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"OBSERVATION OF THE SPEAKING SKILL DIFFICULTIES IN THE ENGLISH LANGUAGE LEARNING IN THE STUDENTS OF TERCERO DE BACHILLERATO "H" AT UNIDAD EDUCATIVA "RIOBAMBA", RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR OCTOBER 2017 – FEBRUARY 2018."

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The dissertation and final review of this work has accomplished all the requirements. The written work done for obtaining the degree of "Licenciado(a) en Ciencias de la Educación; Profesor(a) de Ingles" has been approved by the members of this tribunal. The tribunal authorize this research project for its use. As final step, this research work will be kept in the Facultad de Ciencias de la Educacion Humanas y Tecnologicas Library at Universidad Nacional de Chimborazo.
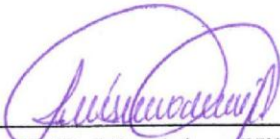
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ii

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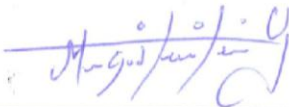
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AUTHORSHIP

The present research work, prior to obtaining the degree of: Licenciado(a) en Ciencias de la Educacion, Profesor(a) de Idioma Ingles, is original and based on the process established by the Facultad de Ciencias de la Educacion, Humanas y Tecnológicas.

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Riobamba, August 13Th, 2018

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Dario Javier Cutiopala Leon

DEDICATION

This project is devoted to Ron Allan and Glenda Allan, In spite of not being my parents they always took care of me by giving me their love, their affection and patience and above all showing the love of God. Also I dedicate this work to my three best Friends who motivated me, guide me to reach my goals and always stood by me despite the problems.

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GENERAL INDEX

RESUMEN

La capacidad de hablar ha sido una de las habilidades menos utilizadas y practicadas en el aprendizaje del lenguaje hablado, esto ha causado que muchos estudiantes tengan altas deficiencias en la producción de la comunicación oral. Por esta razón, esta investigación se enfoca en observar las dificultades de la expresión oral presentadas por los estudiantes de Tercero de Bachillerato, Paralelo "H" en la Unidad Educativa "Riobamba", durante el año académico Octubre 2017 - Febrero 2018 con el fin de determinar cuáles son los factores que afecta el desempeño de la expresión oral en el aprendizaje del idioma de destino y buscar una solución alternativa para que los estudiantes puedan tener la oportunidad de desarrollar sus habilidades lingüísticas correctamente, utilizando todas las competencias comunicativas de forma adecuada para que de esta manera los estudiantes puedan tener la capacidad de crear comunicación. El tipo de estudio aplicado es cualitativo y también cuantitativo a nivel exploratorio porque el observador comienza con una idea o problema teórico para luego buscar y comprender más profundamente; también es etnográfico porque busca conocer el fenómeno estudiado en su entorno natural y real. Los instrumentos de investigación para la recopilación de datos utilizados fueron una guía de observación, una entrevista y un cuestionario. Como técnica utilizada en la investigación fue la observación descriptiva donde el investigador no tuvo un papel participativo. En conclusión, se observó que los estudiantes enfrentan muchos problemas para producir el lenguaje hablado. Muchos de los problemas que tienen los estudiantes para hablar inglés se deben a varios factores, como factores afectivos, factores intelectuales y el uso de estrategias y métodos inapropiados.

SUMMARY

The ability to speak has been one of the less used and practical skills in the learning of the spoken language, this has caused many students to have high deficiencies in their spoken language production. For this reason this research focuses on observing the speaking skill difficulties presented by the students of Third of Bachillerato, Parallel "H" at Unidad Educativa "Riobamba", during the academic year October 2017 – February 2018 in order to determine which are the factors that affect their speaking performance in the learning of the target language and look for an alternative solution so that the students can have the opportunity to develop their linguistic skills correctly, using all the communicative competences appropriately so in this way the students can have the ability to create communication. The type of study applied is qualitative and also quantitative at the exploratory level because the observer begins with an idea or theoretical problem to then search and understand more deeply; it is also ethnographic because it seeks to know the phenomenon studied in its natural and real environment. The research instruments for the data collection used was an observation guide, an interview and a questionnaire. As a technique used in the research was the descriptive observation where the researcher did not have a non-participative role. In conclusion, it was observed that students face many problems in producing spoken language. Many of the problems that students have to speak English are due to several factors such as affective factors, intellectual factors and the use of inappropriate strategies and methods.

INTRODUCTION

Speaking is one of the most difficult skills to master in a second language learning. For many students it is a great challenge to be able to speak in English, because their oral skills are very poor and weak and this does not allow them to communicate in a meaningful, interesting and effective way. The ability to speak demands a theoretical and practical learning which doesn't occur, this had been one of the biggest problems in learning. Learning speaking skills in the classroom, usually focus only on the theoretical part, teaching them grammar and vocabulary and thus accustoming them to memorize, repeat and perform activities that only focus on the writing and reading.

The research attempts to observe the difficulties that students face in the spoken language production in the Third of Bachillerato, Parallel "H" at Unidad Educativa "Riobamba". Usually, English activities focus more on writing or another skill, almost ignoring speaking. Most of the students learn to read, write and memorize only to have good grade in their classroom activities or exams and not for have meaningful communication results. As it could be observed by the researcher during the process, the students are not interested or motivated to carry out a conversation, which leads students to be very poor speakers.

There are several factors that create insecurity and fear in the students which do not allow them to have the initiative, interest or motivation to understand the great importance and advantages of learning to speak English. Many of the problems that students have to speak English are due to several factors such as psychological factors, affective factors, cognitive factors, the curriculum and the use of inappropriate strategies or methods.

The purpose of this study occurs because based on the observation of the researcher, many of the students can't speak English correctly. Being the last level of the school, the students should

have a good level in their spoken language production. As a result, many of the students do not have an adequate level, despite the fact that they handle the language. The main objective of this research is to know the difficulties that students face in their communicative competence so then to reinforce and provide possible solutions and strategies, so the student could face their difficulties and begins to speak fluently and correctly.

This investigation has been divided into five chapter: the referential framework, theoretical framework, methodological framework, the analysis and the interpretation of data and the conclusion and recommendations.

Chapter I contains reference information that defines the problem, the focal questions that guide the development of the research, the objectives to be achieved and the justification that itemizes the importance and feasibility of this research.

Chapter II is a compilation of theory about speaking difficulties from different bibliographic sources in which this research has been based and the definition of basic terms used in this work.

Chapter III refers to the methodology used to develop this research such as the research design, the type, level, the population and sample and the techniques and instruments for both data analysis and interpretation.

Chapter IV contains the analysis and interpretation of data, a brief description of the observed phenomenon, the information organized into a matrix, the tabulation and graphic representation of the results.

Chapter V shows conclusions and recommendations of this research.

Finally, bibliography and attachments can be located at the end of this work.

CHAPTER I

1. REFERENCE FRAMEWORK

1.1. THE RESEARCH PROBLEM

The following research has been prepared in response to the problem faced by students of the Third of Bachillerato class "H" at Unidad Educativa "Riobamba". It has been identified that the main problem is that English classes are more focused on writing and structure but not on the ability to speak, students do not have the ability, motivation or interest to create conversations effectively and accurately, which it has been a big problem in the teaching process.

1.2. PROBLEM DEFINITION

In the Ecuadorian education with respect to the English language at the end of a course, it is expected to obtain efficient and competent students in the learning and management of the English language. For students have a high-quality standard of foreign language management, students must manage the four linguistic skills (speaking, listening, writing and reading). which will help them to have a learning with great results and at the same time they will be able to communicate correctly and effectively in the days of today without any inconvenience, since we are in a globalized world (Correa et al., 2014).

The Ecuadorian Ministry of Education has proposed to focus on communicative learning rather than linguistic learning content, in order to obtain competent students in an oral communication. Which means that students are expected to reach the communicative competences which are: A1 at the end of the general basic education course, A2 at the end of the first year of the baccalaureate, and finally, B1 at the end of the third year of the baccalaureate. Based on the aforementioned, the correct use of the ability to speak accurately and fluently plays an important role in the acquisition of the foreign language (English) (Correa et al., 2014). The learner will be able to create a

conversation, to comment, to give their points of view or argue for different solution, ask questions, have a classroom discussions, communicate in real situations or in simulated situations in their classrooms, they will be able to do complex expository in front of an audience without fear of effective or cognitive factors, with a satisfactory level of comprehension for their listeners. In the city of Riobamba, students tend to have many difficulties to speak the English language because they don't practice, which is essential if a student wants to communicate orally and be a competent student, he needs to speak.

The problem is that many of the students of Third of Bachillerato class "H" at Unidad Educativa "Riobamba" have a very low level using foreign language orally. The research seeks to look for the problems that prevent the student from using the English language at the time of speaking. During the pre-professional teaching practices of the researcher, it could observe that in their speech activities many of the students remained silent. Then I ask myself why this happens? despite students have been receiving the subject of English in their currulum several years, many of students have a lot of difficulties in the spoken language production of the target language and in their last year of school students must be proficient using oral skills appropriately. The main objective is to observe the problems that prevent students from developing their speaking skills and thus seek solutions to the problem.

1.3. PROBLEM FORMULATION

What are the factors that affect student's speaking skill in the learning process, and why students do not attain oral proficiency?

