



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

**“STUDENT’S PERCEPTIONS ABOUT LIMITING FACTORS TO  
DEVELOP SPEAKING SKILLS AT 7<sup>TH</sup> SEMESTER PINE  
MAJOR STUDENTS.”**

**RESEARCH PROJECT**

As a prerequisite to obtaining a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL  
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**Authors:**

**Carrión Martínez Helen Alejandrina**

**González Marín Romell Armando**

**Advisor:**

**Lcda. Vergara Mendoza Ketty Zoraida MSc.**

**La Libertad – Ecuador**

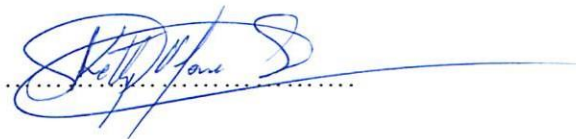
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### **ADVISOR'S APPROVAL**

In my role as Advisor of the research paper under the title “STUDENT’S PERCEPTIONS ABOUT LIMITING FACTORS TO DEVELOP SPEAKING SKILLS AT 7<sup>TH</sup> SEMESTER PINE MAJOR STUDENTS” prepared by Helen Alejandrina Carrión Martínez and Romell Armando González Marín, undergraduate students of the Pedagogy of National and Foreign Languages Career, Major of Educational Science and Language at Peninsula of Santa Elena State University I declare that after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

**Sincerely,**


A handwritten signature in blue ink, reading "Ketty Zoraida Vergara Mendoza", written over a horizontal dotted line.

**Lcda. Ketty Zoraida Vergara Mendoza. MSc.**

**Advisor**

### Statement of authorship

We, HELEN ALEJANDRINA CARRION MARTINEZ, with ID number 2450102666 & ROMELL ARMANDO GONZALEZ MARIN, with ID number 2400227084, undergraduate students from Universidad Estatal Peninsula de Santa Elena, School of Education Science and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages in our role as authors of the research project "STUDENT'S PERCEPTIONS ABOUT LIMITING FACTORS TO DEVELOP SPEAKING SKILLS AT 7<sup>TH</sup> SEMESTER PINE MAJOR STUDENTS", certify that this study work is of our authorship, except for the quotes, statements, and reflections used in in this research paper.



HELEN ALEJANDRINA CARRION MARTINEZ

AUTHOR

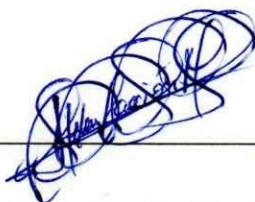


ROMELL ARMANDO GONZALEZ MARIN

AUTHOR

### **Declaration**

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Helen A. Carrión Martínez

2450102666

**Author**

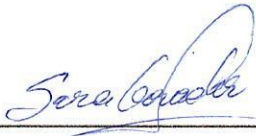


Romell A. González Marín

2400227084

**Author**

**Board of examiners**



---

Lcda. Sara Gonzalez Reyes MSc.  
**PEDAGOGY OF NATIONAL AND  
FOREIGN LANGUAGE MAJOR  
DIRECTOR.**



---

Lcda. Elena Niola Sanmartín MSc.  
**SPECIALIST PROFESSOR.**



---

Ing. Eliana León Abad MSc.  
**UIC PROFESSOR.**



---

Lcda. Ketty Vergara Mendoza MSc.  
**ADVISOR PROFESSOR.**

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Romell Armando González Marín

## **Dedication**

This thesis is dedicated to my parents, who have been with me throughout the study process and have never taught me to give up, without them I would not be here.

Helen Alejandrina Carrión Martínez

I want to dedicate this research project to my family, who have been always there to cheer me up when I wanted to give up.

With Love...

Romell Armando González Marín

## **Abstract**

This project was carried out to recognize the perception of PINE 7/1 students throughout the study time on the ability of oral expression in English and the factors that intervene in its development. Through the qualitative method and through the use of interviews with a specific group of students, opinions and perceptions of the problems that students go through when developing their speaking ability in a foreign language (English) were obtained, resulting in factors such as anxiety, nervousness and fear of public speaking are the most common limiting factors in students. Finally, the reinforcement of the ability by the educational instructors as well as the students is recommended, emphasizing the development of oral expression techniques and confidence.

**KEY WORDS:** Speaking skills development, student perceptions, limiting factors, foreign language.

## **Resumen**

Este proyecto ha sido realizado con la intención de reconocer la percepción de los alumnos de PINE 7/1 a lo largo del tiempo de estudio sobre la habilidad de expresión oral en inglés y cuáles son los factores que intervienen en el desarrollo de la misma. A través del método cualitativo y mediante el uso de entrevistas a un grupo de estudiantes en concreto, se obtuvieron opiniones y percepciones de los problemas que atraviesan los alumnos al desarrollar su habilidad del habla en una lengua extranjera (Inglés), teniendo como resultado que factores como la ansiedad, el nerviosismo y el miedo a hablar en público son los factores limitantes más comunes en los estudiantes. Finalmente se recomienda el refuerzo de la habilidad por parte de los instructores educativos asimismo como de los estudiantes, poniendo énfasis en el desarrollo de técnicas de expresión oral y confianza.



**PALABRAS CLAVES:** Desarrollo de habilidades de expresión oral, percepciones de los alumnos, factores limitantes, lengua extranjera.

## INDEX

ACKNOWLEDGMENT.....	6
ABSTRACT.....	8
INDEX.....	10
INDEX FIGURES.....	13
INTRODUCTION.....	14
CHAPTER I.....	16
THE PROBLEM.....	16
1.1. RESEARCH TOPIC (GENERAL/CATEGORY).....	16
1.2. TITLE: (SPECIFIC/CENTERED ON YOUR RESEARCH).....	16
1.3. PROBLEM STATEMENT:.....	16
1.4. PROBLEM QUESTION (GENERAL).....	18
1.5. OBJECTIVES.....	18
1.6. JUSTIFICATION.....	18
CHAPTER II.....	20
THEORETICAL FRAMEWORK.....	20
2.1 LIMITING FACTORS TO DEVELOP SPEAKING.....	23
2.1.1 ANXIETY.....	25
2.1.2 GRAMMAR, LACK OF VOCABULARY & PRONUNCIATION.....	26
2.1.3 LACK OF MOTIVATION.....	26

2.1.4	FEAR OF MISTAKES .....	28
2.1.5	COMMON STRATEGIES .....	29
2.2	LEGAL BASIS .....	29
CHAPTER III .....		31
METHODOLOGICAL FRAMEWORK: .....		31
3.1	TYPE OF RESEARCH: PHENOMENOLOGICAL STUDIES.....	33
3.2	DATA COLLECTION TECHNIQUES: ONE-ON-ONE INTERVIEW .....	34
3.3	DATA COLLECTION PROCESSING AND RESOURCES .....	35
3.4	POPULATION AND SAMPLE .....	36
CHAPTER IV .....		37
ANALYSIS OF FINDINGS .....		37
4.1	INTERPRETATION OF DATA FROM THE INTERVIEW .....	37
4.2	INTERPRETATION OF BIBLIOGRAPHIC REVIEW .....	45
4.3	ANALYSIS .....	48
CHAPTER V .....		50
REFLECTIONS OF THE STUDY.....		50
REFERENCES .....		54
ANNEXES .....		58
5.1	ANNEX A: CERTIFIED ANTIPLAGIARISM SYSTEM.....	58
5.2	ANNEXES B: INTERVIEW TRANSCRIPTION.....	61

5.3	ANNEXES C: QUESTIONNAIRE INTERVIEW .....	71
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## INDEX FIGURES

Figure 1 .....	23
Figure 2 .....	38
Figure 3 .....	39
Figure 4 .....	39
Figure 5 .....	41
Figure 6 .....	42
Figure 7 .....	42
Figure 8 .....	43
Figure 9 .....	44

## **Introduction**

Knowing English as a foreign language is fundamental and crucial nowadays because of the great need that is presented in daily life and the constant contribution it provides in education and work; it is also a means of communication that allows you to interact with other native English speakers, the ability to speak involves practice, effort, and dedication that is given to the skill.

