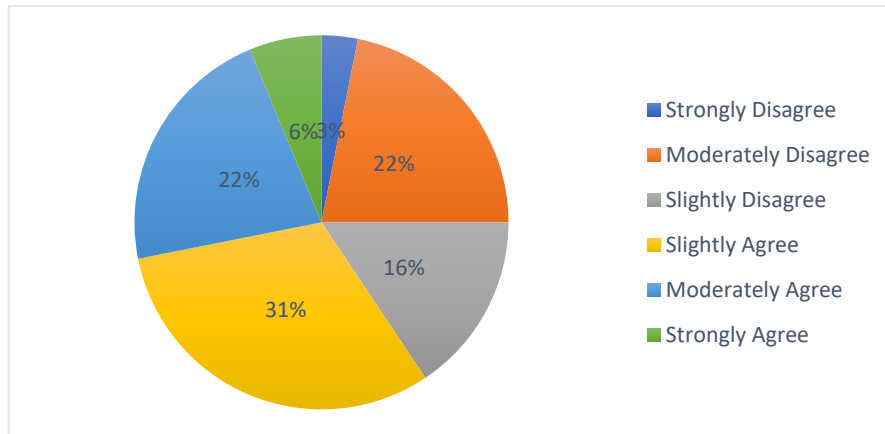
From the 100% of respondents, it can be deduced that 31% of students slightly agree that students ask the teacher for help when they have problems in English classes, while 22% slightly disagree. On the other hand, the remaining 47% expressed other responses represented in graph 7. Thus, most students agree that this attitude reflects self-confidence in their ability to overcome academic challenges with adequate support.

8. I never feel quite sure of myself when I am speaking in our English class.

Table 8

ITEMS	Frequency	Percentage
Strongly Disagree	1	3%
Moderately Disagree	7	22%
Slightly Disagree	5	16%
Slightly Agree	10	31%
Moderately Agree	7	22%
Strongly Agree	2	6%
TOTAL	32	100%

*Source: Test AMTB applied to students in the fifth cycle from PINE Career.
Elaborated by: Caisa & Chucho*

Graph 8

Source: Test AMTB applied to students in the fifth cycle from PINE Career.
Elaborated by: Caisa & Chucho

From the 100% of respondents, it can be deduced that 31% of students slightly agree that they do not feel confident when speaking in their English class, while 22% moderately disagree. On the other hand, the remaining 47% expressed other answers represented in graph 8. Thus, it is shown that most students do not feel very confident when speaking in their English class.

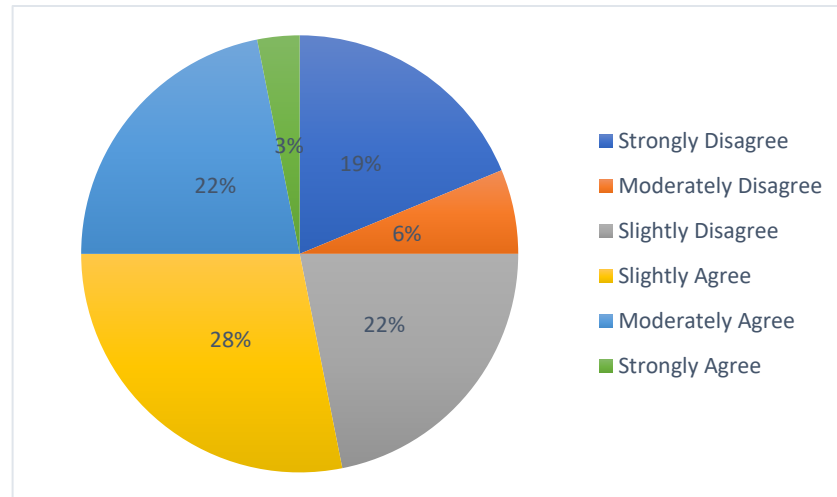
Psychological factors: Anxiety

9. I don't get anxious when I have to answer a question in my English class.

Table 9

ITEMS	Frequency	Percentage
Strongly Disagree	6	19%
Moderately Disagree	2	6%
Slightly Disagree	7	22%
Slightly Agree	9	28%
Moderately Agree	7	22%
Strongly Agree	1	3%
100%	32	

Source: Test AMTB applied to students in the fifth cycle from PINE Career.
Elaborated by: Caisa & Chucho

Graph 9

*Source: Test AMTB applied to students in the fifth cycle from PINE Career.
Elaborated by: Caisa & Chucho*

From the 100% of respondents, it can be deduced that 28% of students slightly agree that they do not get anxious when they have to answer a question in their English class, while 22% slightly disagree. On the other hand, the remaining 50% expressed other answers represented in graph 9. Thus, a higher percentage of students agree that they do not get so anxious when they have to answer English questions in their classroom.