1.4. GUIDELINE QUESTIONS

- What are the speaking difficulties that the student have in the classroom?
- Do teachers devote sufficient time for teaching the ability to speak in a meaningful way?

- Do teachers motivate students to learn and practice speaking skill?

1.5. OBJECTIVES

1.5.1. GENERAL OBJECTIVE

To observe the speaking skill difficulties in the English language learning in the students of third of Bachillerato, Parallel "H" at Unidad Educativa "Riobamba" and find useful techniques and procedures to overcome their Communicative Competence.

1.5.2. SPECIFIC OBJECTIVES

- To identify the problems that avoid students from being able to speak the language in the classroom.

- To establish the causes of speaking difficulties that students face when using the language in an oral way.

- To verify if teachers devote enough time to the study and practice of speaking skills.

1.6. PROBLEM JUSTIFICATION

A language is an important tool to create communication allowing us to express ideas or believes to each other, to inform, to complain about something or someone, to describe, to make a request, or to entertain then it can be understood that speaking gets an enormous place in communication. From the point of view of the academic study in the education of a second language, this project is important because it aims to observe the speaking skill difficulties that the students have in the English language learning process. This research brings to the light the importance of speaking skill and the several distinct advantages which can be beneficial for both: teachers and students. In the case of the students, they will have the facility to start using the language skillfully by oral communication, breaking the barriers of shyness, insecurity of

themselves or fear to interact socially in a variety of situations, factors that avoid students to have the initiative or motivation to speak, thus allowing them the facility to express and share their opinions, ideas, feelings, comments doubts, with others in order to overcome their fear to speak the target language (English). On the other hand, is equally beneficial to the teachers because it will allow them to identify the problems that students have to face with speaking skills, this will help them to encourage students to use the language through oral communication giving all the support and tool that could be necessary so student can start speaking properly with others in the classroom or real-life situations. The direct beneficiaries of this research are the 31 students of the Unidad Educativa "Riobamba" and as indirect beneficiaries we have the teachers of the English area. This research is feasible because the researcher has obtained the academic preparation at Universidad Nacional de Chimborazo and have sufficient methodological instruction to face the challenges that this research requires. Another point of view that facilitates the realization of this project is that we have the support of the institution in which the research is executed. I also have the economic resources because the research reaches a value of 50 US dollars, another important factor is the time, which I have included technological resources such as the internet, computers and mobile phones.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. BACKGROUND OF INVESTIGATION REGARDING THE PROBLEM

After reviewing the repository of the English Language Carrier of Universidad Nacional de Chimborazo (UNACH) it was possible to find only one research related to this topic.

``DIAGNOSIS OF THE CAUSES OF THE DEFICIENCIES IN LISTENING AND SPEAKING SKILLS IN THE ENGLISH TEACHING LEARNING PROCESS WITH STUDENTS OF SÉPTIMO AÑO DE EDUCACIÓN GENERAL BÁSICA "F" AT UNIDAD EDUCATIVA "ISABEL DE GODÍN", CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, IN THE ACADEMIC TERM FEBRUARY - JULY 2016`` Autor: Narváez Vilema, César Augusto, Granda Castillo Zoila Guadalupe

The contribution of this research is relevant and interesting because the research focuses on determine what are the causes that prevent the students to communicate due that students can't even engage in basic dialogue that means students have serious problems and that limits the teacher's progress in learning.

2.2. THEORETICAL FOUNDATION

2.2.1. SPEAKING SKILL

- Speaking is the production of language through the mouth, which has the function of conveying a message orally with a speaking community. To produce words, we create sounds that use many parts of our body, including the tongue, teeth, lungs, vocal tract, and vocal cords (Maher, 2016).

- "Speaking is defined as an interactive process of constructing and expressing meaning that involves producing, receiving and processing information" (Al-Mahrooqi et al., 2017).

- Speaking is a language skill that is used frequently in comparison with other skills, it has as its function oral communication. It means students can convey their opinions, feelings, intentions and different points of view (Bookit. k, 2010).

2.2.2. IMPORTANCE OF SPEAKING SKILL

Speaking takes an important part in the process of learning a second language, given the student the opportunity to express and share their ideas and to know other ideas as well in an oral way using the language in a proper way and respecting the rules of the spoken language. Usually, in schools or in superior education establishments tend to pay more attention in certain skills and not enough in others skills, and one of the skills that are least focused at the time of learning is the ability to speak and this makes students have difficulties when using language orally.

Nowadays teachers should be constantly updating in what refers to oral communication if the teachers just took time to let their students know the great importance and the advantages that exist with the learning of the English language being that the English language is a lingua franca, many of the students will think differently about it. Talk about the advantages of the English language are innumerable, among the most mentioned: expand your convictions such as traveling, discover new places, culture, traditions and settle in another country, there are high opportunities for work and economic growth, increase your intellectual coherence and personnel, access to a quality education to the different universities of the country or outside of it, the tourism boom, the access to updated and complete information (articles, magazines, courses, internet, videos, books) among others (Sprachcaffe.com, 2018).

If someone wants to express something or transmit something in a target language, they need to talk. It does not matter if the person has a lot of knowledge of the language if they do not know how to use the language they will not be able to speak. The four skills are very important for communication, the four skills are interconnected but speaking is the least used skill, the least practiced is the skill that many people wish they could use correctly but don't, because they don't have a need, they don't have a purpose to use the language, for example in schools, the only reason why students learn English and usually only theoretically is because they want to pass an exam, a lesson or have good grades. They have no other need and thus creates bad habits for the students because they think that speaking English doesn't matter.

The teacher and students must know the enormous importance of the ability to speak at the moment of communication because it is not just a matter of knowing the language but of mastering the language, and for this when it comes to learning the English language students have to go through many challenges. All four skills are very important but speaking is a skill that deserves more attention than others because it is a skill that is used more frequently in our daily lives in any situation at every moment. In other words, students should not wait too long to try to speak the target language soon as students start leaning, they should start using the language by speaking in order to develop proficiency in the speaking skills even if it is small words like hi, hello, good morning, even if they aren't already prepared, it will train students to prevent having a speaking problem in the future. In the same way, it's important that teachers encourage them to speak, give them good habits of learning and practice the use of the language so that they can master the spoken language with confidence without fear of failure. There are many factors that affect their speaking performance.

2.2.3. SPEAKING SKILL DIFFICULTIES IN THE ENGLISH LANGUAGE

Among the four language skills, the ability to speak is considered the most difficult skill for language learners to acquire and develop because when using this skill the student needs to work harder, he needs to be active because here the speaker needs to involve another person or group of people and deal with any situation or context in which it is found and when this happens the interaction is immediate it means the listener as the speaker need to be active there is not enough time to plan, prepare or to take time to think how to elaborate the message as often happens with the ability to write being so that most students who study English are unable to be highly competent in the use of the spoken language due to many factors because it's hard for them to put into practice in their classrooms activities or in real life situations (Maher. A, 2016). There are many factors that cause difficulties in the spoken language that prevent students to speak in English, several of these factors are related to the teaching strategies and methods, the curriculum, extracurricular activities, the environment and with the same student (Rabab'ah. G, 2003). In addition, that there are other factors that prevent students to speak, which are psychological factors and intellectual factors (Maher. A, 2016).

2.2.3.1. AFFECTIVE FACTORS

2.2.3.1.1 Lack of motivation/ interest

Motivation is a fundamental key or the route that promotes the student to have successful learning. It means that motivation determines an important part of the student's learning, the more motivated a student is the more interested he/she will be to study instead of a student with a weak motivation will be prone to learn. Motivation is a very important aspect that helps students in the learning process of English language (Songsiri. M, 2007).

Most of the students' lack of motivation to speak English and that happens because many of the students do not have an objective, they do not have a vision of the use of English language and this causes that the student loses the motivation provoking a total disinterest to learn. They have no idea how important it is to have knowledge and practice of the use of the English language. Which is very important to understand that motivation is a very important force that determines if the students give time, effort and everything of themselves to learn it. So it's essential that teachers stimulate learning into an enjoyable experience so students can have the motivation to use language orally so that they can express their identity without any fear, which will help them develop their ability to communicate, giving them the opportunity to express themselves and the people around them.

Causes

The lack of motivation is given due to several causes: an uninspired teaching which causes the class to become monotonous, boring teaching techniques, inadequate use of materials and lack of knowledge about the objectives of learning according to the instruction program (Pondok and Tangerang, 2012). This provokes students to lose the passion, interest and creativity and they become insecure when they have to use the English language and therefore lose motivation.

2.2.3.1.2 Language anxiety

Anxiety is a sensation of tension, nervousness and worries about something that is not right or when something is going to go wrong (Tóth, 2010). Students have feelings of worry about something without it having happened yet and this provokes students to be anxious and worry about an anticipated event this causes the student to have an emotional, behavioral and bodily reaction. It is a big problem that prevents the student from demonstrating his ability to use

the language orally in the classroom or other situation. Anxiety usually occurs when the student persists in an unwanted, stressful and dangerous situation in their learning process which creates an unpleasant emotion even though they try to avoid it.

Causes

There are three main causes by which the anxiety is given in the students, which are skills deficit, the cognitive self-evaluation and result of evaluations (Tóth, 2010).

