



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“FACTORS THAT TRIGGER LOW SPEAKING
PERFORMANCE IN 10TH GRADERS AT ESCUELA
HACIA NUEVOS HORIZONTES”.**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

AUTHOR:

GENESIS ELIZABETH MEJILLONES RODRIGUEZ

ADVISOR:

MSC. SANDRA CAAMAÑO LÓPEZ

La Libertad – Ecuador

2023

La Libertad, July 19th, 2023

ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title "FACTORS THAT TRIGGER LOW SPEAKING PERFORMANCE IN 10TH GRADERS AT ESCUELA HACIA NUEVOS HORIZONTES." prepared by Mejillones Rodriguez Genesis Elizabeth, undergraduate student of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,



MSc. Sandra Elizabeth Caamaño López
ADVISOR

Statement of Authorship

I, GENESIS ELIZABETH MEJILLONES RODRIGUEZ with ID number 2400310484 undergraduate student at Universidad Estatal Peninsula de Santa Elena, School of Education Sciences and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages in my role as one of author of the research project "FACTORS THAT TRIGGER LOW SPEAKING PERFORMANCE IN 10TH GRADERS AT ESCUELA HACIA NUEVOS HORIZONTES", certify that this work is of my authorship, except for the quotes, statements, and reflections used in this research paper.

A handwritten signature in blue ink, consisting of a stylized oval shape with vertical lines inside, positioned above a horizontal line.

GENESIS ELIZABETH MEJILLONES RODRIGUEZ

AUTHOR

Declaration

The information and content in this degree and research work are my responsibility; the intellectual property belongs to Universidad Estatal Peninsula de Santa Elena.



Genesis Elizabeth Mejillones Rodriguez

2400310484

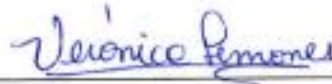
AUTHOR

BOARD OF EXAMINERS



Leda. Sara González Reyes, MSc

**PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES MAJOR'S
DIRECTOR**



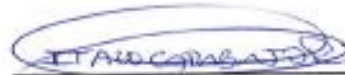
MSc. Verónica Limones

SPECIALIST PROFESSOR



MSc. Sandra Caamaño-López

ADVISOR



MSc. Ítalo Carabajo Romero

UIC PROFESSOR

Acknowledgment

I would like to take this opportunity to thank God for blessing me and strengthening my spirit to be able to reach this achievement, for giving me the strength to move forward, and to my parents, siblings, and grandparents, without your unconditional support and help, I would not be here today, finishing my third level of education.

Thanks to my advisor Msc. Sandra Caamaño, for his guidance in this process of graduation, and other professors of the University for imparting their knowledge with patience and directing me in the professional field. To my friends and classmates with whom I shared this great process.

I also thank the school Hacia Nuevos Horizontes for allowing me to do this research work and finally, gratitude to the University that allowed me to form as a future professional and opened its doors to me from day one.

Mejillones Rodriguez Genesis Elizabeth

Dedication

I would like to dedicate this thesis to all the people who never left me alone. To my mother and father who encouraged me and believed in me from the beginning of my studies, for all the love and support they gave me, being witnesses of this process of effort and dedication for years, always encouraging me to move forward. I also want to dedicate this work to all my family and friends involved in my studies because they helped and always will be my great strength to continue and reach this achievement.

To my grandmother, who gave me all her love and encouraged me to continue despite everything, even though she is not with me now, I know that she watches over me from heaven and that I fight every day thanks to her. To Michael Rodriguez, because you have been an unconditional partner, I will always be grateful for everything you have done for me, for giving me his support every time I seemed to fall, and for being that fundamental pillar in my life to move forward.

With love

Mejillones Rodriguez Genesis Elizabeth

Abstract

The current research project focuses on the factors that trigger low speaking performance in 10th graders at Escuela Hacia Nuevos Horizontes, using the theoretical underpinnings of writers who are well-known locals and foreigners who have researched the process of teaching and learning a second language. For this, a qualitative study of a phenomenological type was carried out through interviews. As for the sample in this research work, a total of ten students were selected, and through a focus group, a total of nine open-ended questions were asked so that a more in-depth analysis could be made, gathering each of their opinions.

The variables obtained will be thoroughly examined, and we will briefly summarize the students' concerns about speaking skills. The result of the research on performance conditions, the participants confirmed that the biggest obstacle they face in developing their speaking skills is due to lack of vocabulary. In emotional factors, most students were feeling nervous while performing speaking, they were not motivated. In terms of listening ability, students mostly cannot comprehend what the speaker said in the conversation. Therefore, based on the results, some recommendations were made to help the student improve speech performance during the English learning process.

Keywords: Factors, Speaking performance, Low performance, English.

Resumen

El presente proyecto de investigación se enfoca en los factores que desencadenan el bajo rendimiento oral en los estudiantes de décimo grado de la Escuela Hacia Nuevos Horizontes, utilizando los fundamentos teóricos de reconocidos escritores locales y extranjeros que han investigado el proceso de enseñanza y aprendizaje de una segunda lengua. Para ello se realizó un estudio cualitativo de tipo fenomenológico a través de entrevistas. En cuanto a la muestra en este trabajo de investigación, se seleccionó un total de diez estudiantes, y a través de un grupo focal se les realizó un total de nueve preguntas abiertas para poder realizar un análisis más profundo, recogiendo cada una de sus opiniones.

Se examinarán detalladamente las variables obtenidas y se resumirán brevemente las preocupaciones de los alumnos sobre la capacidad de expresión oral. El resultado de la investigación sobre las condiciones de rendimiento, los participantes confirmaron que el mayor obstáculo al que se enfrentan para desarrollar sus habilidades orales se debe a la falta de vocabulario. En los factores emocionales, la mayoría de los estudiantes se sentían nerviosos al hablar y no estaban motivados. En términos de capacidad auditiva, la mayoría de los estudiantes no pueden comprender lo que dice el hablante en la conversación. Por lo tanto, basándose en los resultados, se hicieron algunas recomendaciones para ayudar a los alumnos a mejorar su expresión oral durante el proceso de aprendizaje del inglés.

Palabras clave: Factores, Rendimiento oral, Bajo rendimiento, Inglés.

Index

Acknowledgment	6
Dedication	7
Abstract	8
Resumen	9
Index	10
Index figures	12
Introduction	13
Chapter I	15
The problem	15
1.1 Research topic.....	15
1.2 Title of project.....	15
1.3 Problem statement.....	15
1.4 Problem question	16
1.4.1 Problem question	16
1.4.2 Specific questions	16
1.5 Objectives	17
1.5.1 General objective	17
1.5.2 Specific objectives	17
1.6 Justification	17
Chapter II	20
Theoretical framework	20
2.1 Background	20
2.1.1 Importance of English skills for students.....	20
2.1.2 Speaking.....	20
2.1.3 Speaking elements	21
2.1.4 Speaking components	21
2.1.5 Speaking problems.....	22
2.2 Factors affecting speaking skill	23
2.2.1 Performance conditions	23
2.2.2 Emotional Factors	23
2.2.3 Listening ability	23
2.2.4 Topical knowledge.....	24
2.2.5 Feedback during speaking activities.	24