The objective of this research project is to know the evolution and process of the speaking skill it has seen a successful advancement for the students of PINE 7/1, or it has not been successful through the perception and learning they have had during their period of study until the present time where the students are in their eighth Semester at the Santa Elena Peninsula State University.

This research project is divided into five chapters, in which the whole research process on the limiting factors for the development of speaking skills is presented. The first chapter is the statement of the problem that indicates and explains the problems presented by the speaking skills and what can be seen reflected in the student's knowledge at first glance since, in this section, it is not known what could be the factors that indicate a limiting factor to correctly develop the skill and be able to put it into practice.

The second chapter is a theoretical framework where relevant information is written about the major influences that can be given in the speaking ability as a limiting factor given by authors, scientific facts, and legal bases that give evidence that a factor that can occur through

nerves, fears, anxiety, lack of vocabulary among others to develop the speaking ability in students.

In chapter three, the methodology used in the research project, which is of qualitative modality, the type of research, and which will be the population with its respective sample to interview the interviewees, is written. Chapter four contains the questions given to the interviewees with their respective word clouds that were used to emphasize the most frequently asked questions by the students when sharing their perspectives and arguments in each question, with a total of forty responses from the interviewees in this section.

As the final point of this research project, chapter five is the respective reflection of the study about the results obtained in the interviews obtained, how the experience of carrying out the research, and what the fruits obtained based on what the students established as strategies, problems, fears that they identify as a setback in not correctly develop the skill of speaking in their training as future professionals.

## **Chapter I**

### **The Problem**

#### **1.1. Research Topic (General/Category)**

Limiting Factors in speaking skills

#### **1.2. Title: (Specific/Centered on your research)**

Student's perceptions about limiting factors to develop speaking skills.

#### **1.3. Problem Statement:**

Learning oral skills is very important for English language acquisition. In an ideal scenario, students must acquire English-speaking skills sequentially and systematically. However, in the real world, this does not happen, even despite the efforts of educational institutions and learners themselves, so some students fail to acquire these skills correctly. Thus, the role of the project's researchers is to find the current advances in the students' ability, as it is speaking, to determine if there has been favorable progress in learning or if it has diminished within the study time.

The speaking skills of PINE students are present in the learning stage since the beginning of their career, so in this learning process, scholars acquire knowledge of it, training hard to obtain the purpose of applying this ability in their professional training, however; there is not a proof, based on their learning, on how successful this training was for their mastery in the speaking skills, therefore, what will address the current topic to investigate is to obtain a base justification to know that PINE 7/1 students from the range of time from 2019 to 2023 have had considerable progress toward the mastery and proficiency of this skills.



For Vygotsky (1988) tell us:

Education and teaching cannot wait for the psychic development of the subject but have to become drivers of that development; therefore, education, teaching, leading, and guiding the development go ahead of it. This conception of the relationship between education and psychic development is clearly expressed in the concepts of the Zone of Proximal Development (ZDP) and the Zone of Actual Development (ZDA)

The Zone of Proximal Development is determined by "the distance between the actual level of development, determined by the ability to solve a problem independently, and the level of potential development, determined through the resolution of a problem under the guidance of an adult or in collaboration with another more capable peer" (Vygotsky, 1988, p. 133)

There is a need to improve English language skills to facilitate communication between students, for teachers to prioritize communication skills, to provide students equal opportunities to develop into future professionals, and to connect with other young people in communities around the world and other countries, the global community. Therefore, the guidelines, which emphasize basic English skills, fulfill students' reading, listening, writing, and speaking needs. In this case, speaking makes "more sense" because it combines all three skills already mentioned. With this in mind, groups of students who have made good progress in speaking skills can use it without problems and know how to lead a conversation using vocabulary based on what they say; a conversation can influence the learning process of their peers, so they believe these strategies can provide this knowledge for ideal oral learning.

#### **1.4. Problem Question (General)**

What factors contribute to the limitation of English language learning focus on speaking skills of PINE 7/1 students?

##### **Specific Questions**

1. What makes students achieve or not effective learning regarding speaking skills?
2. What does it mean as a learner to develop speaking skills correctly?
3. How do students analyze their development of speaking ability?

#### **1.5. Objectives**

##### **General Objective**

- To Analyze student's perception of the speaking skills in order to recognize how these skills have evolved in PINE 7/1 students

##### **Specific objectives**

- To examine the development of the knowledge acquired in PINE 7/1 students
- To consider, in detail, the elements that persuaded the evolution of learning in students.
- To estimate the personal value criteria students use in their perception and learning of speaking skills.

#### **1.6. Justification**

Developing speaking skills effectively is a crucial aspect of language learning, as it provides individuals with the tools to improve their ability to communicate confidently and express their thoughts and ideas. However, many language learners face diverse challenges and limiting factors that hinder their progress in acquiring and developing speaking skills. While

numerous studies have examined these factors from a theoretical perspective, there remains to be a gap in the general understanding of how students perceive and experience them. By exploring students' perceptions, academic institutions; and future researchers can gain valuable insights into their lived experiences and unique perspectives. Despite being exposed to language learning opportunities, many language learners need help developing their abilities. Previous research (Afoufou, 2020) says: "One of the key reasons for this is the presence of limiting factors that impede the development of speaking skills, such as anxiety, lack of vocabulary, limited opportunities for practice, and ineffective teaching methods."

This research project seeks to address this gap by conducting an in-depth exploration of students' perceptions regarding the limiting factors to develop speaking skills. By analyzing and interpreting learners' experiences, attitudes, and beliefs, this research aims to comprehensively understand the factors that students perceive as significant barriers to their speaking skills development.

The findings of this study will contribute to the existing literature on language learning and inform the development of targeted interventions and strategies to address these factors presented in PINE and other future English learners students.

## Chapter II

### Theoretical Framework

The English language is widely used worldwide. English's importance nowadays is undoubted. English is one of the most spoken languages; most books are written in English, some high academic courses are given in English, and the entertainment world is covered by the English language and everything that this involves.

"English language is spread all over the world into almost all the fields such as science, engineering and technology, medicine, trade and commerce, scientific research, education, tourism, internet, banking, business, advertising, film industry, transportation, pharmacy and to name a few." (Rao, 2019, p 72)

The scope and opportunities learning the English language and mastering the ability to speak offer to anyone interested in them are indisputable.

The international development of any business, academic learning, or growth in the entertainment world is strongly related to English; this conception could lead people to conclude that English is, as is known in a Spanish phrase: an "opens doors." opportunity.

At the same time that these arguments are analyzed, the consideration of English as a Lingua Franca comes into discussion.

Lingua franca is defined by Cambridge Dictionary:

"A language used for communication between groups of people who speak different languages" (*LINGUA FRANCA / Significado En Inglés - Cambridge Dictionary, 2023*)

English as a lingua franca is the generalization of the language for different purposes; information exchange, socialization between figures from foreign places and cultural contexts, as

well as international trade relations and academic development. When using a language as a lingua franca, it undergoes adaptations, but it also takes into account and focuses on the fact that the purpose is to communicate information or a message; a lingua franca aims to generate that connection, to be the key to interconnect individuals. (Kecskes, 2019)

Regarding Ecuador's view of English, the recent plan organized by the Curriculo lengua extranjera (2016), the country's new language curriculum, demonstrates how vital educational policymakers in Ecuador view English as a tool to advance in the global world in many different aspects and domains. New approaches, strategies, and technologies were introduced along with the curriculum shift to enhance English language learning across the nation. (Sevy-Biloon et al., 2020)

Of the four language skills, speaking is the most notable for successfully communicating in this global world. (Rao, 2019) English is widely spoken worldwide, so learners must acquire communication skills to succeed in their chosen field. The classroom is, therefore, an ideal platform for developing good communication skills, especially speaking skills. English has become the common language of communication in business, tourism, education, technology, and science.