- Skills déficit

One of the reasons why the students are anxious is because they do not have the necessary skills to speak in order to interact in a smooth, pleasant and successful way, they do not have enough knowledge and practice in several linguistic competences.

- The cognitive self-evaluation

Another cause for which students have anxiety is because of their negative evaluation of their capacities and abilities that they have at the moment of acting in a given situation, they tend to think that they can't do it, that they are going to fail, they think that what they are going to say or do is wrong despite they have the skills and knowledge, they tend to think that they do not have it and they tend to frustrate immediately creating anxiety in themselves, they think that the people who are seeing or listening to them do not appreciate them, creating in the students unwanted experiences. Anxiety causes disability to speak in the target language causing a sense of anxiety among classmates.

- Results of evaluations

Students tend to be anxious at the time of the evaluations, whether it is exams, graded assignments, peer qualification, teacher qualification and most students create a stressful

environment at the time of the evaluation, and are very concerned about the results they will have.

2.2.3.1.3 Lack of self-confidence

Confidence is not about being arrogant or feel superior to others. Confidence is understood as a silent and secure internal knowledge of what one is capable of and how secure and confident he is of himself in a realistic way without worrying about being someone else (Lyness. D, 2015). Students' lack of confidence is due to the fact that students lack confidence in themselves and their English, they do not accept the value of their abilities and knowledge.

Every student has their strengths and weaknesses, but when a student lacks self-confidence, the student will focus more on their weaknesses, having no confidence in themselves and when this happens the student will not trust in their abilities or strengths to handle whatever comes up which causes the student to remained silent when expressing themselves despite that they have many ideas, opinions or questions to say or express, many of the students at the time of participating tend to have negative thoughts like "I can't do it" and this causes students to suffer from apprehension in communication. It is important to mention that the teacher must give the initiative of trust, he must try to create an atmosphere of confidence so the students can achieve a good result in their learning.

Causes

One of the reasons why the student has problems with their confidence is because their ability to speak English is very poor. Many students think that they can't speak English because their English is bad (Cherifa, 2016). There is also a lack of confidence in the students when teachers do not help in the stimulation of learning (Brown, 2001). In this context, teachers must convince

students that they have the ability to learn, speak and master the English language. As a result, as Brown adds, students put more emphasis on learning since the learning is given in a demonstrative rather than just a motivating learning.

2.2.3.1.4 Shyness

"Shyness refers to a tendency to be withdrawn, anxious, or uncomfortable in a situation involving interpersonal contact, such as a conversation, dating, meeting new people, making small talk, dealing with conflict" (Antony. M, 2004**).** Shyness is another problem that many of the students may face at the time of using the language orally. Shyness creates non-pleasant experiences for students in their learning process, these experiences limit a student to get great progress results in their learning settings. Shyness tends to create insecurity, frustration and fear in the mind of a student and that limits to not show all their potential, knowledge and their abilities in their academic environment. This especially occurs at the time of performing the learning activities, at the moment when the student has to participate, most of the students have difficulties expressing themselves.

One of the most common phobias of students is when they have to participate by using the target language in front of others and when this happens almost always the students tend to keep silent because their minds go blank, forgetting everything they had to say (Pondok and Tangerang, 2012). On the other hand, the shyness of some students is usually caused by their nature, they prefer to keep quiet. In this case, students usually tend to be shy because they do not have self-confidence which is very uncomfortable and frustrating when they have to speak in front of people and this usually happens because students think that when they talk, they will commit a lot of mistakes or maybe their classmates will make fun of them**.**

Coplan and Rudasill, (2016) mention that shyness occurs due to the following situations:

- Fear of new people and situation

One of the reasons why a student becomes shy is due to the feeling of insecurity that he creates in himself when facing or socializing with new people or facing new social situations which makes it difficult for him to develop in his study environment. There may be also the case that many of the students are shy due to past experiences, even though they are already months away from their school year and already have known each other and exist confidence with the members of their classroom, the fear of their bad experience in the past may affect their speaking performance and this prevents the students from engaging in a conversation or relate to the rest of their classmates or the teacher.

- Self-consciousness when perceiving evaluation

Usually occurs when the individual perceives situations where, according to his common sense, he thinks that he will create embarrassing situations, at this point the student knows that the people around him are going to have their point of view, they will see things from a different perspective and may not like what you are going to say and that will worry and frustrate the student a lot and this produces insecurity since for the student, the evaluation of the rest is very important. All this can vary if the student tends to have positive evaluation the student will acquire security in himself and self-confidence but if it's the opposite, the student will lose motivation, confidence and he will become a shy student.

- Approach-Avoidance Conflict

Another reason why students are shy is because they can't avoid shyness, they have an internal battle of taking risks, that desire, that insecurity, that internal demotivation of doing it or not to do prevents them from interacting with the rest, they just don't motivate themselves or they do not

like to have a social interaction they prefer to be alone and if they have to participate in an activity they will participate very little because they do not like to be involved much.

Causes

Radwan (2017) argue that shyness is a problem that is often seen in students, this problem provoke students to not have the courage to speak in English, according the author shyness can be given to possible causes:

- Lack of self- confidence: it's because students do not believe in themselves having negative ideas about themselves, they create a barrier in their brains and that barrier is shyness.

- Inferiority complex: If a person has a thought of inferiority, of being less than others, of feeling helpless, he could be directing himself to be a shy person, which makes it difficult to interact and make use of the language orally and this will lead to having a poor language use.

- Perfectionism: It occurs when students want to be perfect in what they do and in the case of the use of speaking skills, they want to say everything perfectly but at the moment of speaking they come out saying much less than they have studied and made several mistakes and this causes the student becomes shy after this bad experience.

- Lack of social skills**:** The students tend to have insecurity of their skills in front of the rest and this will cause them to become shy students because they have nothing to say in front of people because they do not know how to manage their social skills at the moment when they have to face situation where students have to use the spoken language or create conversation with other people.

- Fear of people and their comments: This can happen because the student has gone through negative situations in his past with his own family, friends or strangers or with himself and

this bad experience causes to find it difficult to interact in the spoken activities of the class. They are also afraid of what others can say about them.

- Negative classroom environment: this occurs because some teachers do not make an effort to create a friendly classroom environment and this provokes students to be afraid of making mistakes or being laughed by their friends due to their low ability in speaking English.

2.2.3.1.5 Self-inhibition

When you focus too much on what is happening inside your mind, on your internal thoughts, on your social skills and cognitive abilities and you forget what is happening in the outside world, it is called self-inhibition, when students go through this, they tend to have very poor interaction during those social situations (Radwan, 2017).

Many of the students are worried about comments, being ashamed in front of others and make mistakes during their performing what causes them to have fear when they are in the presence of others, they worry for the attention that the public can give them which makes inhibition affect their learning despite the fact that the student has a good knowledge of the area, they are not prepared to be in real time exposure. There is no doubt inhibition make students be afraid in social situations preventing them to express themselves freely.

Causes

- Affective factors

One of the reasons why the students are afraid is because of the criticism, they do not want to appear stupid in front of their peers or unknown people they worry a lot about how others will see them, they are afraid to make mistakes and have negative evaluations by those who listen to them.

- Cognitive factors

Grammar

Grammar must be mastered by students, but that does not mean, that they have to say grammatically every word, sentence or a phrase every time they communicate. The students are afraid to speak for fear of making grammatical errors at the moment of a conversation, reason why students prefer not to speak. (Iain, (2015).

Vocabulary

Another factor is vocabulary, students need a broad vocabulary to produce language. If students do not have enough vocabulary, they can't create a conversation, make sentences or make sense their ideas that they want to transmit.

Pronunciation

Having a bad pronunciation affects a lot the production of a meaningful communication, which means if a student has a poor pronunciation it will be difficult for his listeners to understand him and this will lead to the student being afraid to speak again due to fear of pronouncing badly (Iain, 2015).

2.2.3.2.ITELLECTUAL FACTORS

2.2.3.2.1The lack of a target language environment

In the English language process of learning it is very inevitable that students avoid using their native language where the participation of the foreign language is very low because they are usually in a native environment where the opportunities to learn to master the English language are very few because the students are not exposed to the target language on a daily basis (Rababah, 2005). Which is very important that students are exposed to the foreign language intensively both in and out of the classroom so that they can acquire and master the use of the spoken language

correctly. Usually in classes are only taught in a theoretical way where the student tends to be only a passive recipient of information with low participation and thus the students do not have the opportunity to develop their communication skills since once they leave their classrooms the English language tends to disappear because the student has no knowledge and experience to speak and in the community in which they live, the use of the English language is zero since for the people in the community there is no need to use the language. Due the target language is learned only in their classrooms is preferable that the language is learned in their classrooms, actively, practically using authentic language whit a variety of real occasions in their respective activities, working actively in groups, interacting among the participants of the classroom and that will help students to learn and use a foreign language in real situations so in this way they can become truly competent users of the English language.

Causes

There are several reasons why the learner finds it very difficult to participate in the use of the English language. Psychological Problems, is one of the reasons why the students lack the target language environment is due to the fact that many of them have difficulty with anxiety, timidity and fear of making mistakes, psychological phenomena that lead them to use and refugee in the use of their mother tongue or they refuse to talk and in this way they tend to have a very low participation in their respective classes (Hanane, 2016). The same author mentioned that this problem occurs due to cognitive factors which are:

- Lack of Interest: usually happens that the activities or the lessons are usually boring or not understandable and this leads to being non-participant in the learning.