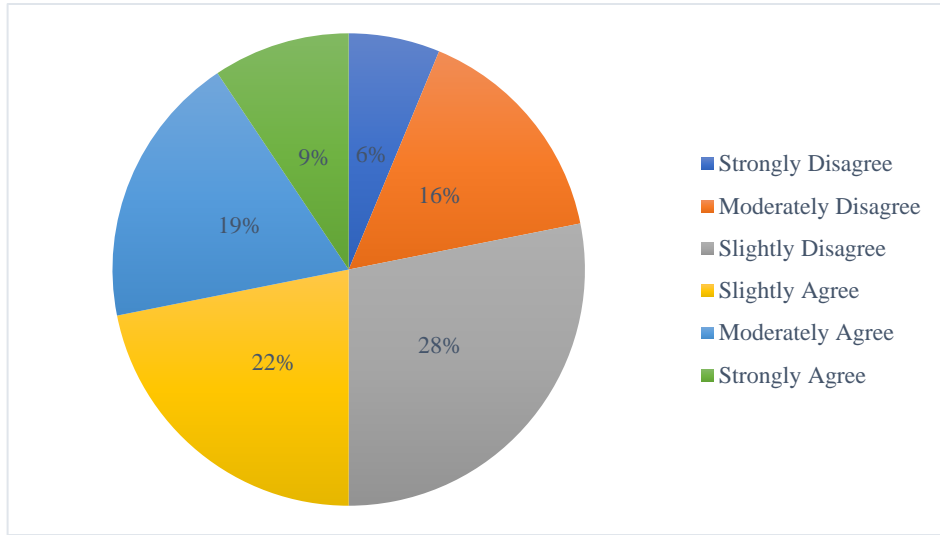
10. Speaking English anywhere makes me feel worried.

Table 10

ITEMS	Frequency	Percentage
Strongly Disagree	2	6%
Moderately Disagree	5	16%
Slightly Disagree	9	28%
Slightly Agree	7	22%
Moderately Agree	6	19%
Strongly Agree	3	9%
TOTAL	32	100%

*Source: Test AMTB applied to students in the fifth cycle from PINE Career.
Elaborated by: Caisa & Chucho*

Graph 10



*Source: Test AMTB applied to students in the fifth cycle from PINE Career.
Elaborated by: Caisa & Chucho*

From the 100% of respondents, it can be deduced that 28% of students slightly disagree, 16% moderately disagree and 6% strongly disagree that speaking English anywhere makes them feel worried, while 22% slightly agree, 19% moderately agree and 9% strongly agree. Thus, the results show an equal split

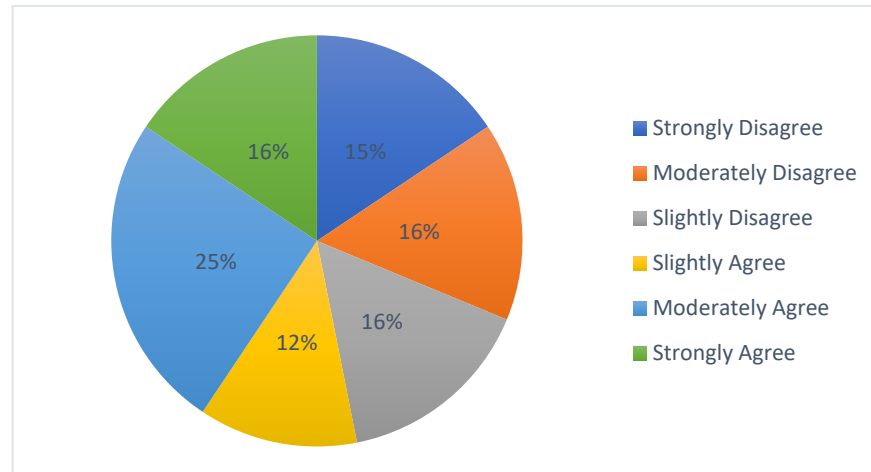
11. It worries me that other students in my class seem to speak English better than I do