Speaking skills can help learners improve their careers, improve a business, build confidence, get better job opportunities, speak in public, participate in interviews, debates, group discussions, and learn English for presentations. It is the most essential skill for all learners. Everything has to do with speaking skills. Good communication is the key to better employment opportunities. Modern job interviews test an applicant's true talents based on performance. Group discussion, debate, and presentation skills. Therefore, these job seekers should have good

verbal communication skills to seize better opportunities. That is why having bases and guidelines that benefit students in the classroom with what they learn will give them an advantage, where they will be able to defend themselves in the language as long as they constantly practice the skill. Developing students' oral skills in class has become a great challenge for English teachers due to the limitations of the target language.

Regarding speaking skills development for EFL students, there is a need to remark on the importance of effective communication, especially in an EFL environment. Improving communicative skills is essential when learning a new language. (Shamim et al., 2020) To achieve an effective communicative exchange is crucial to understand the role of communication in daily life, academic and professional contexts.

Communication definitions are diverse, but the main ones are related to

1. Share ideas, feelings, beliefs, experiences, and information.
2. Mutual understanding between the two main sides: the sender and the receiver.
3. The purpose is to understand the message.
4. Reflections or feedback about the message, critical thinking is generated from the interaction and the reactions caused by the message. (Ahmad, 2019, 64 - 77)

Ahmad also explains the different historical problems caused by barriers in communication between non-native speakers of a language; historical events from the 1800s to 1900's such as numerous collisions between two navies, planes, and plane emergency landings, among other critical events caused by language communication barriers. Back then, there was a huge misunderstanding among the military population when they were non-native English speakers. The messages were unclear otherwise and confusing, so a considerable portion of the

military complex preferred not to report the mechanical issues to avoid discussions and misconceptions.

Ahmad's work is just one from a vast body that supports the importance of correct speaking and communication skills regarding English.

## **2.1 Limiting factors to develop Speaking**

Currently, it has turned more noticeably the researchers, literate, and academic population interest in discovering and addressing what are, for real, the factors that impede the development of a student's speaking skills. As it is identified by (Abrar et al., 2018), Oriental countries show special dedication to this current problem. In recent decades, numerous research works have appeared describing how specific factors and conditions affect a human's development when learning a foreign language.

Identifying and measuring those factors without strong and confident support may take time.

In recent systematic research developed by Dewitt, 2022 there were analyzed, data from almost 20 different quantitative, qualitative, and mixed-method research focused on the challenges and difficulties students from universities, high schools, and educational centers face during their EFL preparation phase. This research identified the primary factors and their impact on student's development in a general overview.

EFL learners faced various speaking challenges, with psychological issues being the most prominent, followed by linguistic obstacles and environmental factors. According to the articles, the primary speaking difficulties among EFL learners included feelings of anxiety, fear of making errors, low motivation, lack of self-assurance, limited vocabulary, pronunciation issues,

inadequate grasp of grammar rules, interference from their native language, speaking topics, teaching methods, and insufficient practice. (Dewitt, 2022)

Dewitt also presented a table categorizing the difficulties.

**Figure 1**

*Table of Speaking problems faced by EFL learners.*

**Table 4. Speaking Problems Faced by EFL Learners**

N	Authors	Psychological Problems				Linguistic Problems				Environmental Problems				
		Anxiety	Fear of mistakes	Lack of motivation	Lack of self-confidence	Other	Lack of vocabulary	Pronunciation	Mother tongue interference	Insufficient knowledge of grammar rules	Other	Topics of speaking	Teaching methods	Lack of practising
1	AbRAR et al. (2018)	/	/			/	/	/			/		/	
2	Almutairi (2021)			/	/								/	/
3	Alrasheedi (2020)	/	/									/	/	
4	Amoah & Yeboah (2021)	/	/	/		/	/	/	/	/				
5	Chand (2021)	/	/	/		/	/	/	/			/		/
6	Darginavičienė & Šliogerienė (2020)	/	/	/	/									
7	Ghafar & Amin (2022)		/	/		/	/							/
8	Hamad & Seyyedi (2020)	/	/	/		/	/	/	/					
9	Holandyah et al. (2022)	/				/	/	/	/	/	/	/	/	/
10	Huwari (2019)					/					/		/	/
11	Islam & Stapa (2021)					/				/	/	/	/	/
12	Kosar (2020)							/			/		/	

*Note.* Adapted from A SYSTEMATIC REVIEW OF THE ISSUES AND CHALLENGES IN DEVELOPING EFL LEARNERS' SPEAKING SKILLS by D. Dewitt, 2022, Journal of Issue in Education.

<http://ijie.um.edu.my/index.php/JIIE/article/view/41116/15403>. Copyright 2022 by D.Dewitt

Based on the discoveries from Dewitt's work, some factors already introduced as common issues among EFL students: Anxiety, lack of vocabulary, Lack of motivation, mother tongue arraignment, lack of motivation, lack of self-confidence, and fear of mistakes.



### 2.1.1 Anxiety

As mentioned before in this research, anxiety is one of the main issues that learners face when they want to develop their speaking skills.

A person's reluctance to participate in the conversation using particular terms is a sign of speaking nervousness. This situation has to do with performance issues and a lack of motivation.

Speaking anxiety is common when learning English as a second and Foreign language. English students are more fearful of speaking a foreign language since they lack proficiency and lack practice in speaking English in class. When English-speaking students learn a foreign language, they found that pupils expressed their worries and anxieties when they were required to perform in front of their peers and teachers. In addition to using words like shame, trauma, horrible, scary, grudge, frustration, fear, and anxiety can also be shown physically. (Multi Yusan & Dyah, 2022)

In recent research developed in Palembang, anxiety is directly attached to self-confidence and self - stem. The findings indicate a substantial positive correlation between learning achievement, anxiety, and self-confidence. That is, the success of speaking increases as self-confidence increases. Researchers also discovered that speaking achievement and fear have little in common. The outcome also demonstrates that speaking fear related to anxiety is a substantially weaker predictor of speaking success than self-confidence.

The results of this study suggest that EFL teachers should motivate their students to improve their contribution to speaking proficiency. Teachers of English as a Foreign Language (EFL) must also help students develop their confidence to handle difficult speaking situations in

both classes and real life. Additionally, these findings might motivate and raise awareness among EFL language learners on the value of confidence. (Gaya, 2018, 38)

### **2.1.2 Grammar, Lack of Vocabulary & Pronunciation**

Grammar, Vocabulary difficulties, and pronunciation are other essential aspects that make speaking English challenging to study;

Vocabulary plays a crucial function in developing one's English proficiency. This knowledge would serve as a foundational element of language and a source or basis for students speaking English. Students frequently perform below their capabilities when they need an extensive vocabulary and effective methods for learning new words. When pupils recognize several names, including those nouns, adjectives, adverbs, pronouns, and verbs. They demonstrate their knowledge of numerous terms. (Taslim et al., 2019)

Due to their little knowledge of grammar, students feel constrained in their ability to learn to speak. Grammar, usually called sentence structure and formula, prevents kids from speaking English. Due to their ignorance of the grammar rules and sentence structures used in spoken and written English, students need more motivation to participate fully in class. Pronunciation and vocabulary also prevent pupils from learning to speak. Vocabulary issues caused by students' difficulties in picking and combining new words led to this barrier to speaking and learning English as a second language. Pronunciation hinders students as well. (Suryani et al., 2020)

### **2.1.3 Lack of Motivation**

Motivation is another essential factor that can determine, in some cases, the success of acquiring or not our target language.

Motivation is crucial to becoming proficient in a second language (Gardner & Lambert, 1972). According to (Hong & Ganapathy, 2017), on page 17, Ausubel's (1968) cognitive theory of learning proposed a reciprocal relationship between learning and motivation: "Motivation may encourage learning, and learning can produce motivation again." When it concerns language learning, Gardner and Lambert (1972) distinguished between instrumental and integrative motivation, integrative motivation is the desire to study the L2 with the goal of "participating in the way of life of its people," as opposed to instrumental motivation, which is the urge to learn the L2 for some type of monetary benefit or advantage, such as boosting one's work chances or an increase in salary or revenue. As a result, both internal and external factors contribute to motivation. (Alrasheedi, 2020)

Motivation levels vary among EFL students worldwide, and how it is managed can affect the level of English efficiency, according to research developed in Filipino high schools.