- Pronunciation Problems: by not having a good pronunciation, it is difficult to create a conversation and this can occur due to factors such as learning through a person or the teacher who has a bad pronunciation, bad habits, or the influence of the mother tongue.

- Poor Listening Practice: to have a good conversation you need knowledge and skills of speaking as the ability to listen. The ability to listen is very important since it is not only about listening, it is also about understanding and responding to what you have understood. Which means in a conversation both o more students will play both roles as listeners and a speaker. If one of them does not understand what the other try to say, the listener will not be able to answer.

- Excessive use of mother-tongue: this is a very serious problem because if you want to acquire a new language it is preferable to start from the beginning with the creation of an active environment with the foreign language to learn (English) and this way gradually reduce the percentage of use of the mother tongue both among peers and between students and teachers.

- Lack of Adequate vocabulary and Grammar: By not having enough vocabulary and knowledge of a correct use of the grammar of foreign language it is impossible to create and establish a conversation, it is one of the reasons for which students prefer to stay silent and not say anything since they do not have the skills to handle the language.

2.2.3.2.2 Lack of Adequate vocabulary and Grammar

Littlewood (as cited in Bouchouareb, H, 2016) states: "The student must reach the highest linguistic level possible." The learning of the English language is complex. Therefore if the students have a poor vocabulary and have no skills and knowledge of the use of grammar, they

will not be able to speak English. Therefore it is essential that the student knows how to master vocabulary, pronunciation and grammar (linguistic competence) so that in that way, students have the ability to create communication and thus have the ability to join words, phrases, sentences and thus convey their desired ideas.

Causes

Usually in schools are used to show grammar as a dry concept, to show it in a descriptive way where they only focus in the correct use of a model of tense what causes students to use incorrect grammar in their communication but it is not like that. Grammar is not only a list of rules and patterns where we only show the structure of the language. Grammar is a broad field where it also covers other grammar skills such as pronunciation, vocabulary development, understanding and others (Flores and Navarrete, 2016). Grammar is about showing us how language works, how to use it correctly and how to apply it in a variety of context with new structures where it focuses also on in morphology, phonology as in syntax and semantics so as to have the ability to combine words, sentences, sentences with coherence and cohesion in order to have a desired and meaningful speech and not just how it is usually done (Azar, 2007). Grammar is a living resource that helps us in the communication in both, written and spoken way, it plays an important role in the learning of a foreign language (Hanane, 2016).

The lack of vocabulary is also a serious problem which is not given much importance in the learning of spoken language. Many of the students tend to have difficulties when speaking because they do not have the necessary words or the appropriate vocabulary to express their ideas. Having no knowledge of a sufficient vocabulary have to use incorrect words an example of this is the synonyms if the student lacks vocabulary tends to use incorrect synonyms in a given context and this will change the meaning of the message. Also, the student will have problems as a listener

because of their poor vocabulary it will be difficult to understand what the rest tell them and this will create confusion to understand (Cherifa, 2016).

2.2.3.2.3Classroom Interaction

For a meaningful, healthy and practical learning of the English language, there must be a friendly and open environment, there must be a good relationship between students and teachers so that a positive learning atmosphere can occur. The function of the teacher is to be a guide, a support, to encourage the interest of the students, so that the students lose their fear and become active students, become the main actors of the learning, giving them the opportunity to ask questions and get their respective answer without any impediment, to look for solutions to the problems and thus the students achieve the speaking activities without feeling incompetent or less than the rest of the students.

2.2.3.2.4 Mother tongue use

The excessive use of the mother tongue by both teachers and students in the learning of a foreign language in their classrooms affects the progress of acquiring and developing the ability to speak since there is no exposure of the foreign language for practice which will create great consequences over time in the students (Taghinezhad, 2018). It's inevitable to see that in the learning of the English language, the mother tongue is not present, which is a subject that causes controversy, since the use of the mother tongue has its advantages like learning new cognitive strategies, having understanding of their mother tongue and also helping them to increase their cognitive control as it also has its disadvantages like delays in both practical and cognitive learning.

This confuses the students since from several points of view many of the detractors can't see the learning of the English language as an opportunity to learn and reap the maximum benefit so

it is very important that teachers know how to deal with all the factors that arise in the classroom, institution and the partner school in where they are (Mosquera, 2017).

When learning a foreign language, it is important to mention that the use of the mother tongue in the classroom is not bad if the use is moderate enough seeing how there is a variety of students that have many deficiencies it is necessary to make links between the mother tongue and the learning language such as using the translation in a small percentage so that all students learn equally while still using and practicing the English language authentically and realistically with real life examples. It's necessary that the teacher use the mother tongue in this occasions for example to rectify something or to give instructions in an initial stage, put order in the course or when the students present problems, and he has to use the role of mediator or psychological in this way giving the opportunity to the students express themselves freely and in this way gain confidence and dare to use the foreign language with the same confidence that they do when they interact with each other in their native language.

Due to the traditional methods of teaching and the bad habits and the little preparation of the teachers to innovate, for many years the teaching has been imparted with the mother tongue being that he shares the same language of the student which has caused the students to become accustomed only to learn the English language through their own language, to express, interact, share opinions, ask and respond in their mother tongue and to see the English language as a concept and nothing practical and as a boring and difficult subject and due to this the students do not understand why they study English because they have no knowledge of the great advantages and opportunities that can provide the knowledge to speak English.

2.2.3.2.5 Improper Teaching Methods

Teaching methods not being executed correctly tend to become a big problem in the student learning/teaching process. So it is very important to give much importance to this topic. So if the teacher misses the teaching methodologies, it will create great consequences in the student learning resulting in a monotonous, limited and not creative and imaginative learning offering traditional methods like audio-lingual, grammar translation and more of the same where students are only spectators and recipients of knowledge and are not active participants of learning, where the student's speaking time is minimal compared to the teachers because of that the teacher speaks more, leaving the student as a listener being so that the student does not have the opportunity to explore their deepest level of knowledge and skills or the sufficient time to practice it his speaking ability (Dorguo, 2015).

 With this traditional methods, the teacher tends to be the main actor in the learning process, a mere transmitter of information, where the classes are only dictated and there is no exchange of ideas, comments, criticisms, discussions among the participants of the learning. The teaching methods are given due to the search of solutions, more effective ways, and more effective strategies in order to enhance the process of teaching, facilitating teachers to work proficiently and guarantee a successful result (Tamura, 2006).

Also with these traditional methodologies the learning process is based more on the translation, the teaching of grammar, focuses on memorizing a list of grammatical words and rules to create sentences, the comprehension of the writing and the reading, creating a passive environment and in this way, where their class activities are only written, students are asked to perform sentences correctly using the rules according to the subject of study and at the same time memorizing a simple vocabulary. In this way, students do not learn the language equally. They get only a poor

knowledge of the language in a real situation in the practice. With this methodology, the students learn the language during several years of their study which means the skills of speaking and listening no longer matter as these skills are rare they are used.

Many methodologies applied today are based on being theoretical, inappropriate for a topic and not practical, and because of this, speaking skills such as listening have become obsolete in education since these skills need practice, and constant use what has prevented awakening the potential, interest and skills of students. Is very important to mention the teacher, he has a great responsibility in the learning and management of the students. He is in charge of using the appropriate methodologies for each student in his classes. Every student is unique and it is not possible to present a single methodology and this is a great challenge, which in order to face this reality, it is very important to have a well prepared and confident teacher.

When teaching a foreign language, a teacher must take into account the needs and problems that exist in their classes, should have knowledge of the educational contexts and the objectives of the same, should have knowledge of their students and their characteristics, should have knowledge of the curriculum (knowledge of the subject, knowledge of delivery method and knowledge of evaluation strategies) and finally humanistic standards (Dorguo, 2015). Vikoo, B. (2003) mentions that the teacher should not just focus only on cognitive development methods also he has to know and manage affective development methods and psychomotor development methods. Well-structured methods will result in active participation by students where they have the opportunity to show their cognitive abilities and not just be transmitters of knowledge already done.

2.2.3.2.6 Communicative competence

Linguistic competence: It refers to the inconsistent, innate and implicit knowledge of the language which allows the student to understand how it works and how to use it appropriately. It means that the student has knowledge of the use of grammar, vocabulary and pronunciation and how to apply correctly, in the same way the student has the ability to combine sounds, words, phrases or sentences appropriately but when something is wrong or has been violated the rules students unconsciously tend to recognize which principles or rules of the language have been used incorrectly. Students should be able to master this speaking proficiency so that they can become a good speaker of the language (Koay, 2016).

Sociolinguistic competence*:* It refers to the ability to use language correctly and appropriately, taking into account the situation and the social context in which it is found. It means that the student must have the capacity to recognize and select the correct topics for the social context in which he is **a**nd leads the student to wonder himself, what words are appropriate for this conversation? How can I express myself correctly? In what moment do I have to speak? How can I give meaning to the theme of the convection? With what attitude should I express myself (courtesy, amiability, authority, respect)? (Koay, 2016)

Discourse competence: It refers to the ability of the student to link and organize words, phrases and sentences to structure appropriately a text according to the situation where they are, that means that the student must use the grammatical rules and an appropriate vocabulary according to the situation, keeping in mind that what he transmits must have cohesion and coherence (Koay, 2016).