Table 11

ITEMS	Frequency	Percentage
Strongly Disagree	5	16%
Moderately Disagree	5	16%
Slightly Disagree	5	16%
Slightly Agree	4	13%
Moderately Agree	8	25%
Strongly Agree	5	16%
TOTAL	32	100%

*Source: Test AMTB applied to students in the fifth cycle from PINE Career.
Elaborated by: Caisa & Chucho*

Graph 11



Source: Test AMTB applied to students in the fifth cycle from PINE Career.
Elaborated by: Caisa & Chucho

From the 100% of respondents, it can be deduced that 25% of the students moderately agree that they are concerned that other students in their class speak English better than them, while 16% slightly, moderately and strongly disagree. On the other hand, the remaining 29% expressed other responses represented in graph 11. Thus, most of the students are concerned that other students in their class speak English better than them.

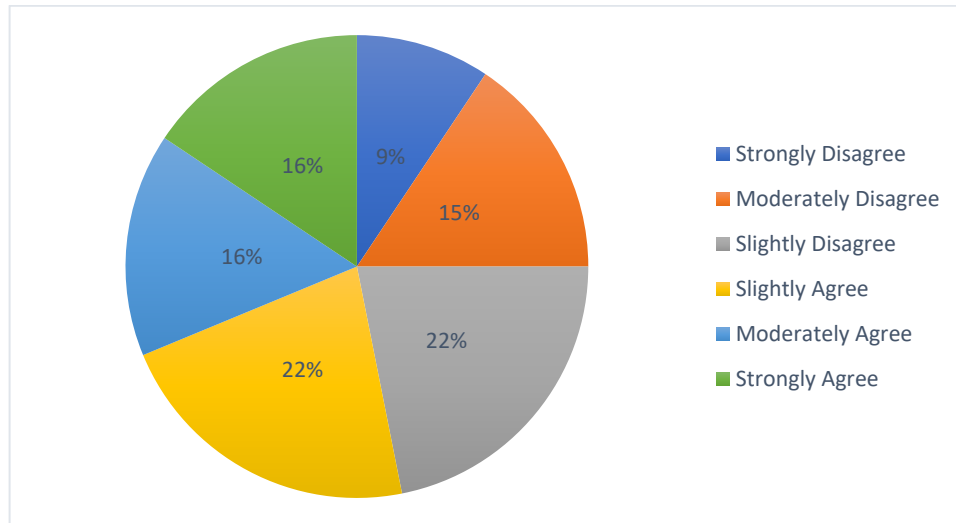
12. I feel anxious if someone asks me something in English.

Table 12

ITEMS	Frequency	Percentage
Strongly Disagree	3	9%
Moderately Disagree	5	16%
Slightly Disagree	7	22%
Slightly Agree	7	22%
Moderately Agree	5	16%
Strongly Agree	5	16%
TOTAL	32	100%

Source: Test AMTB applied to students in the fifth cycle from PINE Career.
Elaborated by: Caisa & Chucho

Graph 12



Source: Test AMTB applied to students in the fifth cycle from PINE Career.
Elaborated by: Caisa & Chucho

From the 100% of respondents, it can be deduced that 16% of students moderately agree, 16% strongly agree, while 22% slightly disagree that they feel anxious if someone asks them something in English. On the other hand, the remaining 46% expressed other responses, represented in graph 12. Thus, a greater part of students feel anxious if someone asks them something in English.