2.3 Factors that affect academic performance.....	24
2.3.1 Interpersonal skills and skill faculty.....	25
2.3.2 Motivation.....	25
2.3.3 Learning strategies	26
2.3.4 Student interaction level.....	26
2.3.5 Sociodemographic conditions.....	27
2.3.6 Facilities and infrastructure of school.....	27
2.4 Pedagogical basis	27
2.5 Legal basis.....	28
2.5.1 Constitution of the Republic of Ecuador.....	28
2.5.2 Ministry of education	29
2.6 Variables of the study.....	29
2.6.1 Variable dependent	29
2.6.2 Variable independent	29
Chapter III.....	30
Methodological framework	30
3.1 Methods.....	30
3.2 Type of research.....	30
3.2.1 Phenomenological studies.....	30
3.3 Data collection techniques	31
3.3.1 Focus group.....	31
3.4 Instruments.....	31
3.4.1 Questionnaire	31
3.4.2 Open-ended questions	32
3.5 Data Collection Processing and Resources.....	33
Table 1	34
3.6 Population and sample	34
Chapter IV	36
Analysis of findings	36
4.1 Interpretation of data from the interview or focus group.....	36
4.1.1 Focus group interview with students.....	36
4.2 Analysis and discussion of focus group vs bibliographical review	43
Chapter V	46
Reflections of the study	46

References	49
Annexes	52
Annex 1: Tutor Assignment.....	52
Annex 2: Anti-plagiarism Report.....	53
Annex 3: School Authorization	55
Annex 3: Focus Group – Questionnaire.....	56

Index figures

Figura 1	36
Figura 2	37
Figura 3	38
Figura 4	39
Figura 5	39
Figura 6	40
Figura 7	41
Figura 8	41
Figura 9	42

Introduction

This research study presents the Factors that trigger low speaking performance in 10th graders at Escuela Hacia Nuevos Horizontes. The main objective was to describe the factors that influence low performance in speaking skills and to determine ways for dealing with these indicators to maintain an adequate speaking performance. Consequently, many students lack the necessary vocabulary to get their meaning across, and they cannot keep the interaction going.

Speaking skill is of great importance since it allows students to express their ideas in the activities that are carried out in class. In order to teach speaking, the supporting competencies are grammar, pronunciation, fluency, and the content of speaking must be taken into account. If students manage to master these speaking support skills, they will be more active in class activities.

Mastering speaking is important for three reasons, these are: it allows them to have effective communication and understand the topics that are given in class; helps them express their ideas and thoughts in speaking activities; and contributes to making your pronunciation clearer and more understandable. On the other hand, knowing these problems is of great importance to help them develop their speaking skills and learning quality in the classroom through practice.

The purpose of the study was to describe the factors that trigger low performance in speaking skills and to analyze the data obtained through a focus group using a qualitative methodology since it allows for having more concise information, with the inquiry from a point of view that provides crucial references to carry out a more detailed study.

The following details are included in the five chapters that make up this thesis:

Chapter I: The Problem

In this section, the chapter details the problem statement, general and specific objectives of the investigation, research questions, and justification.

Chapter II: Theoretical Framework

In this section, the chapter provides details about essential authors' theories and previous research that support the investigation topic. It also gives details about the pedagogical basis, theoretical basis, legal basis, and the variables of the study.

Chapter III: Methodological Framework

In this section, the chapter explains the method applied to get a successful work. This chapter also contains the type of research, population, sample, and data collection processing and resources.

Chapter IV: Analysis of Findings

In this section, the chapter describes the interpretation of data collection with the respective analysis and the comparison with the bibliographic references.

Chapter V: Reflections on the Study

In this section, the chapter describes the analyses and interprets the outcomes of this investigative work. Also mentions the experience during the research process, challenges, and what the researchers will do differently for further research on the same topic.

Chapter I

The problem

1.1 Research topic

Speaking Performance in EFL Learners.

1.2 Title of project

Factors that trigger low speaking performance in 10th graders at Escuela Hacia Nuevos Horizontes.

1.3 Problem statement

The language of choice for most international communications is now English, and its standing continues to spread in various subjects. It is the primary language of instruction in many universities worldwide; it is mandatory that students need to be proficient in English to attend these institutions; moreover, students who are fluent in English have access to a wide range of educational resources, including online courses, eBooks, and academic journals, which are only available in the English language.

Kadamovna (2021) argued that an idiom serves as a means of communication, enabling individuals to express their thoughts and ideas while also gaining insight into the thoughts and opinions of others. Transmission occurs through speech, where individuals engage in conversations and exchange information with others.

Speaking English tends to be the essential skills of all four skills because people who know a language tend to call themselves speakers of that language (Manurung & Izar, 2019). Despite the importance of oral language proficiency for academic success, many elementary school students struggle with low speaking performance because of many factors involved in language instruction.

The complexity of this topic arises from various factors that can lead to inadequate oral proficiency, such as insufficient lexicon, low self-esteem, insufficient exposure to the language, contrasting cultural backgrounds, cognitive challenges, fear of committing errors, and a teacher-center approach. Outstanding the implication of spoken language competence in academic and social achievements, it is essential to recognize the precise determinants responsible for reduced speaking abilities in elementary-level pupils and formulate effective tactics to tackle them. As stated by Obloberdiyevna et al. (2022), Nowadays, several approaches are being attempted that aim to teach the English language less conventionally to interest the student to improve pronunciation. These include the use of movies, novels, and even poems.

This investigation aims to explore students' struggles and uptight during their speaking practices, and these affectations will be examined to determine factors that support low speaking proficiency levels. The exploration will show the factors that disrupt the process of speaking practices in students from 10th graders at Escuela Hacia Nuevos Horizontes; it will be analyzed the data collected through qualitative methodology instruments to determine the position of the investigation. The research results through analysis will contribute to the academic community that triggers underachievement and provide insight into the conditions, challenges, and obstacles that impact learning deficit factors in schools.

1.4 Problem question

1.4.1 Problem question

What factors influence low students speaking performance in 10th graders at Hacia Nuevos Horizontes school?

1.4.2 Specific questions

- What are the factors that cause low speaking performance in students?

- How do these factors trigger low speaking performance in students?
- How to deal with these factors in order to improve a better speaking performance?

1.5 Objectives

1.5.1 General objective

To describe the factors that influence low performance in speaking skills at Escuela Hacia Nuevos Horizontes

1.5.2 Specific objectives

- To identify the factors that trigger low speaking performance in students at Escuela Hacia Nuevos Horizontes.
- To examine how these factors can carry to poor performance in speaking skills.
- To determine ways for dealing with these indicators to maintain an adequate speaking performance.

1.6 Justification

Low speaking performance among elementary school students from Escuela Hacia Nuevos Horizontes is a pressing issue with significant academic and social implications. Proficiency in oral language is a fundamental component of academic success and is essential for building social connections, developing critical thinking skills, and increasing confidence in communication. Therefore, there is a need to identify the specific factors contributing to low speaking performance and develop effective strategies to counteract these factors.

Research on this topic is essential because it will provide a deeper understanding of the various factors that can lead to low speaking performance among Escuela Hacia Nuevos Horizontes students. Previous studies from authors have identified several factors, including a

lack of confidence, limited vocabulary, limited exposure to the language, cultural differences, learning disabilities, fear of making mistakes, and teacher-centered instruction.