Strategic competence*:* It refers to the ability to use the langue interactively in order to overcome interruptions or failures that may exist in a conversation and to give immediate results

such as when you aren't familiar with the topic is better not to discuss the subject despite the fact that the student has a high knowledge of grammar, vocabulary and pronunciation that will not be enough for the communication to be satisfactory (Koay, 2016).

Causes

Communicative competence refers to the ability to use language correctly it means to have knowledge on how to use grammar, vocabulary and pronunciation correctly to know how to use the language according the situation and context, to have the capacity to use the language with cohesion and coherence and finally to know how to use the communication strategies in order to communicate in a speech community, this implies knowledge in the four areas which are: linguistic competences, sociolinguistic competences, speech competencies and strategy competencies (Chang, 2011).

Usually in schools the classes are taught using only the linguistic competence which harms the students' learning and this lead the students to only have knowledge of the language in a theoretical way where they only are taught to read and to write in English but not how to use it in a practical way it means to use the spoken langue orally. For example, in the activities, both the teacher and the students tend to produce imaginary sentences and do not use examples with authentic situations and being only imaginary sentences they only pay attention to the grammatical rules are well applied and in this way, they are restricted in their ability to process information correctly.

2.2.3.2.7 Curriculum

The curriculum is an intentional, systematized, informed, planned, progressive and flexible educational project developed by a specialized members of a country that helps students to improve and impart knowledge, attitudes and their skills based on a series of values and principles keeping in mind the policies and social demands in which they are established (Unesco.org, 2017).

Stabback, (2016) says that the curriculum is an essential structure of a subject or a set of subjects which consists of a specific approach that includes many dimensions: 1) The objectives should be precise keeping in mind what do you want to achieve with those interested of the study plan (educational policy, institution, students and teachers) the needs and welfare, and the advances of a globalized world. 2) Based on the objectives, the content must be well developed, it must be authentic relevant and clearly link to the present, where students have the opportunity to be participants and not just content recipients so as to facilitate the learning path in the educational process, the contents respond when to teach?. The content is formed in order to achieve the educational purpose of the educational policy which can be theoretical (concepts, theories and principles) as practical (strategies, technique and methods).

3) The methodologies must be coherent according to the subject, the needs of the students and according to the social demands. This corresponds to the way in which the contents will be addressed in order to achieve the proposed objectives, which consists of the tasks and actions that the teacher runs to achieve the proper teaching of a certain subject and facilitate the learning of the students this respond to how to teach? being that teachers play an important role in a curriculum, they have to be trained for the implementation of new strategies and methods in order to guarantee a high quality of learning in each one of the students being that each one learns differently.

4) The evaluation, allows to examination and analyzing of the progress that each of the students are acquiring with this proposed approach in order to reinforce and not to damage the knowledge acquired during an educational program which the evolutions have to be aligned with the objectives proposed in the curriculum. 5) The resources, the curricular materials or also called didactic material is presented in different formats: printed (textbooks, portfolios,) digital, (audiovisual, multimedia, DVD, web pages, simulations and software) which help facilitate the

process of teaching being a support and mediator in the learning process, which is very important to have the appropriate materials for both students and teachers so that learning can be maximized (Blanco, 2012). It's very important to mention that nowadays the most used didactic medium is the book, since the imparting of knowledge only comes from the book and this should not happen, the teacher should not only depend on the book, even if it is a well-prepared book. There are many resources and didactic materials that can be complementary for learning. The advancement of technology has developed new pedagogical tools and they manage to attract much more attention from students, so teachers should be up-to-date, qualified and experienced in order to have the capacity to add these new tools to education and finally 6) the time (Stabback, 2016).

As the world is constantly changing and increasingly globalized, there is a great demand for English language both in global markets and in local markets, since every day there are new discoveries, new inventions, new needs, and new challenges being that every day the English language invade almost all fields of knowledge so it is important that the curriculum is designed to meet the needs and demands of a society for ensuring a high quality of education for those interested in the curriculum and to open several doors of opportunities for a better quality of life of the student both in the classroom and in the outside world and thus address. (Stabback, 2016).

Therefore, the Ministry of Education took the job of monitoring and updating the 2010 and 2012 curricula in order to implement, improve and give flexibility to guarantee an exclusive, equitable, and quality education and have a successful participation in a globalized society in the 21st century, in this way students can contribute to the development of a national consensus as well as economic, political and social (Ministerio de Educación, 2016). Due to that the world is increasingly interconnected and the great demand that exists with the new labor, economic, business and culture needs the Ecuadorian state announced new reform of the 2016 curriculum

given much importance to the quality of study to the English language, so the curriculum focused on students of the BGU (Bachillerato General Unificado) to have the ability to produce and expand their language skills such as being able to request and provide information without undue effort, extend meaning in spoken interaction, express opinions on abstract and concrete topics, have the capacity engage in others ideas, give information effectively and clearly in a variety of oral form y variety of situations, have the capacity to use appropriately and effectively new terms, words or expression in in conversations, ability to deduce meaning unfamiliar words, or phrases in a conversation. This means that students must be able to develop intellectual, personal and social skills and act with a critical, creative, curious and cultural knowledge, applying their values so that they can face the risks, the needs and potentialities of the region and the world (Ministerio de Educación, 2016).

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1.RESEARCH DESIGN

In the field research, the information and data of the observed phenomenon were collected under strictly controlled conditions, here the teacher and the students were observed in real classroom environment to then interpret the information with the purpose of integrating all the details focusing on the main topic of the investigation in order to analyze, understand and give a solution to the phenomenon to investigate making a comparison with the theory, as is the case of the students of Third of Bachillerato, Parallel "H" at Unidad Educativa "Riobamba".

3.2. TYPE OF STUDY

3.2.1. QUALITATIVE AND QUANTITY METHOD

This is a qualitative research because it helped to explore and determine the problems and causes that exist in the use of the ability to speak based on the information gathered from the problem to be treated, so here the individual predominates, is flexible and is subjective which leads to understand that it is a qualitative research. The results of qualitative research are descriptive rather than predictive. It is also a quantitative research because it helped to understand in a more precise and deeper way the research phenomenon, at the same time it helped to quantify the existing problems in the field of study, the data collected through the questionnaire tables and graphs requested measurable characteristics and a statistical report which helped to discover the problems in a more structured way.

3.2.2. ETHNOGRAPHIC

This is also ethnographic investigation because the phenomenon was observed in a real-word settings it means in their natural form, this method helps to have a useful investigation because it helps in the identification, analysis and possible solution of multiple problems of the education context.

3.3.LEVEL OF RESEARCH

This investigation is an exploratory research because this research does not intend to offer final and conclusive solutions to the questions, instead of that this research starts with a phenomenon that the researcher has observed based on a theoretical idea and previous studies relating to this study will be reviewed to understand more about it.

3.4.POPULATION AND SAMPLE

31 students and one teacher of Third of Bachillerato, Parallel "H" at Unidad Educativa "Riobamba".

The population is limited for what is considered to work with 100%of the students, so it is not necessary to obtain a sample.

3.5. TECHNIQUES AND TOOLS FOR DATA COLLECTION

3.5.1 TECHNIQUE

OBSERVATION**:** It was applied to the students and the teacher of Third of Bachillerato, Parallel "H" at Unidad Educativa "Riobamba".

INTERVIEW*:* It is a very useful tool that serves to obtain information through the dialogue. In this case, the interview was conducted with the teacher to obtain information that is needed

and in this way to see the problem from the perspective of the teacher. The interview was applied

to the teacher of Third of Bachillerato, Parallel "H" at Unidad Educativa "Riobamba".

SURVEY: Through this method we can obtain information quickly, effectively and relevant to

the topic that is being researched. Which means that the individuals complete a series of

questions that the researcher asks in the survey. It was applied to the students of Third of

Bachillerato, Parallel "H" at Unidad Educativa "Riobamba".

3.5.2 INSTRUMENTS

The research instruments made to collect information or data for this study were an observation

guide, an interview and a questionnaire.

OBSERVATION GUIDE:

During the hours of classes of the English language the observation guide was carried out in

order to look for the problems and causes that students have with the use of speaking skills. The

teacher as the students was observed. This technique was applied to collect information about the

problems that the student face at the time to use English language. The researcher simply wrote

down what was observed, using this technique the role of the researcher was passive, he didn't

participate in the learning.

INTERVIEW WITH THE TEACHERS

An interview was conducted with the teacher orally in order to have information to see the

problem from the perspective of the teacher and in this way understand the problem from different

points of view. Here the teacher provide helpful information about the questions posed by the

researcher. In the interview, they talked about the problems that students have in the spoken

language, how to face them, possible solutions and also she added other problems that prevent him

for devoting more time in the use of the language orally. This instrument consists of four open

questions where the teacher could answer in detail with his own words and knowledge on the topic to be treated.

QUESTIONNAIRE

This research instrument consisted of eight close-questions about the speaking skills problems and causes that the students face in their learning process when using the foreign language (English). The questionnaire were delivered to 31 students. They had to choose one or more options of the literal of each question. With this instrument, the students can choose and answer freely their questionnaire. We used it with students and a teacher of Third of Bachillerato, Parallel "H" at Unidad Educativa "Riobamba" to obtain specific information from each student according to our research's topic.