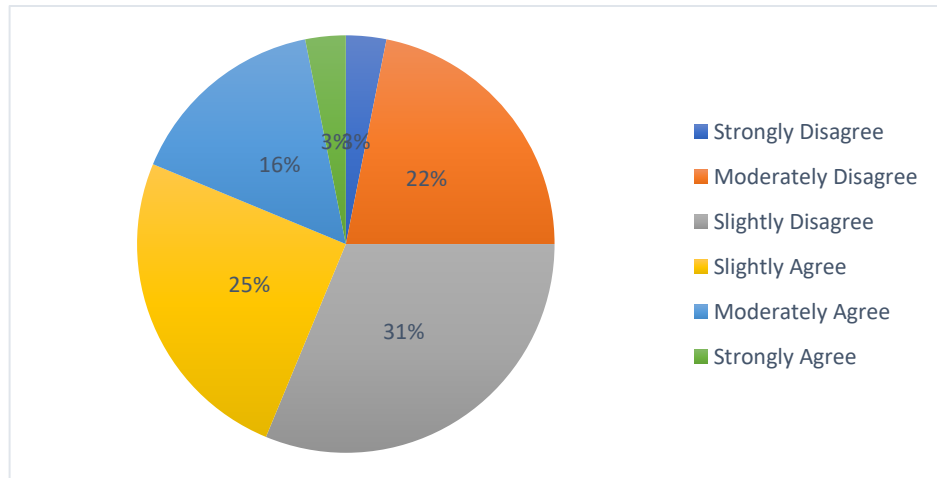
Psychological factors: Shyness

13. I am calm whenever I have to speak in my English class.

Table 12

ITEMS	Frequency	Percentage
Strongly Disagree	1	3%
Moderately Disagree	7	22%
Slightly Disagree	10	31%
Slightly Agree	8	25%
Moderately Agree	5	16%
Strongly Agree	1	3%
TOTAL	32	100%

Source: Test AMTB applied to students in the fifth cycle from PINE Career.
Elaborated by: Caisa & Chucho

Graph 13

Source: Test AMTB applied to students in the fifth cycle from PINE Career.
Elaborated by: Caisa & Chucho

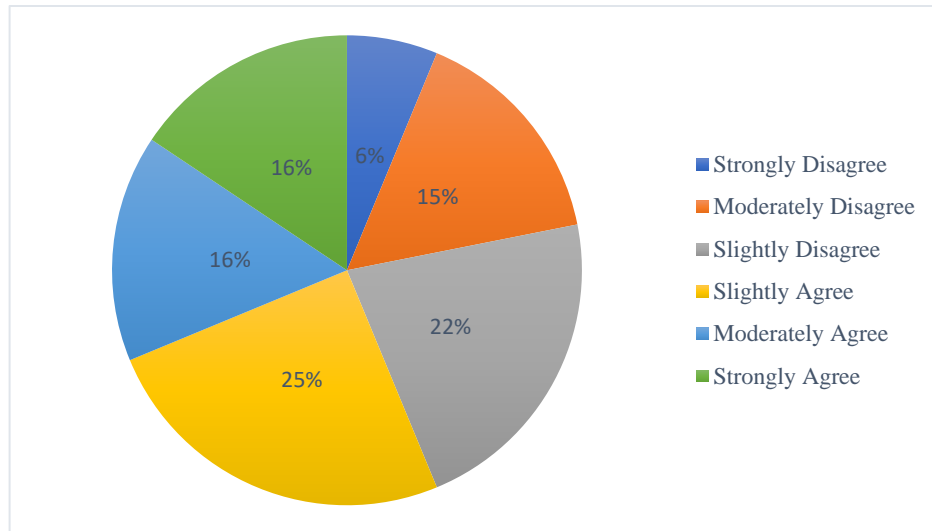
From the 100% of respondents, it can be deduced that 25% of students slightly agree that they feel relaxed when they have to speak in English class, while 31% slightly disagree. On the other hand, the remaining 56% expressed other answers represented in graph 13. Thus, many students agree that they do not feel relaxed when speaking in English class.

14. I would get nervous if I had to speak English to a tourist.

Table 14

ITEMS	Frequency	Percentage
Strongly Disagree	2	6%
Moderately Disagree	5	16%
Slightly Disagree	7	22%
Slightly Agree	8	25%
Moderately Agree	5	16%
Strongly Agree	5	16%
TOTAL	32	100%

Source: Test AMTB applied to students in the fifth cycle from PINE Career.
Elaborated by: Caisa & Chucho

Graph 14

Source: Test AMTB applied to students in the fifth cycle from PINE Career.
Elaborated by: Caisa & Chucho

From the 100% of respondents, it can be deduced that 25% of students slightly agree that they would be nervous if they had to speak English with a tourist, while 22% slightly disagree. On the other hand, the remaining 47% expressed other answers represented in graph 14. Thus, most of the students agree that they would be nervous if they had to speak English with a tourist.