Nabiyeva (2018) found that these difficulties are also produced by the lack of students' interest in the English language, poor listening skills, which make it difficult to understand the message and reply, lack of self-confidence, and fear of making mistakes, which can produce anxiety and a sense of linguistic inferiority. However, there is still a need for more in-depth research that can provide a comprehensive understanding of these factors and their impact on students' speaking performance.

Moreover, research on this topic can support the effective identification of low speaking performance factors and formulate teaching methods and strategies to enhance students' speaking performance. Pakula (2019) determined that Language classrooms often overlook the teaching of oral skills for several reasons. One such reason is that if tests do not include oral production, teachers might not want to dedicate class time to it, preferring to prioritize grammar, writing, or reading skills assessed in the test.

Additionally, teaching methods and materials may prioritize written language and grammatical accuracy as learning objectives, which can lead to the neglect of oral skills. This is particularly important because addressing these indicators allows the teacher to apply different strategies depending on their teaching style. By using adequate, effective teaching methods and strategies, educators can create more engaging and interactive learning environments that foster the development of students' speaking skills.

In conclusion, examining the factors that trigger low speaking performance among elementary school students is critical to promoting academic success, social development, and equity in education. By identifying the specific factors contributing to low speaking performance

and developing effective strategies to address these factors, educators can create a more engaging and inclusive learning environment that fosters the development of students' speaking skills.

Chapter II

Theoretical framework

The foundation for this study is laid out in this chapter, which also compiles data from earlier research and provides the educational, theoretical, and legal underpinnings for the present project.

2.1 Background

2.1.1 Importance of English skills for students

Even though English is one of the most spoken languages in the world, studying it involves too many different aspects to impact the educational system and effectively reach students significantly.

Dzakiyyah (2021) drew the following conclusion from her research: "Students who have good English language skills will benefit from having those skills both now and in the future when they pursue higher education or a career". Students get the chance to increase their knowledge by becoming fluent in English.

All aspects of English are interconnected and complement one another. Students will become proficient listeners, speakers, readers, and writers by fusing reading and writing with speaking and listening.

2.1.2 Speaking

Speaking is a productive skill because it can create many words continuously. Some students want to speak in a certain condition or stimuli. According to Kürüm (2016) cited by Calderón (2021), speaking consist of three sections of knowledge:

- **Mechanics:** It deals with the correct use of grammar and vocabulary as well as pronunciation.

- Functions: It refers to the clarity of message exchange (transaction) and interaction.
- Pragmatics: social and cultural issues. It includes the speaker, the receiver, the context, the subject, and the reason for the conversation.

2.1.3 Speaking elements

According to Harmer (2009) in his book, Practice of English language teaching, some elements are recognized in the ability to speak. These elements clarify that speaking fluently requires more than just linguistic knowledge; it also requires the capacity to process language and information. The following items are classified as language features:

- Connected speech.
- Expressive devices
- Lexis and grammar
- Negotiation.
- Mental/Social
- Language Processing
- Interacting with others
- Information Processing

2.1.4 Speaking components

According to Bouzar (2019), several components contribute to the practice of speaking skills in oral production. Firstly, fluency is crucial to speaking smoothly and effortlessly without pausing or struggling to find the right words. Secondly, accuracy is essential in ensuring that the

message is clear and easily understandable to the listener. This involves using appropriate grammar structures and correct pronunciation of words.

Another critical component of oral production is pronunciation. Proper pronunciation of words can significantly enhance communication and help avoid misunderstandings. In addition, grammar is a vital aspect of verbal output, as it provides a framework for constructing coherent and meaningful sentences.

Moreover, having a good vocabulary is essential for practical speaking skills. It allows speakers to choose the most appropriate words to express their ideas and communicate their message effectively. Stress and intonation are also vital components that can convey meaning and emotion and help to emphasize essential points or arguments.

Developing solid oral production skills requires practice, patience, and dedication. By focusing on these critical components, language learners can enhance their ability to communicate effectively in real-life situations, whether in a professional, academic, or personal context.

2.1.5 Speaking problems

Speaking is not as easy as it may seem. It is a complex skill that involves both intrinsic and extrinsic aspects. Speaking shows how the speaker uses the vocabulary in the right way bravely. So, according to different types of people, there are some problems with speaking. Brown (2001, págs. 270-271) suggested some causes that make speaking difficult as follows:

- Clustering Fluent
- Redundancy
- Reduced Forms
- Performance Variables

- Colloquial Language
- Rate of Delivery
- Stress, Rhythm, and Intonation

2.2 Factors affecting speaking skill

Teachers must figure out what affects their speaking performance to help students overcome problems in learning to speak (Prayuda, 2021). Tuan and Mai (2015), cited by (Prayuda, 2021), state that students' oral performance can be affected by factors stemming from performance conditions such as time pressure, planning, performance level, and amount of support, as well as affective factors such as motivation, confidence and anxiety and listening skills.

2.2.1 Performance conditions

Time constraints, planning, performance quality, and level of assistance are some factors that have an impact on speaking skills. That is to say, when a speaker of any language, no matter if the language is their first, or second, speaks the language, their performance results from their competence.

2.2.2 Emotional Factors

Winly (2019) confirmed that several affective variables are related to success in acquiring oral skills, although most studies examined three categories: motivation, self-confidence, and anxiety, as the emotional side of human behavior can influence oral performance.

2.2.3 Listening ability

According to Shalihah et al. (2022b) states that the ability to listen requires both linguistic and non-linguistic knowledge. Therefore, speaking skills cannot be developed unless listening skills are developed. Both listening and speaking are roles played by speakers. That is

to say, speaking is very closely related to listening, students are not able to reply if they cannot comprehend what is told.

2.2.4 Topical knowledge

It is the long-term memory's knowledge structures. In other words, topical knowledge refers to a speaker's familiarity with pertinent topical information. It gives children the opportunity to use language in relation to the environment in which they live. Topical knowledge has a significant influence on how well learners talk.

2.2.5 Feedback during speaking activities.

Feedback has to do with the evaluation of speaking activities. Many students anticipate that their teachers will provide them with the appropriate criticism of their speaking abilities. Winly (2019) indicates that the stages of the class, the assignments, and the types of mistakes that students make all influence the judgments that instructors make about their performance. Direct reprimands are given to kids by teachers.

2.3 Factors that affect academic performance

Factors affecting student performance are closely associated with educators since they are crucial for upgrading educational curricula. For instance, teaching was the only aspect considered in earlier curricula, whether or not the student understood the topic. Kaviyarasi and Balasubramanian (2018) emphasized that there are currently numerous factors affecting students' academic performance and level:

- Interpersonal skills and skill faculty.
- Student interaction level.
- Facilities and infrastructure of the school.
- Internal and external environmental influence.

- Sociodemographic conditions

2.3.1 Interpersonal skills and skill faculty

These skills are those that aid in developing socio-affective connections with others. Genurianto & Ambardini (2021) announced that "The capacity to be sensitive to the sentiments of others is referred to as interpersonal ability. Understanding and working well with others, telling people apart and offering insights into their motivation" (pág. 29).

2.3.2 Motivation

Motivation serves as a learning impulse when learning a new language; it is an essential factor for EFL students to develop interest and work toward their objectives; they must be motivated. There are two types of motivation; in this case, only focusing on English; Ryan & Deci (2020) demonstrates that good behaviors that are generated by intrinsic motivation are those that students perceive as fascinating and ideal, but when activities lack these characteristics, there will be minimal intrinsic motivation unless there is extrinsic motivation.