3.6. TECHNIQUES FOR PROCESSING AND INTERPRETING THE DATA

- Review Information.
- Application of research instrument.
- Tabulation of the getting data.
- Analysis of results.
- Interpretation of results.
- Establishment of conclusions and recommendations.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF DATA

The purpose of this research was to observe what problems and causes the students faced when using spoken language, this research was done with the students of Third of Baccalaureate, Parallel "H" at Unidad Educativa "Riobamba". Firstly the technique of descriptive observation was used, which was based on observing everything that happened in the English classes, this observation was made in its real class environment. During this study, the researcher had the opportunity to see and analyze everything that happened in the classroom and to observe the behavior and the attitudes that the students had in front of the oral activities of the classes. The classes were observed in a non-participatory manner for a month. Already with a knowledge acquired from several sources(book and internet) on the subject and with the help of an observation guide the researcher could identify many of the problems that the students faced when speaking the English language also for the collection of data of this study, he designed a questionnaire for the students where they can respond freely and without fear of being criticized also the researcher created an oral interview for the teacher that consisted of open questions where the teacher had the opportunity to explain himself in an open, broad and certain way so in this way, see and understand the problem from a different perspectives.

To reach the first objective, which was "To identify the problems that would avoid students from being able to speak the language in the classroom of Third of Baccalaureate, Parallel "H" at "Unidad Educativa Riobamba ". The researcher had to acquire a lot of information from various sources (internet, books and others) about all the problems that existed in the ability to speak and then make an observation guide to then perform a descriptive observation in the place of study. Already with a prior knowledge of the subject, the researcher was able to identify the problems

that the students had such as the lack of motivation, anxiety, lack of self-confidence, shyness, inhibition, lack of the target language environment, the permanent use of the mother tongue in the learning of the English language, the lack of knowledge and use of the appropriate vocabulary and grammar, the lack of interaction between classmates and the teacher and the use of traditional methods by the teacher in the students and the lack of knowledge of communicative competences. All these problems make the students see it so hard to speak the language, and in this way, they do not tend to develop this skill.

Once, all the problems that avoid students from being able to speak were identified, the researcher tended to seek a wide, reliable and real information from previous studies to have a better understanding of the problem in order to find the causes of the students' problems so in this way to reach the second objective, which was "Identify the causes of the difficulties in speaking that students face when using language orally". In this study, the technique of descriptive observation with the help of an observation guide was used and at the same time, a survey was given to each one of the students to know the causes that don't allow the students to speak the English language.

Finally, to achieve the third objective, which was to "Identify if teachers spend enough time studying and practicing speaking skills", the researcher spent time observing in each class to determine if the teacher spend enough time practicing the ability to speak with the students or if the learning is focus is only in reading and writing.

4.1. STUDENT OBSERVATION GUIDE

A GENERAL OBSERVATION GUIDE

FACTORS THATAFFECT THE SPEAKING PERFORMANCE

An observation guide is a gathering data instrument, which is use to observe and analyze social educational facts in order to facilitate the research, for identify the factors that affect the speaking performance. It will be applied to the students of Third of Bachillerato "H" at Unidad Educativa "Riobamba", during the academic year October 2017 – February 2018.

DATE:

USUALLY: 1	SOMETIMES: 2	RARELY: 3	HARDLY EVER: 4

Chart No. 1: Results of the observation guide

No	ITEMS		1	2	3	4
		Do the students have knowledge in the four areas: linguistic competences, sociolinguistic competences, speech competences and strategy competences?				X
		Do the students lack of knowledge of grammar, vocabulary and pronunciation?		X		
1	Cognitive factors	Do the students have the ability to join words phrases or sentence to express and share their ideas with coherence and cohesion?				X
		Do the students have the ability to use the language according the situation and context?				X
		Do the students have the ability to use the language interactively?				X
		Is the student's participation active in classroom?		X		

2	**Improper use of teaching methods**	Do the teacher focus on teaching with traditional methods (grammar translation or audio-lingual)?	X			
		Do the students have the opportunity to use and develop their speaking skill in their activities and in real world situations?			X	
		Do the teacher use authentic activities to promote the participation of the students in te communicative activities or tasks?				X
	Materials	Do the students and teacher work with appropriate materials like technological and modern implements?				X
		Are the material used by the teacher to teach authentic or beneficial to the students learning?			X	
		Is the book adequate for the learning of the students?			X	
3	**Content, time and evaluation (Curriculum)**	Is the curriculum designed for have an equal learning of the four skills where the activities are focus on being practical?	X			
		Are English hours sufficient to teach properly the subject of English?				X
		Does the teacher dedicate enough time to make activities, tasks or exercises with speaking skills?				X
		Is the content of the curriculum based on being authentic and practical?			X	
		Do the evaluation focus on speaking skills?				X
4	**Affective factors**	Does the teacher paid attention in the weakness and in the need of the students?				X
		Do the students have problems with the affective factors?	X			
		Do the students are worry of making mistakes, of being embarrassed or afraid of criticism from their classmates?	X			
		Does the teacher create a safety and comfortable environment where the students can participate actively without any feeling of tension or nervous?		X		
5	**Mother tongue use**	Do the students use frequently their mother tongue in the activities?	X			
		Do the lack of the target language environment affect the students?	X			
		Do the teacher create an environment of the target language use?		X		

		Do students transfer language rules of L-1 to L-2	X			
		Do the teacher encourage the students to use the target language in their activities without using their mother tongue?		X		
		Do the evaluations focus on speaking skills?				X

Note. Source: Factors that affect the speaking performance, direct observation.
Made by: Dario Cutiopala

4.2. BRIEF DESCRIPTION ABOUT THE OBSERVED PHENOMENON

During the time of class observation, the researcher carefully annotated everything observed in order to have relevant and clear information in order to know the problems that students had when using the English language orally. The information gathered through the observation, showed that the students found the following problems: Speaking proficiency, use of improper teaching methods, mother tongue use, inhibition and the lack of resources and didactic materials.

4.2.1 Communicative competence

It was observed that learning was generally focused on linguistic competence, leaving aside the rest of the competences such as sociolinguistic competences, discourse competences and strategy competences and because of this the performance of developing good communication skills was low being that learning is based only on this competence which is not enough to have a desired learning and because of this, it was clearly observed that they did not have the ability to join words or sentences to create meaningful sentence and to know which words or phrases fit in the topic or be able to use the appropriate language according to the situation or even to recognize and repair communication breakdowns.

With regard to linguistic competence, in the speaking activities it was observed that many of the students did not dare to speak in English because they lack vocabulary and knowledge of grammar, even though in their classes they learnt or were taught a variety of words and

grammatical rules by the time it was their turn to speak, everything they learned did not flow from their mouths. Also, it was observed that many of them tried to speak but they did not do it correctly because they lack vocabulary and had grammatical errors like sentences fragments, wrong word use, split infinitives, verb tense errors, subject/verb agreement errors, or even in simple sentences using verbs in third- person singular form. **Also if they dared to speak they did it by translating with the rules of the mother tongue.** It was clearly observed that they did not have the ability to join words or sentences to create a meaningful sentence. In each activity the teacher used to give instructions but due to the lack of knowledge of grammar (morphology, phonology, syntax and semantics) vocabulary and pronunciation the students did not understand the instructions of the teacher so the teacher had to repeat several times, what to do which was useless since the teacher ended up giving the instructions in the mother tongue. The times when they understand the teacher was when the sentences were short and were not fluent. Pronunciation was another problem that the students faced, many of them had bad habits, they were used to saying the words as they read them, and this affected the listener's activities since they did not understand each other.

4.2.2 Improper use of teaching methods

From the beginning that the researcher arrived at the course, one of the problems that could be identified at first sight was that the classes were very passive, almost nothing participatory. The teaching, the lessons and the activities were usually written. The participation of the students was very little, for this reason the students had a low exposure to use the English language, while the teacher made notes on the blackboard to explain the class the students were engaged in copying, there was no space or time for the student to pay attention to the class since the students focused on copying every single word that the teacher dictated them, and when the teacher used an example

so the students could understand the class better, the examples were minimal and not practical, the class focused on being more theoretical and octodorses.

The memorization of vocabulary and grammar rules was often seen in each class, but it only served for the moment as moving on to another topic, the students tended to forget since it was not practical, as it is well known for students to have a good understanding of the topic requires the use of practice with true examples in real situations, usually the teacher sent them to copy in their notebook each new and unknown word and also grammatical rules that the teacher thought they should learn to then be collected in their folders and what refers to the evaluation, the evaluations proposed by the teacher were always written so the students did not feel the need to study and practice the ability to speak since in their evaluations the only thing that they were qualified was the written.