The findings regarding second language motivation benefit English teachers since they no longer need to stress to their students how important it is to learn English because students already clearly understand why learning the subject is necessary. Filipino ESL learners have a greater desire to study English for practical purposes than ESL and EFL students from other parts of the world. Filipino ESL students must also cultivate a strong sense of integrative motivation in addition to instrumental motivation. Gardner and Lambert (1972) claim that integrative motivation is necessary for a successful language acquisition process, which was mentioned by Chung (2013). (Torres & Alieto, 2019)

#### 2.1.4 Fear of Mistakes

According to research by MacIntyre & Gardner (1991), anxious students are less likely to speak out during class discussions and respond to the teacher's queries. When students spoke, they were frightened that everyone would hear them. As a result, they are afraid to speak incorrectly for fear of being corrected. In addition, they probably had fewer vocabulary words when speaking a foreign language. According to Sari (2017), who made a similar point, "Students can feel threatened, unsafe, and embarrassed when they are asked to communicate in English in the presence of their peers in the classroom." (Damayanti & Listyani, 2020)

Using a qualitative methodology, Liu (2006) concluded that speaking anxiety among students ranges from moderate to severe, especially when they must answer to their teachers or speak in front of the class. In their 2008 study, Liu and Jackson found that speaking anxiety among 547 Chinese ESL college pupils was also influenced by fear of failure, self-assessment, and lousy classroom behavior. (Toubot & Seng, 2018)

Many studies looking at the challenges of learning English as a second language have recently proposed several remedies and tactics to aid EFL learners in overcoming the challenges and improving their language, including:

One of the difficulties English language learners encounter during learning is cultural diversity, which frequently disturbs the students. A group of students has a sufficient command of vocabulary and comprehension. However, due to cultural differences, they need help understanding various idioms and sentences (Abdullah, 2015). Each learner has a unique talent and capability that sets them apart. This is one of the unique abilities that each student

appreciates in managing their intelligence to speed up the language learning process.

(Mohammed, 2018)

### **2.1.5 Common Strategies**

Students use common strategies to improve their speaking skills, such as Youtube or online videos.

According to (Wahyuni et al., 2021), Using YouTube as an educational platform has various applications; one is enhancing English speaking abilities. The abundance of tutorials and content on YouTube allows students to develop their speaking skills. For instance, by watching debate videos, students can acquire knowledge of effective argumentation. Additionally, students benefit from the convenience of practicing tutorials directly on YouTube through its upload feature. They can record English-speaking videos and share them on their YouTube channel.

In addition, there are some other online resources to develop speaking skills. Using websites or blogs has become vital when training in a foreign language. In recent research conducted by (Bashori et al., 2021,) the efficacy of two ASR-based websites, namely I Love Indonesia (ILI) and NovoLearning (NOVO), was examined in the context of teaching English as a foreign language at a vocational high school in Indonesia. The findings indicated positive outcomes, demonstrating that students who received interventions through these web-based platforms exhibited notable cognitive and emotional advancements compared to a control group that underwent traditional classroom instruction. Both experimental groups, ILI and NOVO, significantly enhanced three key areas: expanded vocabulary knowledge, decreased Foreign Language Speaking Anxiety (FLSA), and heightened Foreign Language Enjoyment (FLE).

## **2.2 Legal Basis**

Following the stipulations of the curricular thread of the Ministry of Education of Ecuador, the following is presented:

The sub-thread on spoken production emphasizes the value of fluency over accuracy. Through enjoyable and stimulating tasks designed to boost language learners' self-confidence, they will learn the sounds of the English language. Fluency over accuracy, or meaning over form, will also boost learners' motivation and self-assurance, lowering the affective filter and encouraging them to continue learning and producing L2. (Ministerio de Educación, 2019, p. 431)

Given this situation, it is essential to inspire the mastery of the English language to favor the communicative aspect of our students to generate equality among for students to favor the communicative character of our scholars to produce equivalence between the potential of their possibilities of development in correlation with other young people in society worldwide civilization worldwide.

Although grammar is a factor in the scoring system, pronunciation is the key feature of speaking evaluation. The fact that language communication skill is not necessary for imitation speaking must be emphasized. In actuality, the listener mimics the speaker's speech. They need to gather some knowledge, then verbally recite it without explaining it further. They only communicate the information they have heard.

## Chapter III

### Methodological framework:

#### Method: Qualitative Research

Qualitative research aims to provide a methodology to understand the complex world of lived experience from the people who live it. (Steven & Bogdan, 1984). Qualitative research focuses on phenomena description and their characteristics and includes opinions, ideas, attitudes, behaviors, and others. In English skills improvement or development analysis, the recollection of information, specific qualities, and characteristics from learners is essential, so qualitative research is tied to the development of any research based on it. The qualitative method also provides researchers with the tools to find qualities concerning the use and management of speaking skills in students' learning process.

According to the proposal provided by Taylor and Bogdan, the qualitative approach is intriguing because it provides a more thorough description of the process and may be identified by the characteristics listed below:

1. Qualitative research is inductive. Researchers develop knowledge and understandings from patterns in the data and not by accumulating data to evaluate preconceived models, hypotheses, or theories. Researchers follow a flexible research design, approaching their studies with vaguely formulated questions. In the analysis of an EFL classroom, many circumstances conform to the environment of it, so in this way, qualitative research as an inductive method helps to investigate those factors.
2. In qualitative methodology, the researcher views the setting and the people from a holistic perspective; people, settings, or groups are not reduced to variables but

- considered whole. People are studied in the context of their past and the present circumstances in which they find themselves. Again, as qualitative methodology focuses on characteristics, it provides a new and deeper view of the population studied.
3. Qualitative researchers are sensitive to the effects that they have established on the people who are the subject of their study. The researcher interacts with informants in a natural and non-intrusive way. This approach differentiates the method from the quantitative, and why it is essential in limiting factors analysis regarding an EFL focus group.
  4. From the qualitative researcher's point of view, all perspectives are valuable. He does not seek truth or morality but a detailed understanding of other people's perspectives. He sees them all as equals. Students are not considered a number or a quantity but are recognized as independent and valuable beings.
  5. Qualitative methods are humanistic. By studying individuals qualitatively, researchers get to know them intimately and experience what they feel in their daily struggles in society or organizations. Human beings learn about concepts such as beauty, pain, faith, suffering, frustration, and love, the essence of which is lost in other research approaches. In this way, students can express their feelings, insecurities, worries, and expectations of their development of speaking skills and what are the factors that impede them from improving.
  6. Qualitative research is an art. Qualitative researchers are flexible in the method they intend to conduct their studies; it is an art. The qualitative social scientist strives to



create his or her method. They follow instructional guidelines but not rules. Methods serve the researcher; the researcher is never a slave to a procedure or technique.

(Steven & Bogdan, 1984)

According to this information, it is necessary to use the qualitative method for this project because a process of collecting and evaluating data, opinions, perceptions, and reflections is needed, not numerical.

The qualitative method allows a much deeper approach to point out the possible limiting factors for the development of speaking in the PINE 7/1 population.