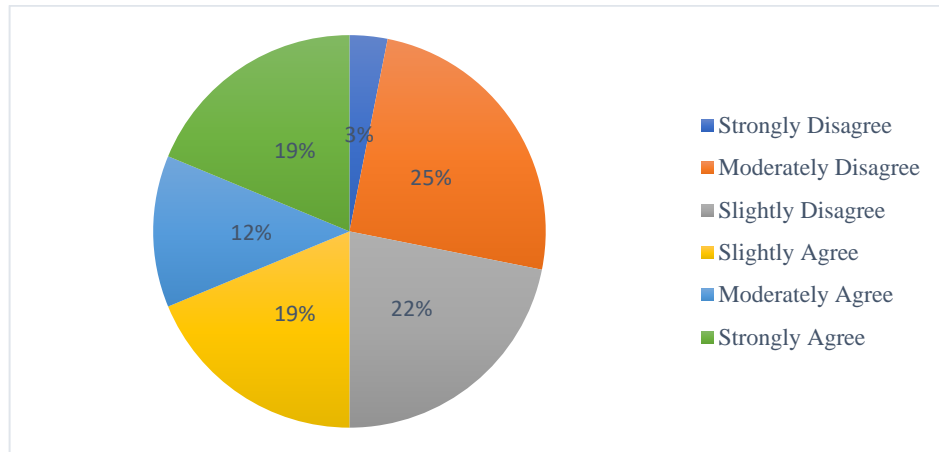
15. I get nervous when I am speaking in my English class.

Table 15

ITEMS	Frequency	Percentage
Strongly Disagree	1	3%
Moderately Disagree	8	25%
Slightly Disagree	7	22%
Slightly Agree	6	19%
Moderately Agree	4	13%
Strongly Agree	6	19%
TOTAL	32	100%

Source: Test AMTB applied to students in the fifth cycle from PINE Career.
Elaborated by: Caisa & Chucho

Graph 15



Source: Test AMTB applied to students in the fifth cycle from PINE Career.
Elaborated by: Caisa & Chucho

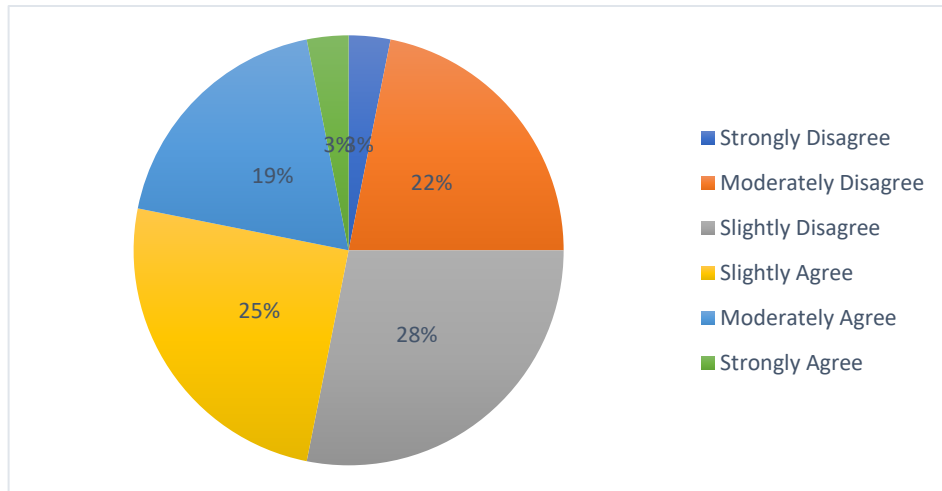
From the 100% of respondents, it can be deduced that 25% of students moderately disagree that they would get nervous when they are speaking in their English class while 19% slightly agree. On the other hand, the remaining 56% expressed other answers, represented in graph 15. Thus, most of the students agree that they do not get nervous when they are speaking in their English class.

16. I feel confident when asked to speak in my English class.

Table 16

ITEMS	Frequency	Percentage
Strongly Disagree	1	3%
Moderately Disagree	7	22%
Slightly Disagree	9	28%
Slightly Agree	8	25%
Moderately Agree	6	19%
Strongly Agree	1	3%
TOTAL	32	100%

Source: Test AMTB applied to students in the fifth cycle from PINE Career.
Elaborated by: Caisa & Chucho

Graph 16

*Source: Test AMTB applied to students in the fifth cycle from PINE Career.
Elaborated by: Caisa & Chucho*

From the 100% of respondents, it can be deduced that 28% of students slightly disagree that they feel safe when asked to speak in their English class, while 25% slightly agree that they feel safe. On the other hand, the remaining 47% answered other questions, represented in graph 16. Thus, a higher percentage of students agree that they do not feel safe when asked to speak in their English class.