Also due to the lack of technological and modern implements in today's times since we live in a technological era which is very important to advance with the time, the teacher tended only to use the student's book, the blackboard, the student's notebook and the classroom and despite the fact that they had a computer classroom with internet and other modern technology instruments, it was not used, the teacher mentioned that the reason why she didn't used it was because there are many courses who used it too and due to this it is impossible to use it. Due to the use of traditional materials the students used to show tiredness, boredom, lack of motivation and lack of interest in the learning which limited student`s learning and prevented them from making progress in improving or increasing their knowledge. As far as the book is concerned, its activities were based more on writing and reading activities and did not include many speaking activities since the activities of speaking were integrated into the skills of writing and reading, by this I mean that students only tended to ask and answer what was already in the book and because of this, there

were no opportunities for the student to use language in a meaningful and creative way. Also the teacher added in his interview that the book is very advanced for the students of Third of Bachillerato, Parallel "H" at Unidad Educativa "Riobamba" since the students have a very low level of English, and that makes it very difficult the learning because they have many deficiencies of knowledge of the English subject of previous years.

On the other hand during the observations the researcher could never see that the teacher tried to motivate, inspire or encourage the students to show them the importance of knowing how to speak English, the teacher only focused on complying with the class planning proposed by the educational planning. The teacher state in the interview that she just cannot focus on the speaking ability because they don't have enough time to focus in one ability because the priority for the teacher was to follow the curriculum of the institution which was more focused on writing and the reading, where the activities focused on completing or filling in the blanks. With the data gathered from the observation, she showed that the only reason why they tried to be part of the learning was because of the grades and the fear of getting bad grades in their activities, homework and exams.

4.2.3 Use of the mother tongue

During the classes, it was observed that the students used frequently their mother tongue, there was no environment of the target language (English) and they only used it only when the teacher asked them to read the book's instructions, the readings of the book or at the beginning and at the end of the class for the greeting, the farewell or to go to the bathroom. It could be understood that they already had memorized command phrases, it was very rare to see the students exchange ideas among themselves, ask questions or complain about using their activities. When they started to perform their activities, the discussions were done using their mother tongue. It was usually observed that the teacher frequently used the English language to teach, explain or give instructions

but many of the students could not understand it and due of this many of them did not pay attention which led them to do something else than pay attention and this forced the teacher to use the mother tongue. The researcher observed that they did not use the English language in their activities so the researcher ask them what was the reason for not using the language they are learning and their answer was "we can't do it, it is very difficult or we do not know how to do it". Also, it could be understood that this problem was due to the fact of their poor vocabulary and the lack of knowledge of grammar and this weakened their confidence and motivation of their abilities.

4.2.4 Affective factors

In order for students to make progress in their learning is necessary that the teacher should not only be based on knowledge also must take into account the affective side of the students which means that it should be taken into account the feelings, attitudes and internal emotions of the students and for this it is important that the teacher has a good connection with their students, that exists a friendly atmosphere between them so that they can express their intellectual feelings freely so in this way prevent the student closing in on themselves with fear, shame, vulnerability feeling less capable than the others

During the observation the researcher could notice that the learning was unequal, in the different dictated classes a few were the ones that attended the classes and usually they were the ones who sat in front, and I mean that they were paying attention because the researcher saw them copying it what the teacher taught but in the same way there were other groups that little or nothing did not matter to them. It was not observed that the teacher asked them why they were not participants of the learning, the only thing that was seen was that the teacher at the end of the class asked the students if they understood to which the students together answered with a ¨yes¨ but when the teacher began to perform the various activities or take individual lessons of the treated subject

many of them failed and in that moment is where the fear of speaking, the nervous, the intimacies, shyness, fear of making mistakes and insecurity in their abilities were reflected. The classes were generalized the teacher qualified through their grades, there were only good and lazy students and in the way it could not be observed that the teacher took some time to look and know the weak points of the students, to know why students have so much disinterest in the subject and to understand the student in the affective side and because of this the students responded in a negative way in their learning.

- **Inhibition**

Through the observation that was carried out in their classroom, with the results of the students interview and the little contribution from the students in the class activities. It was understood that many of them did not dare to participate in the activities because many of them have fear of making mistakes, of being embarrassed and afraid of criticism from their classmates because of this they focus too much on their internal thoughts, which causes them not to be able to express themselves. Although it could be seen that the teacher tried to take positively the mistakes of her students and taught them that mistakes are part of the learning but the students did not take it seriously there was no trust between them since whenever they had to act in the activities or in the lessons and the teacher names them you could see that they got nervous, they forgot the directions, they left the topic, and they closed themselves in silence without saying anything, since at the time that they had to speak all the students paid attention to them, causing them tension and fear of doing things wrong.

- **Shyness**

In the data collected through observation, another factor that caused students not to get involved in class activities was shyness. It could be seen that the students were nervous or shy when they had to pass in front of their classmates to give an oral lesson or to complete an activity on the

board. This problem caused insecurity in their oral activities since they were very difficult to express themselves and when they could not do it, they preferred to see the ground and not say anything. Sometimes the activities were very easy but due to this factor a lot of them preferred to be in silence.

4.3. ANALYSIS OF THE INTERVIEW WITH THE TEACHER

An interview was conducted with the teacher of open questions related with the difficulties that students have with the performance of the spoken language in their learning classes. The questions were 1) "In your opinion, what are the main factors that affect your students' speaking performance? "2) "What are the main causes or difficulties that your students face in their speaking activities?" 3) "Do you encourage your students to speak English in or outside the classroom? "And the last one 4) "What solutions or strategies would you most suggest to improve their speaking skills?" According to the questions asked, the teacher responded openly and realistically. The teacher gave her points of view to the different questions mentioned above according to how she saw the problem and at the same time added information about difficulties that she believed it was necessary to keep in mind which were the lack of time, exist many students in the classroom and students drag many deficiencies, after mentioning this the teacher presented possible solutions to improve the spoken problems that exist in the student's learning.

Chart No. 2: Results of the interview with the teacher

Questions	Teacher's response
In your opinion, what are the main factors that affect your students' speaking performance?	• They do not have bases of the English language • They drag many deficiencies

	• There are many students in the classroom • They do not give importance to the English subject • The lack of time • The lack of adequate materials
What are the main causes or difficulties that your students face in their speaking activities?	• Fear of making many mistakes • Shyness and fear when expressing their self in other languages • Be mocked by their classmates
Do you encourage your students to speak English in or outside the classroom?	• The teacher motivates to speak the language • The teacher encourage the student to know the importance of the English language
What solutions or strategies would you most suggest to improve their speaking skills?	• Personalized teaching • Perform oral activities constantly in the classroom

Note. Source: Factors that affect the speaking performance, teacher's interview.
Made by: Dario Cutiopala

Before the interview the researcher asked the teacher to try to answer in a real and sincere way since this would help the research a lot. The interview started with the first question that was "In your opinion, what are the main factors that affect your students' speaking performance?" The teacher began saying that she thinks that one of the factors that affects the speaking skill is that there are many students in the classroom and due to this she can't perform a personalized teaching or focus on the problems of each of the students also she added saying that another factor is that the students do not have bases of the English subject as they come dragging deficiencies of

previous years which makes it difficult to teach on an equitable way and last factor that the teacher mentioned was that some of the students do not give importance to the learning of the English language since they consider that it is not necessary.

The teacher said that time is another factor that prevents students from acquiring and developing the ability to speak in class. He mentioned that they used to have 5 hours of English class in the week and now there are only three hours of classes per week and in one hour (40 minutes) nothing can be done since the teachers have to comply with the programmed activities of the curriculum and because of that it is complicated to carry out activities of speaking with each of the students and also she said that the teachers must take into account the other skills such as listening, writing and the ability to read. Also the teacher mention that it would be very important the authorities add more hours to the subject of English in order to teach and practice all the skills in an equal way since with 40 min of classes nothing is done.

The lack of adequate materials in the English classes was another problem for the learning of the English language. First the teacher mentioned the book, saying that the book is very advanced for students since it is difficult for students to understand the activities and the theme of the subject. Second the teacher said that she cannot teach the subject of English through technological sources such as a focus, computers or virtual course because there is only one English language classroom and many courses use it, is complicated to have the opportunity to teach through this medium. To finish with this question the researcher asked the teacher why she still based on using the method of translation to teach which the teacher answering saying because the majority of students have high deficiency of knowledge of the language she cannot be based on another method and because of this the teacher cannot create a foreign language environment since if she speaks in English many of them fail to understand her.

The researcher continued with the second question, which was "what are the main causes or difficulties that your students face in their speaking activities?" The teacher stated that one of the main causes for which the students cannot develop their speaking performance is that they are afraid to commit many mistakes because they think that their classmates are going to make fun of them and another cause is that students get very nervous and shy when expressing in another language.

The third question was about whether the teacher motivated his students to use the English language either in their classrooms or outside it. The teacher said that as a language teacher she tries to motivate them all the time to put into practice everything they learn. At the same time the teacher mention that she often reminds the students of the importance of the English language as it will open many doors for them in their jobs or in their professional lives and thus giving them better opportunities to live better. Moreover, the teacher said that the students have little or nothing they care to learn another language and as there is no interest from students to learn the English language which made her difficult to teach correctly.

The last question was "what solutions or strategies would you most suggest to improve their speaking skills?" The teacher said that one of the ways that students can learn effectively and meaningfully was by giving them a personalized teaching but because it is a public institution it was impossible to do it. She also added that one of the good strategies to develop the ability to speak is to carry out oral activities constantly in the classroom until the students can gain confidence in themselves and in this way it becomes easier for them to come forward and act in their activities in a calm and effective way.

4.4. ORGANIZING INFORMATION INTO MATRIX, TABULATION AND GRAPHIC REPRESENTATION

Questionnaire results

Are you interested in the learning of the speaking skill?