### **3.1 Type of Research: Phenomenological Studies**

According to the Stanford Encyclopedia of Philosophy, Phenomenology can be initially understood as examining the structures of consciousness and our experiences. It focuses on the appearances of things, how things manifest in our subjective experiences and the meanings we attribute to them. Phenomenology explores conscious experience from a first-person perspective, distinguishing it from other branches of philosophy, such as ontology (the study of existence), epistemology (the study of knowledge), logic (the study of valid reasoning), and ethics (the study of moral actions). (Siewert et al., 2003)

The phenomenological perspective provides the necessary assurance to accomplish the goal regarding limiting factors to develop speaking skills, as it enables researchers to delve into the subjective world of individuals and understand how they function or live while also uncovering the significance they attribute to these processes. Conducting in-depth interviews is recommended, and therefore, a protocol should be developed to guide researchers in maintaining focus in line with the study's purposes and objectives. Additionally, the protocol should facilitate

the establishment of the required level of empathy, allowing interviewees to feel comfortable expressing and sharing their experiences. (Molla et al., 2010)

### **3.2 Data Collection Techniques: One-on-one interview**

The data collection technique chosen to develop the current research is a one-on-one interview that is defined as:

A "one-on-one interview" is a qualitative research method where a researcher conducts a structured or semi-structured interview with a single participant at a time. This method allows for an in-depth exploration of the participant's experiences, perspectives, and insights on a specific topic of interest. During a one-on-one interview, the researcher typically follows a predetermined set of questions or topics while allowing for flexibility and probing to delve deeper into the participant's responses. The interview can be conducted face-to-face or through remote communication channels such as video or phone calls. (Bernard, 2002, 79)

Through this, researchers want to identify the perspectives that the students of Pine 8/1 have based on experiences and learning since the beginning of studies careers until today to have a concrete and specific vision of the speaking ability has obtained favorable results that encourage the study, and how it can execute it at the end of the third level effectively, for which, researchers chose five students to contribute with criteria using an interview of questions that was made to them in person, to know the factors that limit the concrete development of the speaking skills to have conclusions based on the result of these arguments given by the students. In this way, the information collected through personal interviews with the selected sample; helped to obtain clear and more precise information about the research process carried out with the Pine 8/1 students.

### **3.3 Data Collection Processing and Resources**

Developing a qualitative research focus on the limiting factors of speaking skills in an English as a Foreign Language (EFL) course involves several steps in the data collection process.

It used interviews as a data collection process: Conduct semi-structured or open-ended interviews with EFL learners, focusing on their experiences, challenges, and perceived limiting factors in speaking skills development, considering face-to-face or online interviews. Besides, researchers implemented observation methods of EFL PINE 8/1 classes or speaking practice sessions to gain insights into the dynamics, activities, and interactions that may contribute to or hinder speaking skills development.

The data is saved and recollected by audio/video recording, paper, and digital resources.: Use recording devices (with participants' consent) during interviews and observations to capture detailed data. Then transcription so it converts audio or video recordings into written transcripts for more accessible analysis and interpretation. Finally, data storage, adhering to ethical guidelines, and maintaining participant confidentiality.

Analyze the collected data (interviews, transcripts, observation notes, and document analysis using qualitative analysis manually. Identify themes, patterns, and recurring factors related to speaking skills limitations. Then reflect on the findings, connect the data and existing literature, and conclude the factors influencing speaking skills development in the EFL PINE 8/1 course.

Some specific resources needed are:

- Recording devices (audio/video) for interviews and observations.

- Transcription software or services to convert recorded data into written format.
- Qualitative data analysis software (Nube de palabras) or manual coding techniques for data analysis.
- Ethical guidelines and consent forms for participant recruitment and data collection.

### **3.4 Population and Sample**

The population is the students from Pedagogy of National and foreign languages career, course 7/1 from Universidad Estatal Peninsula De Santa Elena.

Regarding the sample, it is focused on five students.

Students' characteristics are:

- Students are around 20 to 27 years old
- Students who studied at PINE career, who did not homologize.
- Students belonging to PINE career uninterruptedly.
- Male and female students.

These sample students were chosen for specific characteristics that could help researchers get valuable information. The five students selected as a sample in this research have shown different proficiency in speaking the English language, coming from varied cultural and academic backgrounds and having previously shown problems in the development of speaking ability.

## **Chapter IV**

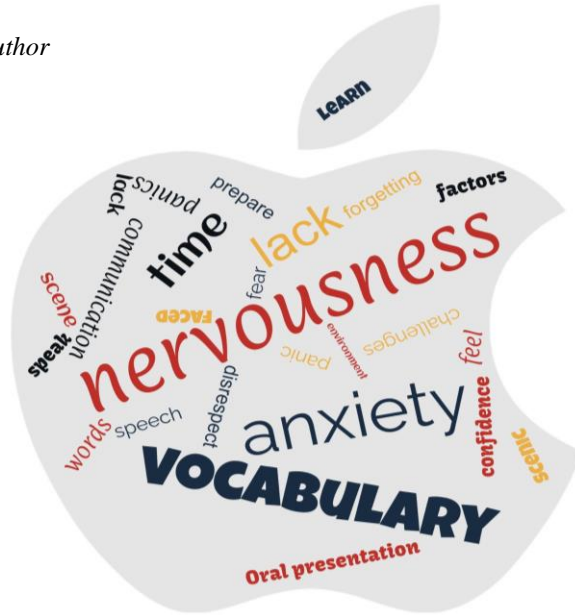
### **Analysis of Findings**

Once researchers applied the interviews to PINE 7th semester students to obtain the collection of information regarding the challenges or limiting factors to develop speaking skills, they proceeded to carry out the corresponding procedure for the analysis, as the data that will be released will indicate the conclusions reached by the research, as it will show the perception of the students of PINE 7/1 at present before the stipulations of this investigation that took place at the Peninsula State University of Santa Elena.

It was expected to measure the incidence of certain common limiting factors and the strategies to improve speaking skills students have used in their careers from the beginning until their last stage.

#### **4.1 Interpretation Of Data From The Interview**

**Question 1.** What challenges have you experienced while developing your speaking skills? Can you mention at least three?

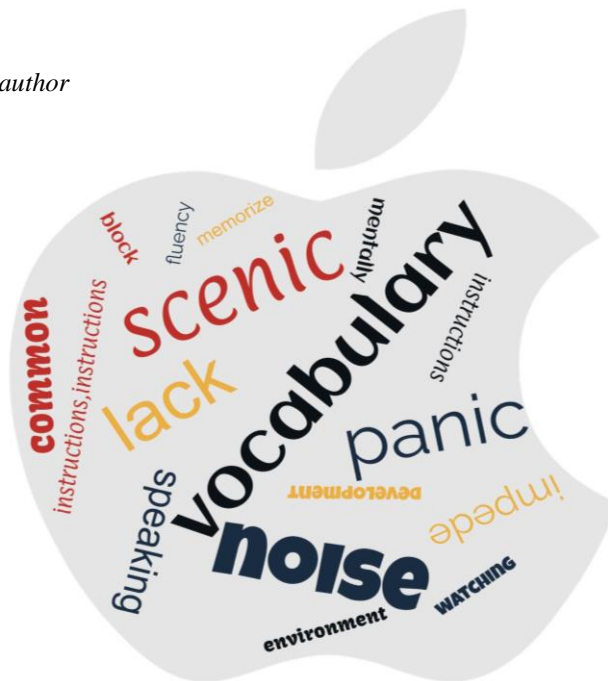
**Figure 2.***Wordcloud 1. Released by author*

As is presented in Chart 1. The most common words or concepts regarding question 1 are nervousness, anxiety, and forgetting words. These aspects are presented then as the major limiting factors or challenges that 8th-semester students consider affect them when they are developing speaking skills, there are also other external factors related, but those also summarize in these three.

**Question 2.** In an oral presentation, what might impede speaking?

**Figure 2.**

*Wordcloud 2. Released by author*



In Chart 2. The familiar words or factors regarding question two are interpreted as the next. It is shown that the most common factors that impede 8th-semester students from speaking in an oral presentation are noise, scenic panic, not clear instructions, and lack of vocabulary. The participants explained their reasons for exposing these aspects as factors that impede to development of speaking skills during an oral presentation.

**Question 3.** How do you feel when you're about to speak in class? What makes you feel that way?

**Figure 3.**

*Wordcloud 3. Released by author*



In Chart 3. The common denominating words or aspects related to question three are nervousness, lack of confidence, and fear of making mistakes. Based on those words, they are interpreted as the significant factors that interfere with participants speaking during class development. However, the main one as common determiner is describing how nervous participants feel during class participation.