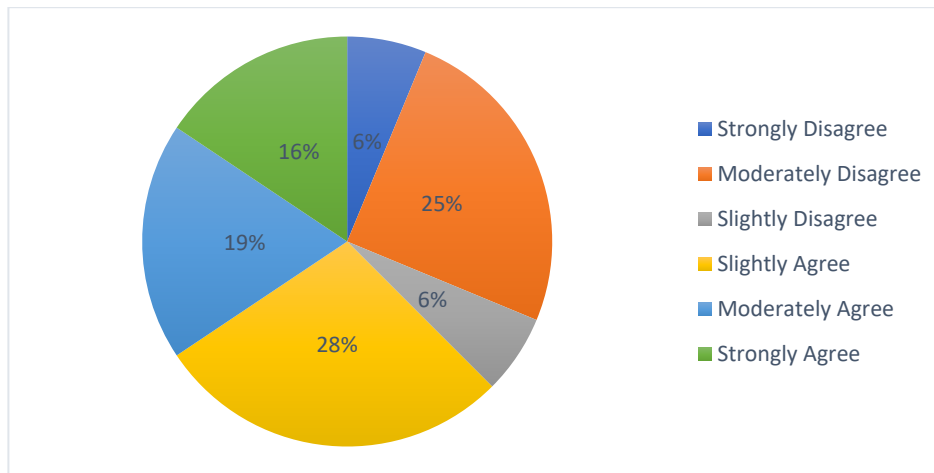
Psychological factors: Fear of making mistakes

17. It embarrasses me to volunteer answers in our English class.

Table 17

ITEMS	Frequency	Percentage
Strongly Disagree	2	6%
Moderately Disagree	8	25%
Slightly Disagree	2	6%
Slightly Agree	9	28%
Moderately Agree	6	19%
Strongly Agree	5	16%
TOTAL	32	100%

*Source: Test AMTB applied to students in the fifth cycle from PINE Career.
Elaborated by: Caisa & Chucho*

Graph 17

*Source: Test AMTB applied to students in the fifth cycle from PINE Career.
Elaborated by: Caisa & Chucho*

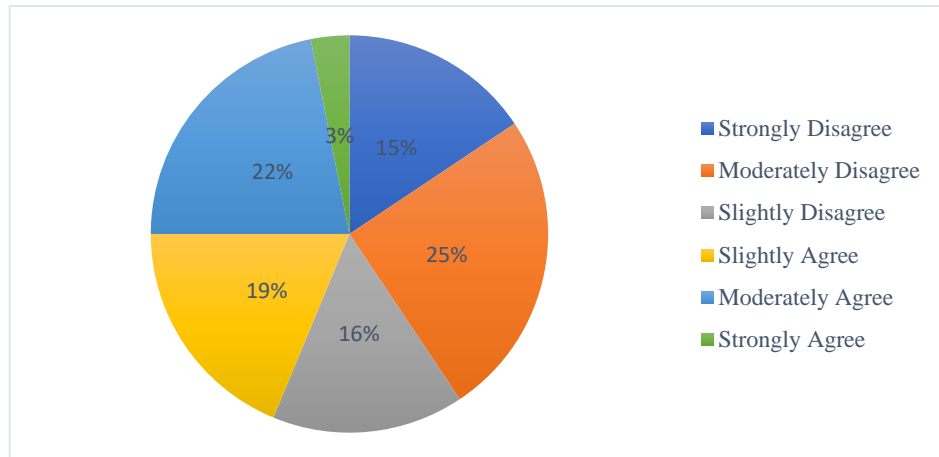
From the 100% of respondents, it can be deduced that 28% of students slightly agree that students feel embarrassed when answering in class, while 25% moderately agree. On the other hand, the remaining 47% expressed other answers represented in graph 17. Thus, most students agree that they feel embarrassed when answering in English class.

18. I have a hard time thinking of anything positive about my English class.

Table 18

ITEMS	Frequency	Percentage
Strongly Disagree	5	16%
Moderately Disagree	8	25%
Slightly Disagree	5	16%
Slightly Agree	6	19%
Moderately Agree	7	22%
Strongly Agree	1	3%
TOTAL	32	100%

*Source: Test AMTB applied to students in the fifth cycle from PINE Career.
Elaborated by: Caisa & Chucho*

Graph 18

Source: Test AMTB applied to students in the fifth cycle from PINE Career.
Elaborated by: Caisa & Chucho