Intrinsic motivation is closely related to performance in language learning since adequately motivated learners achieve excellent practical proficiency, and extrinsic motivation refers to the effects of learning behavior that is more closely linked to other factors such as teacher competence, social communication, and family environment.

AlMunawwarah (2018), in his research, sheds light on the critical role that internal motivation factors play in learning English as a foreign language. Personal relevance and learners' attitudes toward learning English significantly influenced their engagement and success in the language learning process.

In addition, learners' attitudes toward learning English can profoundly impact their

success in EFL. Positive attitudes towards learning English are of great value as they enjoy the process, are willing to take risks and make mistakes, and can facilitate language acquisition and proficiency. Conversely, negative attitudes, such as feelings of frustration, anxiety, or boredom, can hinder progress and lead to disengagement and demotivation.

2.3.3 Learning strategies

Languages learning strategies are the methods or actions that students use to study, practice, and get a better command of a new language; for this reason, Makhambetova et al. (2021) mentions that a successful strategy is personalized learning, which emphasizes commitment and incentive. It is also emphasized by Yusuf et al. (2019) that Cooperative learning (CL) can be fostered in a classroom, which is why he encourages it.

The teacher can push for the development of this method by having students work in small groups to inspire their learning and promote cooperation since ideas are already communicated from various points of view when learning a new language in this fashion, which results in mutual assistance between pupils.

2.3.4 Student interaction level

It is critical to understand and comprehend how children interact socially with their peers and the teacher. The degree of interaction often affects students' academic performance. For this reason, Akhtar et al. (2019) proposed managing behavioral issues such as disagreements, fights, and bullying. The teacher must consider them Since he is in charge of influencing the students' energy and will devise new tactics to enhance the student-teacher relationship.

In addition to being incredibly beneficial for development and progress in the classroom, this helps students develop skills like being more responsible for their learning, and teachers can establish individual interactions with their students.

2.3.5 Sociodemographic conditions

In this essential factor, the author Broer et al. (2019) emphasizes that Socioeconomic inequality can be communicated in various ways, including in writing, body language, and outward appearance. Children from higher social classes, when expressed in terms of accessibility, benefit more from having access to more educational resources. A distinguishing factor that reveals the differences between the academic results of pupils from less advantaged schools and those from rural schools is the economic condition of the students. (Nikolov & Csapó, 2017, págs. 48-57).

2.3.6 Facilities and infrastructure of school

This factor provides information on the connections between educational outcomes and school infrastructure, which will help put this factor into perspective. Barrett et al. (2019) indicated that learning zones with adaptable layouts enable students to develop cooperation, interpersonal, and collaboration skills. The design of the settings, as mentioned above, on the other hand, also aids in the development of non-cognitive skills like perseverance, respect, and confidence.

2.4 Pedagogical basis

Many authors have developed concepts that clarify and aid the complex teaching-learning process of the English language. Some agreed that it could be difficult for educators to identify the best teaching and motivational strategies for students to learn a new language.

Lev Vygotsky's theories have become an essential component of many research, particularly sociocultural theory and early childhood learning, where language is the most crucial instrument and is acquired through social and cultural context. This author mentions “For a

young child, thinking is the same as remembering, while for teenagers, remembering is the same as thinking” (Vygotsky,1978).

Additionally, Piaget's views on cognitive development have a substantial impact on schooling as well. The sensorimotor stage, the preoperational stage, the stage of concrete operations, and the stage of formal operations are the four phases of cognitive development mentioned by this author. “Knowledge is developed spontaneously and is connected to the entire process of embryogenesis” (Piaget, 1964). Both Piaget and Vygotsky believed that external factors were to blame for both development and learning.

2.5 Legal basis

2.5.1 Constitution of the Republic of Ecuador

Ecuador Constitution [Const]. Fifth section: Education. Art. 27. October 20, 2008 (Ecuador) stipulates that education is essential in all spheres and procedures, making the educational environment ideal for fostering the development of students' talents and morals. Therefore, the following article states:

Art. 27. - Education will be centered on the human being. It will guarantee their holistic development with respect for human rights, a sustainable environment, and democracy. Education will be participatory, compulsory, intercultural, democratic, inclusive, and diverse, with quality and warmth. It will promote gender equity, justice, solidarity, and peace, stimulate critical thinking, art and physical culture, individual and community initiative, and develop skills and abilities to create and work (art. 27, 2008).

Serrano Jama (2021-2022) emphasizes that Chapter 343 of the Good Living, which states that the National Education System will have as its purpose the development of individual and collective capacities and potentialities of the population, which allow for the learning,

generation, and use of knowledge, techniques, and knowledge, establishes the importance of innovation in education and supports teachers in making the necessary changes in education and student preparation. The system will be flexible, dynamic, inclusive, successful, and practical, with the learner at its core.

2.5.2 Ministry of education

At the country level, according to the Ministry of Education, the study of the English language is still included in the national curriculum, particularly art. 41014 states that it is required to start teaching the English language from 8th EGB and that "Schools legally recognized as bilingual are authorized to offer content in their two languages, as are educational institutions that offer subjects in more than one language, as long as national standards are guaranteed" (Ministerio de Educacion, s.f., pág. 8).

2.6 Variables of the study

2.6.1 Variable dependent

Speaking skill

2.6.2 Variable independent

Factors that trigger low speaking performance

Chapter III

Methodological framework

3.1 Methods

This research project focuses on the qualitative approach by collecting data to obtain information through open-ended questions. It also allows the researchers to learn the opinions and views of the participants on a specific topic. According to Lanka et al. (2021), qualitative research is a diverse study area encompassing a wide range of theoretical perspectives and research techniques.

Bhandari (2021), "Qualitative research involves collecting and analyzing non-numerical data, such as interviews, observations, and textual or visual materials, (e.g., text, video, or audio) to comprehend ideas, viewpoints, or experiences. It might be employed to discover intricate details about an issue or develop fresh study concepts." The perspectives of the sample that will be considered in this study are crucial for the analysis, making using a qualitative approach essential.

This method provides a better approach to reality and engagement of the subject of study, which aims to gather information from teachers and students, obtaining data through interviews, focus groups, and surveys. It does so by adequately attributing the research to understanding within the context in which it is located.

3.2 Type of research

3.2.1 *Phenomenological studies*

Phenomenological research involves the description of the experiences of the individual as the basis for the generation of meaning and theory development. This type of research requires

the researcher to set aside preconceptions and attend carefully to the phenomena being investigated to capture the essential essence of the experiences described. (Giorgi, 2009)

This method enables the researcher to know the different elements that affect the teaching-learning process through the life experiences of both students and teachers regarding the perceptions they present in developing speaking abilities in the educational area, primarily based on interviews. This kind of instrument requires the participants to be able to express their lived experiences in detail.

3.3 Data collection techniques

3.3.1 Focus group

One kind of qualitative research is focus groups. Observations of the group's dynamic, their answers to focus group questions, and their body language can guide future research on consumer decisions, products, services, or controversial topics. (George, 2021)

The focus group is essential for this project since this technique helps obtain more profound and crucial information for this research applied to students in a group setting to analyze the responses received by interpreting the experiences gathered.