**Question 4.** How do you practice to develop your speaking skills?



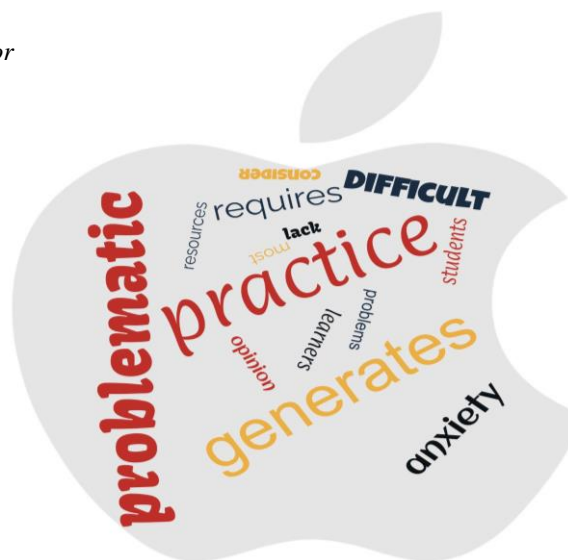
**Figure 4.**

*Wordcloud 4. Released by author*



In Chart 4. The most repeated or common words found regarding question 4 are talking with a partner, using platforms, practicing pronunciation, watching videos, and listening to music. These words or factors are then denominated as the most common way students practice to develop their speaking skills.

**Question 5.** Do you consider speaking skills a problematic branch of English learning? Explain your answer.

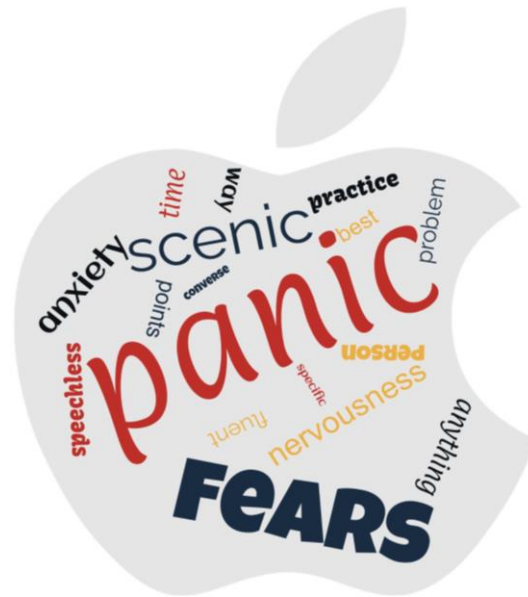
**Figure 5.***Wordcloud 5. Released by author*

In Chart 5. Regarding question five, the interviewee's opinions vary. According to the information gathered, most students recognize speaking skills as a problematic branch of English, which requires much practice in vocabulary, fluency, and pronunciation. However, some remark that it is not a "problematic skill"; instead, it is only brutal.

It is essential to mention that problematic means something is challenging to develop, so even when the students think it is not, they express the opposite. Generally, speaking skills are considered a problematic branch of English by students.

**Question 6.** Which problems or challenges would you like to overcome while developing speaking skills?

**Figure 6.***Wordcloud 6. Released by author*



In Chart 6. Interviewers expressed different opinions; these are the most common: Speak fluently, and overcome scenic panic; one limitation is lack of confidence, talking in a specific situation and with specific people, overcoming nervousness, developing fluency, overcoming or controlling anxiety, talking in front of an audience, speak in public. It is interpreted that the challenges that participants want to overcome the most are related to scenic panic, anxiety, and confidence.

**Question 7.** What are your goals regarding speaking and skills development?

**Figure 7.**

*Wordcloud 7. Released by author*



In Chart 7. Concerning question 7, every student has their personal goals regarding speaking skills development; these are the answers obtained: To achieve fluency, the acquisition of vocabulary, to travel and communicate with natives, to lose the fear of speaking, to improve speech, to speak as a native, to communicate in a good way. It is interpreted that being able to communicate is the primary goal of participants.

**Question 8.** What strategies have you used to develop/improve your speaking skills since the beginning of your career?

**Figure 8.**

*Wordcloud 8. Released by author*



In Chart 8. Interviewers expressed their answers regarding question 8. Then some of the main strategies implemented by students since the beginning of their career are: listening to music, using songs, learning phrases and vocabulary, choosing a partner to practice with, talking about topics of preference, using technological resources, using platforms and webpages, choose the correct environment. The expected participants' way of practicing is listening and imitating, also choosing a partner to practice.

#### **4.2 Interpretation Of Bibliographic Review**

##### **Correlation between results and bibliography**

In the realm of language acquisition and effective communication, speaking skills play a pivotal role in facilitating meaningful interactions and conveying thoughts and ideas. Developing

strong speaking skills, particularly in a second or foreign language context, is a complex process influenced by various factors. This qualitative research study aimed to explore and understand the limiting factors that impacted the development of speaking skills among last year's EFL (English as a Foreign Language) PINE college students. (7th Semester)

The study employed a qualitative research design, using in-depth interviews as the primary data collection method; Through these interviews, the research aimed to gain rich insights into the experiences, challenges, and strategies employed by the participants in developing their speaking skills.

Regarding the limiting factors for developing the speaking skills found in the interview participants, we have the following as a common denominator: nervousness, scenic panic, anxiety, and lack of vocabulary. These factors were obtained by analyzing answers to questions one, two, and three.

According to (Abrar et al., 2018), in oriental countries, researchers are paying straight attention to this problem and its critical affectation on students' speaking skills in any foreign language learning environment. Consequently, the interest in determining the limiting factors to develop speaking skills has grown in other countries such as Ecuador.

In the same vein (Dewitt, 2022) elaborated systematic research regarding the most common limiting factors found in 20 research EFL educational projects and obtained a result that: Anxiety, fear of mistakes, lack of motivation, lack of self-confidence, lack of vocabulary, pronunciation,

Mother tongue interference, topics of speaking, and lack of practice. For instance, the current research has achieved its general objective while determining the main limiting factors affecting speaking skills development under the attached bibliography.

Another point was explored by (Multi et al., 2022) referring to anxiety caused by speaking nervousness, besides EFL students' tendency to fear speaking because of what others could criticize or say about them. Likewise, participants from the interviews developed by researchers in the current investigation recognize scenic panic, anxiety, and nervousness as the common factors that impede them from speaking English. Participants also supported their answers; by saying they feel pressure about others' expectations in a classroom and fear being judged and doing things wrong. While the current interpretation focuses on determining anxiety and nervousness as essential factors, it answers another research objective.

As improving speaking skills is a priority for EFL students, it was a clue for researchers to figure out what strategies PINE 7/1 students use to achieve this goal. Therefore, participants provided information on questions four, five, and eight. Participants expressed their different ways of practicing; most used songs, listened to music and imitated, and others mentioned they watched Youtube videos. Finally, the use of websites is a common factor too.

Furthermore, participants expressed have used these strategies since the beginning of their careers, so they have noticed noticeable improvements in their speaking skills while using them.

The last conclusions are similar to what some researchers expressed about Youtube and website use. According to (Bashori et al., 2021) use of websites have shown numerous improvement in speaking skills development in Oriental countries; the same line (Wahyuni et al.,

2021) mentioned the use of YouTube videos to overcome speaking skills limiting factors and benefits as a new model of practice to achieve speaking skills proficiency.

### **4.3 Analysis**

Based on the results obtained from this interview, as researchers before the execution of this investigation, there is a diversity of perceptions that directly influence the desired effect of the same, that is the case of the collaboration of some interviewees of the career PINE 7/1 at the present day of the Faculty of Educational Sciences and Languages concerning the questions addressed.

Within their experience, the students shared their perceptions and criteria about the limitations and factors of the speaking skills that they have presented in the time of study from the beginning to the present and how they justified that position towards it.

It was possible to break down the existing barriers in the development of this research project: lack of vocabulary, overcoming scenic panic, anxiety, forgetting words where this mentioned it was part fundamental of great value and the basis to reach a goal proposed by the researchers, allowing in this way, to obtain the most significant amount of information to strengthen the present study and achieve the expected results which indicate the current reality in which the students of the Pedagogy of National and Foreign Languages career find themselves.