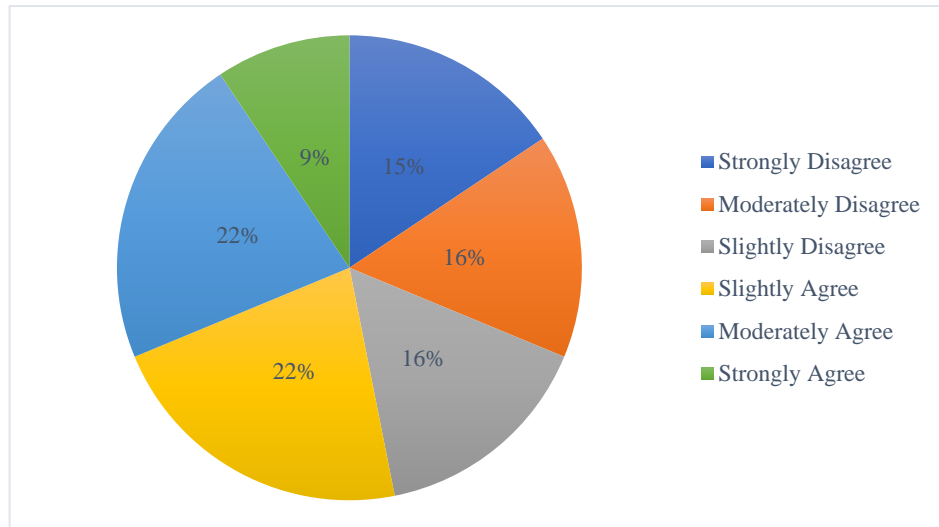
From the 100% of respondents, it can be deduced that 25% of the students moderately disagree that they find it difficult to think of something positive about their English class, while 22% moderately agree. On the other hand, the remaining 53% expressed other answers represented in graph 18. Thus, most of the students agree that they do not find it difficult to think of something positive about their English class.

19. I am sometimes anxious that the other students in class will laugh at me when I speak English.

Table 19

ITEMS	Frequency	Percentage
Strongly Disagree	5	16%
Moderately Disagree	5	16%
Slightly Disagree	5	16%
Slightly Agree	7	22%
Moderately Agree	7	22%
Strongly Agree	3	9%
TOTAL	32	100%

Source: Test AMTB applied to students in the fifth cycle from PINE Career.
Elaborated by: Caisa & Chucho

Graph 19

*Source: Test AMTB applied to students in the fifth cycle from PINE Career.
Elaborated by: Caisa & Chucho*

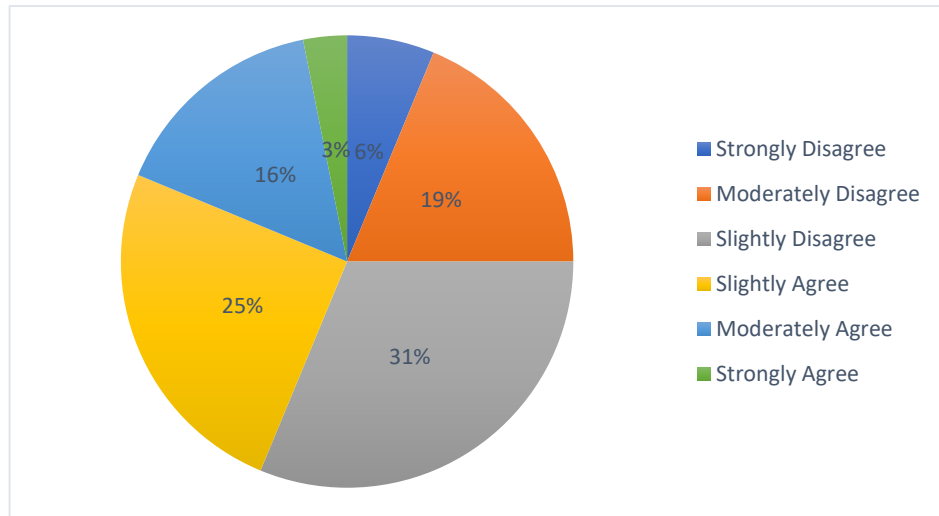
From the 100% of respondents, it can be deduced that 16% of students slightly, moderately and strongly disagree that they sometimes worry that other students in class will laugh at them when they speak English, while 22% slightly, moderately agree and 9% strongly agree. Thus, it can be seen that the vast majority of students worry about being laughed at.