3.4 Instruments

3.4.1 Questionnaire

The instrument used and applied for this research to the interview is the questionnaire. A collection of questions or other components used in surveys to gather information from respondents about their behaviors, experiences, or opinions is known as a questionnaire. The questionnaires can be used to collect quantitative and qualitative data. (Bhandari, 2021)

The questionnaire aims to know the students' perceptions, and its importance lies in collecting the necessary information to fulfill the research objectives. In addition, it provides

valuable information for analyzing the responses, comparing them, and associating the data obtained with previous studies based on the same factors to obtain the conclusions of the research carried out.

3.4.2 Open-ended questions

Open-ended or long-form questions allow respondents to give answers in their own words to obtain detailed and descriptive information on a topic, as it is not limited to a set of options. Respondents can answer in ways researchers may not have otherwise considered (Bhandari, 2021).

The questionnaire of this research includes nine open-ended questions. These questions allow participants to express and share their ideas and experiences spontaneously and freely, without limits or pressure. The method of application of these questions will be face-to-face with the students of the private school, and for my research to be feasible, the interview will be conducted in Spanish.

The questions to the students are the following:

1. En tu opinión, ¿Cuál es el mayor obstáculo a la hora de aprender a hablar en inglés?

In your opinion, what is the biggest obstacle when learning to speak English?

2. ¿Qué dificultades tiene cuando el profesor de inglés te pide que realices una tarea oral?

What difficulties do you have when the English teacher asks you to perform a speaking task?

3. ¿Cuándo el profesor de inglés da instrucciones para realizar actividades, usted entiende?

De sus razones:

When the English teacher gives instructions for activities, do you understand? Give your reasons:

4. ¿El docente les envía a realizar tareas para mejorar su nivel de competencia del inglés hablado, fuera de clase?

Does the teacher send you assignments to improve your speaking english proficiency level outside of class?

5. ¿Qué actividades realiza el profesor cuando enseña a hablar inglés?

What activities does the teacher perform when teaching speaking english?

6. ¿Después de las clases, ¿practicar el inglés en casa? ¿te auto educas? ¿Cómo lo haces?

After classes, do you practice speaking English at home? do you do self-education?

How do you do it?

7. ¿Cómo te sientes cuando tienes que hablar inglés en tus clases?

How do you feel when you have to speak English in your classes?

8. ¿ Tu maestro te da suficiente tiempo para preparar una tarea de hablar en clase?

Does your teacher give you enough time to prepare a speaking assignment in class?

- 9- ¿Qué actividades le gustaría que realice el professor para desarrollar su habilidad de habla en ingles?

What activities would you like your teacher to do to develop your english speaking skills?

3.5 Data Collection Processing and Resources

In Creswell's (2014) view, data collection is a critical aspect of research that involves gathering relevant data to address research questions or problems. The data collection type is influenced by the research design and methods employed. Once collected, the data must be processed and analyzed to make sense of it.

Table 1*Data collection and resources*

Basic Questions	Explanation.
What?	In this research study, a focus group interview will be conducted to collect relevant data. This will provide valuable insights and support for the tentative nature of the project.
Where?	Escuela Hacia Nuevos Horizontes
When?	Academic Period 2023 – 2
How?	Focus group and opened-ended questions.
What for?	Examine students' experiences

Note: The data collection and the resources that used for the research was described in the

Source: Original from the Authors.

3.6 Population and sample

The population of interest in this study will be students from Escuela Hacia Nuevos Horizontes, as they are the group from the 10th grade who are most frequently affected by the factors being investigated. This research will be carried out during June of this year. To conduct the interviews, the author of this work will have the necessary tools to collect information.

To study this population, the researcher may choose to select a sample of ten students to participate in their study; since selecting a representative sample, the researcher can gather insights into the experiences and perspectives of the broader student population. The selection

must be carefully chosen and diverse enough to ensure the results are accurate and applicable to the studied population. Additionally, the sample should be sufficient to provide statistically significant results.

Chapter IV

Analysis of findings

This chapter includes the interpretation of the data that were collected through a focus group interview at Escuela Hacia Nuevos Horizontes with students of 10th grade, in which 10 students were randomly selected to answer the questionnaire of 9 questions related to the main variables such as the factors that trigger low speaking performance and speaking skills.

However, it should be noted that the interviews were conducted in the student's native language, Spanish, to maintain better communication during the process.

Data analysis compares or contrasts information according to the proposed objectives. The main phases for the analysis include the discovery and collection of data, followed by the review and transcription of the information collected, then the organization of the data, for which it was necessary to make word cloud graphs with the most relevant information to continue with the last stage, which is the analysis and discussion of the focus group versus bibliographic review.

4.1 Interpretation of data from the interview or focus group.

4.1.1 Focus group interview with students

Figura 1

Question 1. In your opinion, what is the biggest obstacle when learning to speak English?



Note: The most used words in the interview conducted on the research.

The most frequent words: Grammatical structures, lack of vocabulary, pronunciation errors.

Analysis: In the interview, more than one student mentioned that the biggest obstacle they face in developing their speaking skills is grammatical structures since they do not know the word order at the time of speaking and must memorize, but also, they have difficulty expressing sentences due to lack of vocabulary and feel worried about making mistakes in pronunciation, which means that the student should maintain confidence in their speaking, practice new vocabulary through developing a conversation or participation during speaking activities to improve their performance and quality of learning in the classroom.

Figura 2

Question 2. What difficulties do you have when the English teacher asks you to performance a speaking task?



Note: The most used words in the interview conducted on the research.

The most frequent words: Pronunciation, unknown words, translator application.

Analysis: In the second question, the interviewees indicated that encountering unknown words and not knowing the pronunciation makes the task a bit difficult, as they have to make use of a translator application and look up the meaning and pronunciation to perform their activities which shows that the difficulty in speaking English is due to a limited understanding of vocabulary and pronunciation.

Figura 3

Question 3. When the English teacher gives instructions for activities, do you understand? Give your reasons:



Note: The most used words in the interview conducted on the research.

The most frequent words: Difficulty, instructions in Spanish, and reinforcement.

Analysis: In the third question, several of the interviewees responded that sometimes they have difficulty understanding the instructions of the activities in English but they affirm that they do not have problems when carrying out the activity because when the information is not clear, and they have doubts, the teacher explains again in the native language, Spanish, so that there is no difficulty and they carry out the activities correctly.

Figura 4

Question 4. Does the teacher send you assignments to improve your English speaking proficiency level outside of class?



Note: The most used words in the interview conducted on the research.

The most frequent words: No homework - lack of practice, no feedback.

Analysis: The results showed that the respondents do not reinforce their oral communication skills outside of class because there are no assignments, and only reinforce their writing skills with assignments in their books. This results in very few opportunities for students to practice their speaking skills and no feedback from the teacher to improve their pronunciation problems.

Figura 5

Question 5. What activities does the teacher perform when teaching speaking skills?



Note: The most used words in the interview conducted on the research.

The most frequent words: presentations, readings with questions and answers, and class participation.

Analysis: interviewees revealed that the most frequent activities performed in the classroom are presentations, readings with questions and answers, and class participation, which were key to deducing that some teachers do not provide enough variety of activities designed for teaching oral expression and it is important that they create new strategies that motivate students to learn and improve their speaking skills.

Figura 6

Question 6. After classes, do you practice speaking English at home? do you do self-education?

How do you do it?



Note: The most used words in the interview conducted on the research.