Any research facilitates or serves as a basis for further studies, which will use this research as a starting point. Hence, it leads to some questions that will allow for a comparison of the material given by others who share similar features but have yet to be looked into by experts in the sector. Nevertheless, the researcher is still steadfast in this determination to carry on with



the quest for knowledge, to deepen and strengthen the concepts has been working in connection with the study on the growth and limitations of speaking ability.

Considering that among the interviewees, they contributed their criteria where they mention fundamental roles that they develop to improve and generate adequate knowledge in the speaking skills, such as: listening to music and discovering new vocabulary through technological resources that contribute to and influence their growth in the skill.

## **Chapter V**

### **Reflections of the Study**

According to the results based on the project research student's perceptions of limiting factors to develop speaking skills, the researchers shared what was developed in this qualitative research through the interview. One solution shared by the interviewees was that learning predominates if the requirements to obtain speaking skills are proposed. Increasing speaking skills requires unlocking events that are faced, such as scenic panic, anxiety, and nervousness.

The experience of the researchers in carrying out this research was of great satisfaction since it was shown that the students presented the criteria that they have experienced throughout their level of study until now what has been their perceptions so that the ability to speak has developed negative aspects that cannot obtain a considerable level to master this skill that implies of great value in their professional life to defend the second language they have been studying. Therefore, it is essential to highlight this skill for better communication with others.

The research project critically analyzed the limiting factors hindering EFL learners' speaking skills development. By examining these constraints and reflecting upon their implications, we can gain a deeper understanding of the barriers faced by learners and explore potential strategies to address them. The insights gained from this reflection can provide practical implications for educators, policymakers, and curriculum developers involved in EFL instruction.

Various factors contributing to the limitations in speaking skills development were explored, encompassing internal and external influences. Internal factors may include individual

learner characteristics, such as anxiety, self-confidence, and motivation, while external factors may be classroom environment and societal norms.

Concerning the objectives of this research, the information gathered during the development of the interview and bibliographic information has given results in accordance.

Regarding the development of students' speaking skills in this research, it was concluded that there is a notable growth in students' performance during classes and oral presentations, considering all the factors that could impede this ability recognized by interviewees. Likewise, the limiting factors are diverse, as was reviewed in the acquisition of bibliographic information; there may be: internal and external factors. However, regarding students interviewed, the predominant factors are the internal ones, predominated by nervousness, anxiety, and fear when speaking in class.

Students also perceived their knowledge regarding speaking skills as heavily restrained by those limiting factors: nervousness and anxiety might impede them from developing their academic life as EFL learners too. Even though they use some strategies to overcome those challenges, some of them remain a problem today.

Furthermore, through the interviews, researchers demonstrated the presumption that the limiting factors are a difficult path for students' speaking skills development. As mentioned before, the factors that impede students to talk were nervousness, anxiety, and fear. All of the limiting factors found in students were strictly related to their perception of their knowledge and confidence to go through problems.

Thus, reinforcement is recommended for students, focusing on learning vocabulary, grammar, or the use of English and developing oral expression skills in front of the public or

stage control. These recommendations are also subject to help develop students' self-esteem, which should be an essential part of the training of EFL students, considering that overcoming all the limiting factors that could emerge is essential when learning a new language.

These solutions could be given by academic training institutions not online inside curriculum development but also in promoting training in an environment where all students feel free to express themselves while learning a new language, without fear and having the right to be wrong.

You learn through practice, trial, and error.

Although it is not a goal that can be achieved in the short term, this mission should have been part of the curriculum of each academic institution and within the promotion of a change in the mentality of students.

On the other hand, as researchers, the experience has been gratifying. Through developing a research project, future professionals can explore the infinite number of situations that occur in an entire field of work. Speaking development skills will always be an essential part of the acquisition of a foreign language, and finding out the factors that impede this development in a natural and close environment allows us to create strategies to provide solutions and not contribute. For the problem to continue. Despite this, the investigation development could have been better, researchers faced problems, and one of the main ones was finding enough related information in the community or the province. As investigators, we would have liked to have a nearby reference point to better.

Develop the research. However, it is expected that this work contributes to giving visibility to the problems and prompt solutions that can be generated in our environment. Be part

of the changes. Another of the challenges that this investigation imposed was obtaining, in essence, the answers that were contemplated at the beginning. It was thus verified that the problems are valid and much more extensive than one might think.

It is also interesting to consider research a rewarding part of academic training. Exploring the variables of a problem present in the environment of the educational community of this province shows that even at present, students' development can become weak due to factors that are not considered at times, such as anxiety and nervousness in classes. Additionally, sometimes these problems are treated incorrectly, which brings consequences for future development, as evidenced in a university environment.

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[8/publication/336286588\\_English\\_Learning\\_Motivation\\_and\\_Self-](https://www.researchgate.net/profile/Joel-Torres-8/publication/336286588_English_Learning_Motivation_and_Self-Efficacy_of_Filipino_Senior_High_School_Students/links/5d99f4d4299bf1c363fbb0/E)

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## Annexes

### 5.1 Annex A: Certified Antiplagiarism System



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La Libertad, 19 de Julio de 2023

En calidad de tutor del trabajo de titulación denominado “Student’s perceptions about limiting factors to develop speaking skills at 7<sup>th</sup> semester pine major students” elaborado por los estudiantes Carrión Martínez Helen Alejandrina y González Marín Romell Armando, egresados 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 encuentra con 1% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

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MSc. Ketty Zoraida Vergara Mendoza


CI: 0913115549

DOCENTE TUTOR



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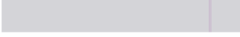

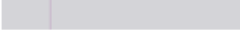


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## **5.2 Annexes B: Interview transcription.**

The current interview is conducted in order to obtain a better understanding of a student's perception regarding speaking skills, limitations, and strategies.

### **1. What challenges have you experienced while developing your speaking skills? Can you mention at least three?**

#### **Interviewee 1.**

The common challenges that I have experienced are the scenic panics, nervousness and lack of confidence. I consider that these three factors are challenging for me because it's difficult, at least for me, expressing in a place where there are people that could mention something bad about me can be difficult because, uh, it's um, it's like, disrespect. And for that reason I consider that, that these three factors are the most common.

#### **Interviewee 2**

Yes, I am experiencing some issues right now. For example, the problem of not having the material that I am going to use to practice. The second one could be that I'm not prepared to do my speak in front of my class because of perhaps the times. And the third one could be the environment. It could be a little bit noisy or things like that.

#### **Interviewee 3**

Yeah. Uh, some of the challenges that I have faced while, uh, I was trying to communicate something was the scene panic. Uh, also the issue of forgetting the words, or the

idea that I was trying to communicate and finally the anxiety that many of us can feel while we speak.

#### **Interviewee 4**

I have to say that perhaps in situations where there is a lack of time to study and improve, that could be the first challenge. I also consider that the environment in which we live has a great influence. And finally, it could be that I don't learn English in such a fluid way. It's more formal in the perspective that we are teaching. So those are the three challenges that I can mention.

#### **Interviewee 5**

So in my experience, uh, I think that, uh, a challenge could be the lack of vocabulary. Then I think also that don't know how to express words, I want to say is another challenge. And the last could be the speech anxiety.

## **2. In an oral presentation, what might impede speaking?**

#### **Interviewee 1**

In an oral presentation the most common thing that might impede my speaking is the lack of vocabulary. I consider that if we have vocabulary, we can achieve a good fluency and pronunciation. As I mentioned before, the vocabulary I consider is the goal to acquire and just to start to speak.

#### **Interviewee 2**

Uh, what impedes me, of develop a good speaking is the scenic panic, as I said before, because that fear, uh, of now that many people are watching and listening to you is something that many time influence me in a negative way.

### **Interviewee 3**

Well, I think that it's, when I try to memorize everything, it probably prevents me a lot from following through with my presentation because if I forget something, I get mentally black.

### **Interviewee 4**

So, don't have any ide of the topic or don't know what to say.

### **Interviewee 5**

In an oral presentation, perhaps could be like the orders that the teachers give me are not clear or perhaps the instructions that I hear, I'm not taking notes in the right way. Another thing could be the environment. As I mentioned before, it could be a limitation that it would be a lot of noise that impede you to speak clearly.