20. I feel very much at ease when I have to speak English.

Table 20

ITEMS	Frequency	Percentage
Strongly Disagree	2	6%
Moderately Disagree	6	19%
Slightly Disagree	10	31%
Slightly Agree	8	25%
Moderately Agree	5	16%
Strongly Agree	1	3%
TOTAL	32	100%

*Source: Test AMTB applied to students in the fifth cycle from PINE Career.
Elaborated by: Caisa & Chucho*

Graph 20

*Source: Test AMTB applied to students in the fifth cycle from PINE Career.
Elaborated by: Caisa & Chucho*

From 100% of the respondents, it can be deduced that 31% of the students slightly disagree that they feel very comfortable when they have to speak in English, while 25% slightly agree. On the other hand, the remaining 44% expressed other responses represented in graph 20. Thus, most of the students agree that they do not feel very comfortable when they have to speak in English.

Discussion of Results

The results of the research show that motivation and self-confidence do not have a negative impact on students' speaking skills. Most students feel motivated to attend classes due to the quality and dynamism of the teacher, and receive support from their parents. They also value learning English to better communicate with native speakers and seek assistance from the teacher when they face difficulties. However, it is observed that anxiety, shyness and fear of making mistakes are the main most common factors that hinder the development of speech in students, with high incidence rates. The research carried out by Qureshi, Javed & Baing (2020) on The Effect of Psychological Factors on English Speaking coincides with the results of this study, as it shows that factors such as anxiety, shyness and fear of making mistakes are some of the difficulties that impede the advancement of speaking in students.

The anxiety factor indicates that students feel worried about speaking English in any environment. They are worried about the possibility that other classmates speak English better than them, which generates a feeling of anxiety when communicating in this language. The findings of the research carried out by Ariyanti (2016) shows that students often experience anxiety when speaking due to the fear of making mistakes, and that this fear of making mistakes is, to a certain extent, linked to students' lack of self-esteem when using English.

The shyness factor reveals that students do not feel relaxed when speaking English in class. They experience nervousness at the idea of communicating in English with a tourist and do not feel confident when asked to speak in class. The research carried out by Alrasheedi (2020) emphasizes shyness as a factor where students feel shy when performing oral tasks in the classroom since it influences the oral performance of these university students of the English language. This shows that shyness is a psychological factor that hinders the development of students and interferes with the proper development of speaking skills.

The fear of making mistakes shows that students experience embarrassment in English classes. They fear being laughed at and do not feel comfortable speaking the language. Regarding the findings of the investigation of Es-Saikh (2020) the study revealed that one of the psychological factors such as fear of making mistakes is a factor that most prevents students from speaking in English class. Commonly, most participants suffer from fear of making mistakes in an English class and the causes are: fear of being laughed at, fear of negative evaluation from my classmates, fear of negative evaluation from my teacher, fear of having the teacher highlight grammatical errors when speaking.

9. RESEARCH IMPACTS

The present research project has an educational impact, as it could help students identify and understand psychological factors that may be affecting their ability to speak confidently and fluently, such as anxiety, shyness, and fear of making mistakes when speaking. to learn and speak the English language as a second language. These psychological factors make it difficult to develop oral skills and abilities in English classes. Additionally, by understanding and addressing the psychological factors that affect their speech, students can significantly improve their educational experience, personal development, and preparation for the future. Therefore, this study could serve as a reference for future research, addressing issues related to the project and seeking solutions to these problems within the Ecuadorian educational system.

10. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

- In conclusion, the theoretical study highlights a better understanding that deepens various psychological factors that influence the development of oral skills in learning English as a foreign language. By identifying and analyzing these elements, a more complete perspective is provided that can guide teachers and educators in creating more effective learning environments that are sensitive to the emotional needs of students.
- By applying the questionnaire to students to identify the most common factors that affect speaking in English, it is shown that a large percentage of students experience aspects such as anxiety, shyness and fear of making mistakes, which have a direct negative impact on their speech development. which affects not only students' ability to express themselves clearly, but also their willingness to actively participate in oral activities.

Recommendations

- It is recommended to continue to delve deeper into the study of the theory and the possibility of reviewing and finding other factors that may allow for more detailed and precise research in the research that addresses more relevant topics that help to further deepen this research.
- It is recommended to implement strategies that address anxiety, shyness, and fear of making mistakes in English language learners. It is also recommended to create an inclusive and supportive learning environment where active participation is encouraged without fear of mistakes. Practice activities in a safe environment, anxiety management techniques and positive reinforcement sessions can help students overcome these barriers and improve both their ability to express themselves and their willingness to participate in speaking activities.

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