The most frequent words: lack of practice, application

Analysis: During the focus group, the result showed that most of the students do not dedicate time to practice speaking at home and just a few take advantage of technology to self-educate through applications. It is true that every student has different interests and not all of them like to do the same thing, but it is of great importance that every student does his/her part to learn the language and improve his/her speaking skills.

Figura 7

Question 7. How do you feel when you have to speak English in your classes?



Note: The most used words in the interview conducted on the research.

The most frequent words: Nervous, fear, pronunciation mistakes

Analysis: Based on the response, the students mentioned that they feel nervous when speaking in English during class because they are not sure if they are pronouncing the words correctly, this generates confidence problems and they are afraid of making mistakes when reading or during the expositions; on the other hand, knowing these problems is of great importance to help them develop their skills through practice.

Figura 8

Question 8. Does your teacher give you enough time to prepare a speaking assignment in class?



Note: The most used words in the interview conducted on the research.

The most frequent words: Pressure, availability of time, good organization.

Analysis: Concerning the fourth question, In the interviews, the students explained that they have enough time to do their activities, it is advantage to have good organization to make a good oral presentation, although sometimes they feel pressured.

Figura 9

Question 9. What activities would you like your teacher to do to develop your speaking skills?



Note: The most used words in the interview conducted on the research.

The most frequent words: Group activities, debates, and motivation.

Analysis: In question nine, respondents referred to group activities, peer interviews, debates, songs, or interactive classes to help to improve their pronunciation, motivate their English learning and forget about everyday methods, which shows that students are interested in

learning in a different way and with more interaction among themselves to properly develop speaking skills.

4.2 Analysis and discussion of focus group vs bibliographical review

The theories previously presented in the theoretical framework are related to the questions that were asked to the selected population in the focus group. The questions focus on the factors that trigger low speaking performance in the students.

Performance conditions

Tuan and Mai (2015) cited by (Prayuda, 2021) state that students' oral performance can be affected by factors stemming from performance conditions such as time pressure, planning, and performance level.

Time pressure: In most situations where learners need to speak English, they are under time pressure. They need to decide what to say and how to say it, to check that they have got their message across as they speak.

The participants confirmed that it affects their performance because, with the time factor, they feel pressured when speaking, but if they have enough time, it is of great advantage because they have good organization and can make a good oral presentation.

Planning: Preparing the task or Planning is also important for speaking performance.

During the focus group, the result showed that there is no good preparation for assignments or planning because most of the students do not spend time practicing. It is true that each student has different interests and not all of them like to do the same thing, but it is of great importance that the student does his part to learn the language and improve his oral expression.

Performance level:

In the interview, more than one student mentioned that the biggest obstacle they face in

developing their speaking skills is vocabulary and pronunciation structures since they do not know the word order at the time of speaking and must memorize, but also, they have difficulty expressing sentences due to lack of vocabulary and feel worried about making mistakes in pronunciation, which means that the student should maintain confidence in their speaking, practice new vocabulary through developing a conversation or participation during speaking activities to improve their performance and quality of learning in the classroom.

Emotional Factors

Winly (2019) confirmed that several affective variables are related to success in acquiring oral skills, although most studies examined three categories: motivation, self-confidence, and anxiety, as the emotional side of human behavior can influence oral performance.

Theory is related to the information collected in which most of the students mentioned that they feel nervous when speaking in English during class because they are not sure if they are pronouncing the words correctly, this generates confidence problems and they are afraid of making mistakes when reading or during expositions; as a result, students have less self-confidence in the speaking class, they practice little and find it difficult to express their feelings or ideas in English. On the other hand, knowing these problems is of great importance to help them develop their speaking skills and learning quality in the classroom through practice.

Listening ability

According to Shalihah et al. (2022b) states that the ability to Listen requires both linguistic and non-linguistic knowledge. Therefore, speaking skills cannot be developed unless listening skills are developed.

Participants confirmed this theory because responded that sometimes they have difficulty understanding the instructions of the activities in English but they affirm that they do not have

problems when carrying out the activity because when the information is not clear, and they have doubts, the teacher explains again in the native language, Spanish, so that there is no difficulty and they carry out the activities correctly.

It can be concluded that speaking is related to the ability to listen because students cannot perform an activity or answer a question if they do not understand the information given. In other words, students must improve their listening comprehension skills in order to achieve excellent performance in their speaking skills.

Chapter V

Reflections of the study

In this research, whose theme is Factors that trigger low oral performance in 10th grade students at Escuela Hacia Nuevos Horizontes, it was evidenced, through the analysis of the results and previous studies, that oral performance can be affected by factors derived from performance conditions, such as time pressure, planning, performance level, and amount of support, as well as by affective factors, such as motivation, confidence, anxiety, and listening skills. In addition, something salient that was found was that deficiencies such as lack of vocabulary, fluency, practice, participation, and poor pronunciation are problems that do not allow learners to develop speaking.

However, it is worth noting that more than half of the student's state that they like to speak in English and were willing to receive corrections from the teacher, which showed the students' interest in improving their speaking skills. Therefore, this should be taken as an advantage to motivate them by creating interesting and interactive activities for the students.

Based on the analysis of the results found Factors that trigger low speaking performance in 10th graders at Escuela Hacia Nuevos Horizontes, the following recommendations are presented with the purpose of improving the teaching strategies and techniques that can be used for a successful oral performance.

1. The teacher should conduct interactive activities that assist students in the development of oral proficiency in class. Many students learn in different styles. For example, some learn by watching videos, movies, debates, and group work. Others learn by listening to audio clips or music. Likewise, many learn by reading or by performing actions such as repetition or commands.

2. The teacher has to create a pleasant environment, in which learners feel familiar, organized, safe, and which provides a pleasant and motivating environment to practice. In this way, students will feel confident performing the different activities assigned by the teacher.
3. The teacher should use the English language at all times so that the students will become familiar with it. In addition, learners will be able to understand, listen to how the teacher pronounces and articulates words, and will be confident to speak. Although, the teacher might see that the students do not understand what he/she says, avoid speaking in their native language, and use mimics or pictures to make them understand.
4. The teacher has to motivate the students by asking them questions and using activities that they like. In this way, the teacher encourages them to participate actively.
5. The teacher should give positive feedback to the students instead of being overly critical because this action limits the student's participation.
6. The teacher has to provide the students with the vocabulary that they need according to their level. For example, when doing a speaking activity provide them the necessary vocabulary that they could use in a lesson.

It has influenced in a positive way since as future teachers, identifying these factors will help solutions to solve these factors and that students achieve excellent learning and better development in speaking skills.

Carrying out this research the author faced different challenges that made this work complex to carry out. Among the various challenges faced in order to complete the research was that being a private institution, many times the students surveyed were busy with different

activities, which made the interview process a little difficult in order to collect the necessary information for the development of chapter IV, managing time with the other academic activities and looking for relevant information, but at the end, it was positive because I was able to research more on the subject.

Finally, for future research on the same topic, it would be convenient to expand the sample not only with students but also to know the other important part that the teacher takes to obtain more relevant information and apply different strategies to strengthen the students' oral skills, awaken their interest in learning a new language such as English, and evaluate the perceptions of both the participants, students, and teachers, with respect to the development of this skill. Also, to encourage other researchers regarding the research topic to conduct a more in-depth study of the factors found in this exploration. Furthermore, as future teachers, to know the most relevant circumstances that affect learning in order to be able to intervene in the best possible way in the development of this skill in students.