**3. How do you feel when you're about to speak in class? What makes you feel that way?**

### **Interviewee 1**

Uh, before, uh, starting with my speech, I always feels, uh, so nervous. I think that is, uh, because I know that many people will watch me, but when I am on the stage, I try to avoid that and make a great performance.

### **Interviewee 2**

As I mentioning before, I always feel nervous. I consider that it's part of me. It's difficult for me starting to speak in an environment that I have never been is, yeah.

### **Interviewee 3**

The fear of speaking and make making mistakes, so that makes me nervous. In other words, could be the lack of confidence in myself.

### **Interviewee 4**

In this case, it's not a surprise that most of us feel a little bit nervous in order to speak in front of the class. But I am feeling in those moments that I am experienced the last times of my university career, college, I mean, that is a feeling a little bit emotional in the way that I am in front of my class and I want to say a lot of things but I could not do this. So I feel a little bit nervous and emotional.

### **Interviewee 5**

I am often nervous for fear of saying the wrong thing or meaning, um, me pronouncing something and being loaded out. But most of the time I try to think through my answer and saying with confidence.



#### **4. How do you practice to develop your speaking skills?**

##### **Interviewee 1**

Most of the time, um, during my classes here at the university or on online platforms, when I want to correct some pronunciation or improve my speaking.

##### **Interviewee 2**

I practice at home when I sing my favorite songs and also I practice in a web page that help me to improve every day and I create something new of knowledge. This page is called Cambridge of Cambridge Speeds. It Speak notes, I think, and this. Webpage can help me to improve every day just for asking some different questions, share questions, and just to start to speak.

##### **Interviewee 3**

I used to practice watching videos or listening to music perhaps. Most of the time I practice recording me, recording myself, my voice, asking questions to myself because most of the time we don't have a partner to practice with this so I'm doing these things.

##### **Interviewee 4**

I always do is listen a lot of songs in English since, in that way I can obtain a lot of vocabulary. Also, uh, I learned the correct pronunciation of many words that something that is something that have helped me, helped me, uh, with my speaking skills.

##### **Interviewee 5**

The way I practice is talking alone. I try to explain to myself what I am doing in that moment.

**5. Do you consider speaking skills a problematic branch of English learning and why?**

**Interviewee 1**

Yes, uh, it could be because as I said before, uh, many people do not want to develop this skill since they face, uh, a lot of issues such as entity at the moment of speaking to someone else, uh, that make them, they are not a, that may take them, that make them think that they are not allowed to develop that skill.

**Interviewee 2**

No. I don't consider that. I believe that English learners just need to acquire vocabulary. So with vocabulary and with practicing, they could improve and develop a good, uh, speaking skill.

**Interviewee 3**

No, I don't consider the speaking skills a problematic branch because it is difficult, yes, it's inevitable to think that it is an ability that we have to develop more but it's not a problematic issue because you have to learn how to handle with this ability. It is difficult but not impossible.

**Interviewee 4**

Yes, I do. I consider that it could be difficult because many people and learners have problems with their pronunciation. They don't have fluency, and they don't have the lack, sorry. They have lack of resource of praise position to learn for themselves. I can consider that this problems or the, yes, these problems are the most common that we can appreciate in some students, some learners here.

### **Interviewee 5**

I consider it problematic for people who don't like English and find it difficult to adapt to it. In my personal opinion, it really is not for me because it is the skill that. Eh, I like the most in which I develop myself and most. And when I go a trip, I can take advantage of it and converse with other people.

### **6. Which problems or challenges would you like to overcome while developing speaking skills?**

### **Interviewee 1**

I think the most important challenge to overcome is the scenic panic because if you face that every time that you are trying to, uh, speak, you will not be able, uh, to develop your ideas in the best possible way.

### **Interviewee 2**

I would like to overcome my scenic panic, my nervousness, my nervousness, my fiance, uh, because there are the common things in where I present problems. I consider that you have fights. This, there's problems I kill, I could improve. And that's are the most common things that

I would like to improve again, and just to start to speak. And. I also have maintained my confidence for myself.

### **Interviewee 3**

One of the challenge I would like to overcome is this speech anxiety. Uh, I have a lot of limitation with this challenge because, Uh, it make me nervous.

### **Interviewee 4**

I think the biggest problem to overcome will be stage fear because in the course I have no problem, but exposing to a larger audience will be terrifying. Other than that, it is a lot of practice for everyone to deal with their fears and nerves.

### **Interviewee 5**

My way to talk to others. It could be fluent but fluent is a general way. I can talk what I am talking right now but you can also stay in a state of speechless of not to say anything in front of specific persons. In my case, if one person that is foreign, that is handling foreign language like perhaps United States and come here, I couldn't know how to handle the situation. So that is my point.

## **7. What are your goals regarding speaking and skills development?**

### **Interviewee 1**

To be able to travel without any problem or terror of not knowing how to communicate with other people, and of course, to be able to reach people through my speech and encourage them to learn also for pleasure and necessity.

### **Interviewee 2**

My goals. As I just mentioned, it could be the way that I talk to a specific persons because if those persons are my classmates or well-known persons like relatives perhaps, I don't have the problem to talk but if one person that I don't know come to me and talk in English, I have problems. So that would be a goal.

### **Interviewee 3**

The acquisition of vocabulary that had helped me to improve today, I consider that it's an important, since acquire some vocabulary because if we acquire vocabulary, we can start to speak. We can have some ideas, some. Yes. Some ideas about the, the what we can that what we need to talk.

### **Interviewee 4**

One of my objective is to develop the ability to speak the English language, uh, with an affluency perhaps, uh, to look, uh, like an native, uh, native speaker. But to achieve that, uh, but for achieve that I have to make a lot of efforts and practice, uh, that is skill.

### **Interviewee 5**

My goal is to speak without fear, with confidence, and with fluency.

**8. What strategies have you used to develop / improve your speaking skills since the beginning of your career?**

### **Interviewee 1**

Listening and imitating is a good strategy I used because, uh, you acquire the sec, the sound of a word in order to learn the pronunciation.

### **Interviewee 2**

At the beginning of my career, I started to use songs as a strategy to speak because was the first things was my, the principle of my knowledge. I consider that. I started with some like strategy and just with star singing and yeah, but also meanwhile I have used another web page, uh, also videos, um, YouTube and some and yeah, more resource story. Start. And you broke my speaking.

### **Interviewee 3**

As I said before, uh, one of the strategies that I have used from the beginning is the fact of listening to music or songs in English. I consider it, uh, a good way to develop great, great speaking ability since it has worked for me.

### **Interviewee 4**

Also, it's so funny, uh, talking to myself helped me a lot. As I say, we're not in a pure English environment, so it is somewhat complicated for us, but talking to myself in English has helped me to notice mistake and improve things. It has been like the, uh, beginning of my major, working on myself and with myself.

### **Interviewee 5**

I was applying like a technique. I could also mention like a strategy but as time go past, I remember that was a strategy. So this strategy consist in that you can search for a classmate that have your same goals, your same energy and you could practice vocabulary. A lot of vocabulary

like phrases, new words and you can practice with them. Let's put an example that is a word like regarding that you could use in an essay. So you could make sentences with that partner and the other partner can do the same thing. This is quite like a collaboration strategy perhaps.

### **5.3 Annexes C: Questionnaire interview**

This questionnaire has been developed to understand student's perception about limiting factors that affect speaking skills development. Additionally, to figure out what strategies students use in their normal practice of speaking skills.

- 1. What challenges have you experienced while developing your speaking skills? Can you mention at least three?**

2. **In an oral presentation, what might impede speaking?**
3. **How do you feel when you're about to speak in class? What makes you feel that way?**
4. **How do you practice to develop your speaking skills?**
5. **Do you consider speaking skills a problematic branch of English learning and why?**
6. **Which problems or challenges would you like to overcome while developing speaking skills?**
7. **What are your goals regarding speaking and skills development?**
8. **What strategies have you used to develop / improve your speaking skills since the beginning of your career?**