References

- AKHTAR, S., HUSSAIN, M., AFZAL, M., & GILANI, S. (2019). The Impact of Teacher-Student Interaction on Student Motivation and Achievement. *EUROPEAN ACADEMIC RESEARCH*, VII(2), 1201-1222. Obtenido de <https://www.euacademic.org/UploadArticle/3989.pdf>
- AlMunawwarah, S. F. (2018). Students' Motivation in EFL Learning. *Tell-Us Journal :Teaching-English-Linguistics-Literature-Usage*, 4(2), 107-119. <https://doi.org/10.22202/tus.2018.v4i2.2779>
- Barrett, P., Treves, A., Shmis, T., Ambasz, D., & Ustinova, M. (2019). *The Impact of School Infrastructure on Learning: A Synthesis of the Evidence*. (W. B. Publications, Ed.) Washington, DC.
- Bhandari, P. (2023). Questionnaire Design | Methods, Question Types & Examples. *Scribbr*. <https://www.scribbr.com/methodology/questionnaire/>
- Bouzar, S. (2019). Issues in Teaching Speaking to EFL Learners. *Education and linguistics research*, 5(1), 70. doi:10.5296/elr.v5i1.14705
- Broer, M., Bai, Y., & Fonseca, F. (2019). A Review of the Literature on Socioeconomic Status and Educational Achievement. En S. I. Publishing (Ed.), *IEA research for education* (págs. 7-17). doi:10.1007/978-3-030-11991-1_2
- Brown, H. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (P. P. Interactive, Ed.) San Fransisco.
- Calderón, V. E. (2021). EFL Students' Difficulties in Speaking: A Descriptive Study. *Repositorio Universidad Casa Grande*.
- Constitución de la República del Ecuador. (20 de October de 2008,). *CONSTITUCIÓN DE LA REPÚBLICA DEL ECUADOR*. Obtenido de <https://www.defensa.gob.ec/wp-content/uploads/downloads/2021/02/Constitucion-de-la->
- Dzakiyyah, S. (5 de noviembre de 2021). The Importance of English Skills for Students. *ResearchGate*. Obtenido de https://www.researchgate.net/publication/355926218_The_Importance_of_English_Skills_for_Students
- Genurianto, G., Ambardini, R., & Suharjana. (2021). Interpersonal Skills' Analysis of Students in Physical Education Subjects in the Pandemic Situation. doi:10.2991/ahsr.k.210707.008
- George, T. (2021). *Scribbr*. Obtenido de What is a Focus Group | Step-by-Step Guide &Examples: <https://www.scribbr.com/methodology/focus-group/>
- Giorgi, A. (2009). *The descriptive phenomenological method in psychology: A modified Husserlian approach*. Duquesne University Press.
- Harmer, J. (2009). *The Practice of English Language Teaching* (4th Edition ed.). Longman. Obtenido de https://coljour.files.wordpress.com/2018/09/jeremy_harmer_the_practice_of_english_language_teaching_4th_edition_longman_handbooks_for_language_teachers.pdf

- KADAMOVNA, S. N. (2021). THE IMPORTANCE OF SPEAKING SKILLS FOR EFL LEARNERS. *International Journal of Innovations in Engineering Research and Technology*, 8(1).
- Kaviyarasi, R., & Balasubramanian, T. (32 de agosto de 2018). Exploring the High Potential Factors that Affects Students' Academic Performance. *International Journal of Education and Management Engineering*(8), 15. doi:10.5815/ijeme.2018.06.02
- Lanka, E., Lanka, S. V., Rostron, A., & Singh, P. (2021). Why We Need Qualitative Research in Management Studies. *Revista de Administração Contemporânea*, 25(2). <https://doi.org/10.1590/1982-7849rac2021200297.en>
- Makhambetova, A., Zhiyenbayeva, N., & Ergesheva, E. (2021). Personalized Learning Strategy as a Tool to Improve Academic Performance and Motivation of Students. *International Journal of Web-based Learning and Teaching Technologies*, 16(6), 1-17. doi:10.4018/ijwltt.286743
- Manurung, Y. H., & Izar, S. L. (2019). Challenging Factors Affecting Students' Speaking Performance. *Proceedings of the 2nd International Conference on Language, Literature and Education*. Padang, West Sumatra, Indonesia. doi:10.4108/eai.19-7-2019.2289545
- Ministerio de educacion, (. (s.f.). *Ministerio de Educacion*. Obtenido de Ministro de Educación explica el fortalecimiento del aprendizaje del inglés en el sistema educativo del país: <https://educacion.gob.ec/ministro-de-educacion-explica-el-fortalecimiento-del-aprendizaje-del-ingles-en-el-sistema-educativo-del-pais/>
- Nabiyeva , K. A. (2018). Difficulties in Teaching Speaking for EFL learners. *Достижения науки и образования [Achievements in Science and Education]*, 2(24), 40-41. Obtenido de <https://cyberleninka.ru/article/n/difficulties-in-teaching-speaking-for-efl-learners>
- Nikolov, M., & Csapó, B. (2017). The relationships between 8th graders' L1 and L2 reading skills, inductive reasoning and socio-economic status in early English and German as a foreign language programs. *System*, 73, 73, 48-57. doi:10.1016/j.system.2017.11.001
- OBLOBERDIYEVNA, D. S., & ODILKHONOVNA, K. U. (2022). TEACHING LANGUAGES USING MODERN EDUCATIONAL METHODS. *International Journal of Intellectual and Cultural Heritage*, 2(3), 105–111. Obtenido de <http://ihm.iscience.uz/index.php/ijich/article/view/148>
- Pakula, H. M. (2019). Teaching speaking. *Apples - Journal of Applied Language Studies*, 13(1), 95–111. . Obtenido de <https://doi.org/10.17011/apples/urn.201903011691>
- Piaget, J. (1964). Part I: Cognitive Development in Children: PIAGeT Development and Learning. *Journal of Research in Science Teaching*, 2(3), 176-186. <https://doi.org/10.1002/tea.3660020306>
- Prayuda, F. E. (2021). FACTORS AFFECTING STUDENTS THE THIRD SEMESTER IN ' SPEAKING SKILL UNIVERSITAS MUHAMMADIYAH KOTABUMI ACADEMIC YEAR 2019/2020. *FACULTY OF TEACHER TRAINING AND EDUCATION MUHAMMADIYAH KOTABUMI UNIVERSTITY LAMPUNG UTARA*.

- Ryan, R., & Deci, E. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61. doi:10.1016/j.cedpsych.2020.101860
- Serrano Jama, W. (2021-2022). *Collaborative learning for the improvement of writing skills to first baccalaureate students level A2 at unidad educativa Eugenio Espejo, school year 2021-2022*. La Libertad: Universidad Estatal Península de Santa Elena. 2022. Obtenido de <https://repositorio.upse.edu.ec/handle/46000/7942>
- Shalihah, M., Supramaniam, K., & Kholidi, M. A. (2022). TEACHERS' AND STUDENTS' PERSPECTIVES OF FACTORS AFFECTING STUDENTS' SPEAKING PERFORMANCE IN LEARNING ENGLISH. *Jurnal Tatsqif*, 20(1), 68-86. <https://doi.org/10.20414/jtq.v20i1.6150>
- Vygotsky, L. S. (1978). *Mind in Society: the development of higher psychological processes*. <https://ci.nii.ac.jp/ncid/BA03570814>
- Winly, N. (2019). AN ANALYSIS OF FACTORS AFFECTING STUDENTS' SPEAKING PERFEROMANCE ON THE THIRD SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM FKIP-UIR. *ENGLISH STUDY PROGRAM FACULTY OF TEACHER'S TRAINING AND EDUCATION UNIVERSITAS ISLAM RIAU PEKANBARU*. Obtenido de <https://repository.uir.ac.id/7483/1/136311128.pdf>

Annexes

Annex 1: Tutor Assignment


**FACULTAD DE CIENCIAS
DE LA EDUCACIÓN E IDIOMAS**
**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS**

MEMORANDO

REFERENCIA: PINE-135-2023

DE: MSc. Sara González Reyes
DIRECTORA DE CARRERA (e).PARA: Mejillones Rodríguez Génesis Elizabeth
Estudiante Carrera PineCc: MSc. Sandra Caamaño López
MSc. Verónica Limones Borbor
DOCENTES CARRERA PINE

ASUNTO: Aprobación de tema de Trabajo de Integración Curricular

FECHA: 05 de mayo del 2023

Por medio de la presente y cumpliendo con la normativa existente para estudiantes de Pregrado de la Universidad Estatal Península de Santa Elena, me dirijo a usted para informarle que mediante Resolución de Consejo de Facultad RCF-SO-FCEI-2023-012, Sesión Ordinaria del 27 de abril del 2023, fue aprobado el tema de su trabajo de Integración curricular denominado "Factors that trigger low speaking performance in 10th graders at Escuela Hacia Nuevos Horizontes", siendo designado como miembros de tribunal los siguientes docentes:

DOCENTE	CORREO	TELÉFONO	DESIGNACION
MSc. Sandra Caamaño López	scaamano@upse.edu.ec	0990794148	Tutor
MSc. Verónica Limones Borbor	jlimones@upse.edu.ec	0990130424	Especialista

Particular que informo para los fines pertinentes.

Atentamente,


 Lda. Sara González Reyes MSc.
 Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros (e).

C/c Archivo

Annex 2: Anti-plagiarism Report**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA****BIBLIOTECA****Formato No. BIB-009****CERTIFICADO ANTIPLAGIO**

La libertad, 19 de julio de 2023

En calidad de tutor del trabajo de titulación denominado "Factors that trigger low speaking performance in 10th graders at Escuela hacia nuevos horizontes". Elaborado por la estudiante Mejillones Rodríguez Genesis Elizabeth, egresada de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciados en Pedagogía del Idioma Inglés, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentran con 1 % de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud

Atentamente,

A handwritten signature in blue ink, which appears to read 'Sandra Elizabeth Caamaño López', is written over a horizontal line.

MSc. Sandra Elizabeth Caamaño López

CI: 0915573539

TUTORA

Tesis- Genesis Mejillones (2)

< 1% ○ **2%** **Texto entre comillas**
 Similitudes ○ **0%** **similitudes entre comillas**
1% **Idioma no reconocido**

Nombre del documento: Tesis- Genesis Mejillones (2).docx
 ID del documento: ba3b165236a11135abc74330461d665f499c2763b
 Tamaño del documento original: 62,11 kB

Depositante: SANDRA ELIZABETH CAAMAÑO LOPEZ
 Fecha de depósito: 18/7/2023
 Tipo de carga: interface
 fecha de fin de análisis: 18/7/2023

Número de palabras: 6581
 Número de caracteres: 44.354

Ubicación de las similitudes en el documento:



Fuentes

Fuentes principales detectadas

Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	 Documento de otro usuario #7526a El documento proviene de otro grupo	21%		Palabras idénticas : 21% (1362 palabras)
2	 Documento de otro usuario #80485d El documento proviene de otro grupo	14%		Palabras idénticas : 14% (898 palabras)
3	 Documento de otro usuario #a0196f El documento proviene de otro grupo 3 fuentes similares	2%		Palabras idénticas : 2% (119 palabras)

Fuentes con similitudes fortuitas

Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	 repositorio.upse.edu.ec Speaking strategies for improving the oral communication ... http://repositorio.upse.edu.ec/bitstream/1933/MUPSE-TU-2016-0043.pdf.txt	< 1%		Palabras idénticas : < 1% (11 palabras)
2	 Documento de otro usuario #88ce9e El documento proviene de otro grupo	< 1%		Palabras idénticas : < 1% (12 palabras)

Fuentes ignoradas Estas fuentes han sido retiradas del cálculo del porcentaje de similitud por el propietario del documento.

Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	 Documento de otro usuario #3320c7 El documento proviene de otro grupo	2%		Palabras idénticas : 2% (155 palabras)
2	 Documento de otro usuario #73fca3 El documento proviene de otro grupo	2%		Palabras idénticas : 2% (119 palabras)
3	 Documento de otro usuario #410544 El documento proviene de otro grupo	1%		Palabras idénticas : 1% (93 palabras)
4	 Documento de otro usuario #b02a0a El documento proviene de otro grupo	< 1%		Palabras idénticas : < 1% (60 palabras)

Annex 3: School Authorization

valdivia, 27 de junio de 2023

Lic. EDWIN TOMALA DE LA A
Rector- Escuela hacia nuevos horizontes

De mis consideraciones. –

Yo **GENESIS ELIZABETH MEJILLONES RODRIGUEZ** con **CI. 2400310484** me dirijo respetuosamente a usted para solicitarle autorización para realizar una entrevista dentro de la institución el día Martes 27 de junio de 2023 a las 8:00am a los estudiantes de 10^{mo} con la finalidad de obtener datos para mi proyecto de investigación.

Esperando su respuesta, de antemano muchas gracias



Atentamente.

GENESIS ELIZABETH MEJILLONES RODRIGUEZ
Estudiante- Universidad Estatal Península de Santa Elena (UPSE)
CI. 2400310484



Annex 3: Focus Group – Questionnaire



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS CARRERA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

**“FACTORS THAT TRIGGER LOW SPEAKING PERFORMANCE IN 10TH GRADERS
AT ESCUELA HACIA NUEVOS HORIZONTES”**

The objective of the questions is to collect data for the research about the factors that influence low performance in speaking skills.

Note: All information collected will be kept anonymous, confidential, and used only by the researchers

FOCUS GROUP INTERVIEW

1. En tu opinión, ¿cuál es el mayor obstáculo para aprender a hablar inglés?
2. ¿Qué dificultades tienes cuando el profesor de inglés te pide que realices una tarea de habla?
3. Cuando el profesor de inglés da instrucciones para las actividades, ¿entiendes?
Da tus razones:
4. ¿El docente envía tareas para mejorar su nivel de dominio del inglés fuera de clase?
5. ¿Qué actividades realiza el profesor cuando enseña a hablar inglés?
6. Después de las clases, ¿practicar hablar inglés en casa? ¿Te auto-educas? ¿Cómo lo haces?
7. ¿Cómo te sientes cuando tienes que hablar inglés en tus clases?
8. ¿Tu profesor te da suficiente tiempo para preparar una tarea de hablar en clase?
9. ¿Qué actividades le gustaría que realice el profesor para desarrollar su habilidad de habla en inglés?