Table 1: Tabulation, Interest in speaking skill

INTEREST IN SPEAKING SKILL		
OPTIONS	**PARTICIPANTS**	**PERCENTAGE**
Very	8	26%
Rather	8	26%
Little	15	48%
Not at all	0	0
TOTAL	**31**	**100%**

Note. Source: Table chart No 1, elaborated by Dario Cutiopala

Graphic No, 1: Percentage results, Interest in speaking skills
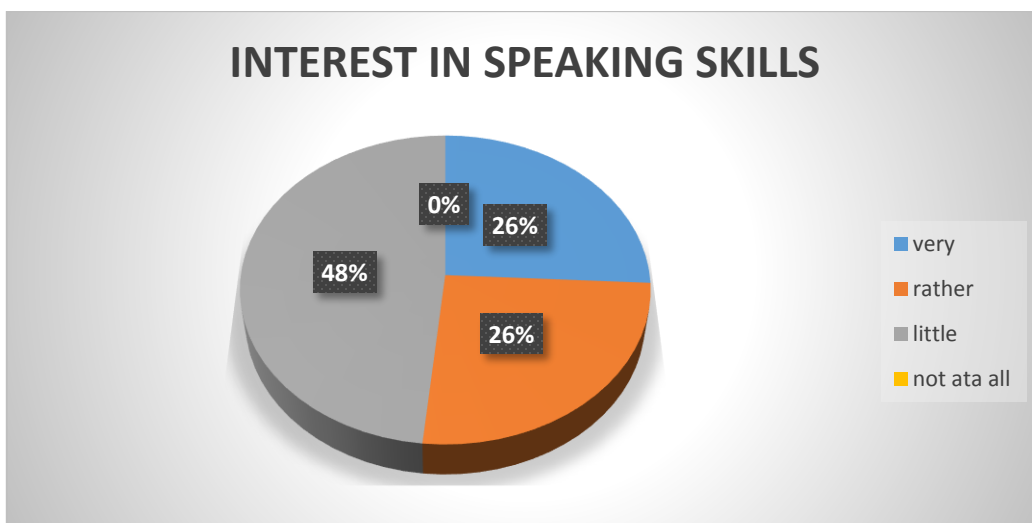
Note. Source: Interest in speaking skills, pie chart No 1.
Made by: Dario Cutiopala

1.-ANALYSIS AND INTERPRETATION

It can be understood from the data obtained from graphic No 1 as well as table No 1 that there is interest in the students to learn to master the spoken language because none of the students choose the answer where it indicates that they are not interested in learning the spoken language. From the results obtained from 31 students which represents the 100%, 52% of them are interested in learning the spoken language. Even though there is a group of students which represent 48% of the students almost half, who have a minimum interest in learning, which leads us to understand that even if the interest of the other half is minimal, there is a willingness to learn in students.
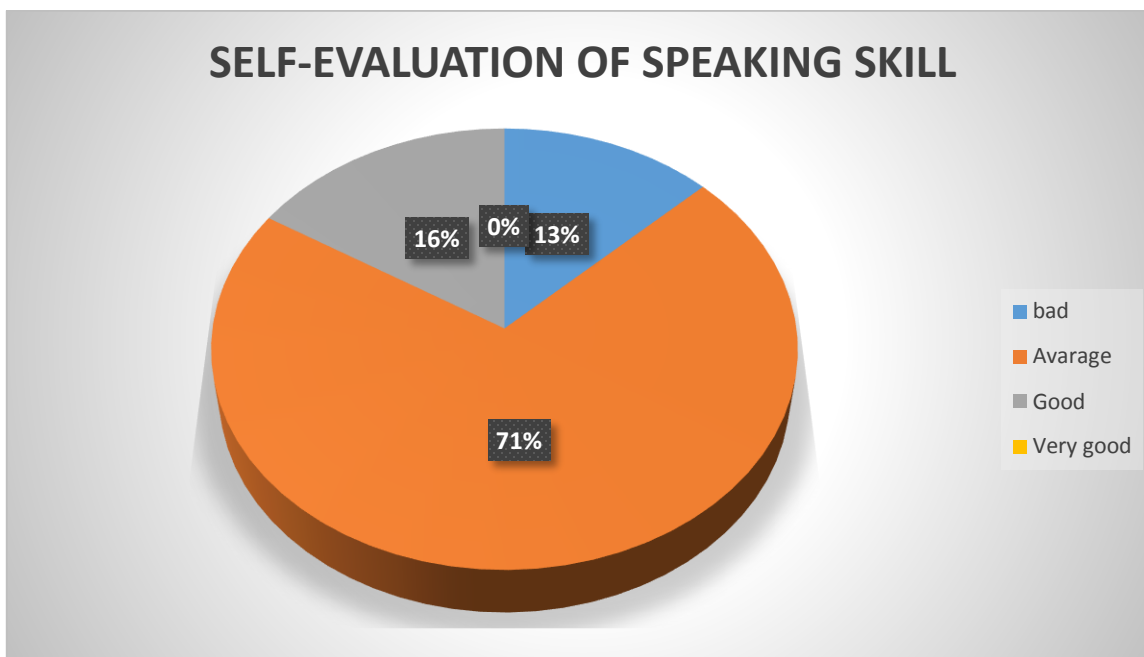
2.-How would you evaluate your speaking skill?

Table 2: *Tabulation, self-evaluation of speaking skill*

SELF-EVALUATION OF SPEAKING SKILL		
OPTIONS	**PARTICIPANTS**	**PERCENTAGE**
Bad	4	13%
Average	22	71%
Good	5	16%
Very good	0	0
TOTAL	**31**	**100%**

Note. Source: Table chart No 2, elaborated by Dario Cutiopala.

Graphic No, 2: Percentage results, self-evaluation of speaking skill

Note. Source: Self-evaluation of speaking skill, pie chart No 2.
Made by: Dario Cutiopala

2.-ANALYSIS AND INTERPRETATION

It is worth to indicate that being that the self-evaluation is subjective , the students can't give a precise answer so it could be seen in the graphic No 2 that there is no student that self-evaluates with a very good level in English and only the 16 % of them think that their English is good therefore graphic No 2 indicates a drastic increase with students with an average level which from 31 students which represents 100%, 71% of the students evaluate that have an average level of speaking skills while only 13% of the students think that their speaking skill is bad.

3. - How do you feel when you speak English in class?

Table 3: Tabulation, affective on spiking skills

AFFECTIVE FACTORES		
OPTIONS	**PARTICIPANTS**	**PERCENTAGE**
Motivated	12	39%
Anxious	5	16%
Confident	8	26%
Not interested	6	19%
TOTAL	**31**	**100%**

Note. Source: Table chart No 3, elaborated by Dario Cutiopala.

Graphic No, 3: Percentage results, Affective factors
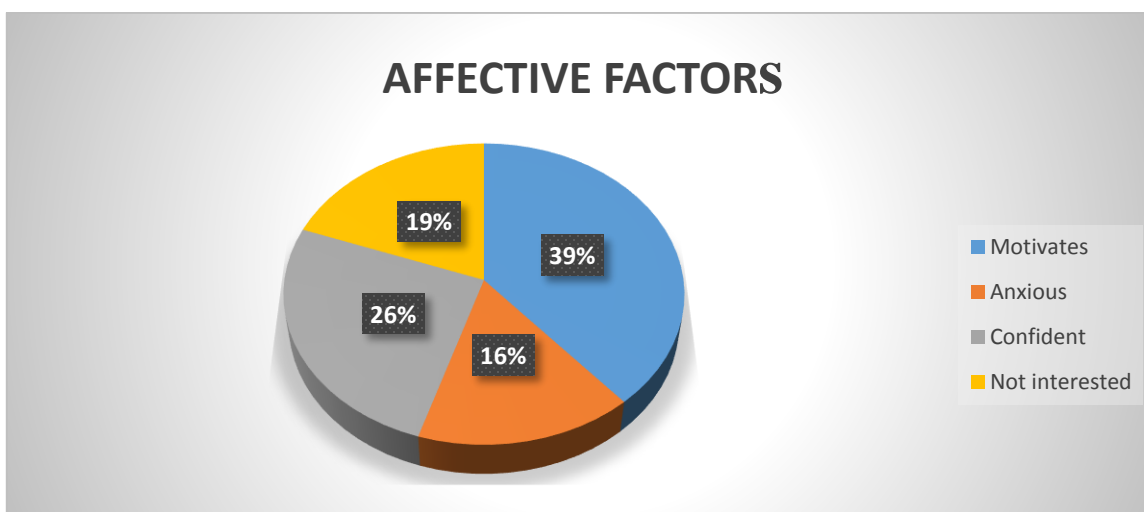
Note. Source: Affective factors, pie chart No 3.
Made by: Dario Cutiopala

3.-ANALYSIS AND INTERPRETATION

The results obtained show that almost all the students tend to show a positive interest when using the spoken language (English) so that from 31 students which represents 100%, 81% of the students are motivated, anxious, or feel confident when speaking in English (table 3). While only 19% of them are not interested in speaking English in class. It can be supposed that despite the fact that it is a minority percentage this can cause problems in the language learning, both in the disinterested sector and in the rest of the students within the group.
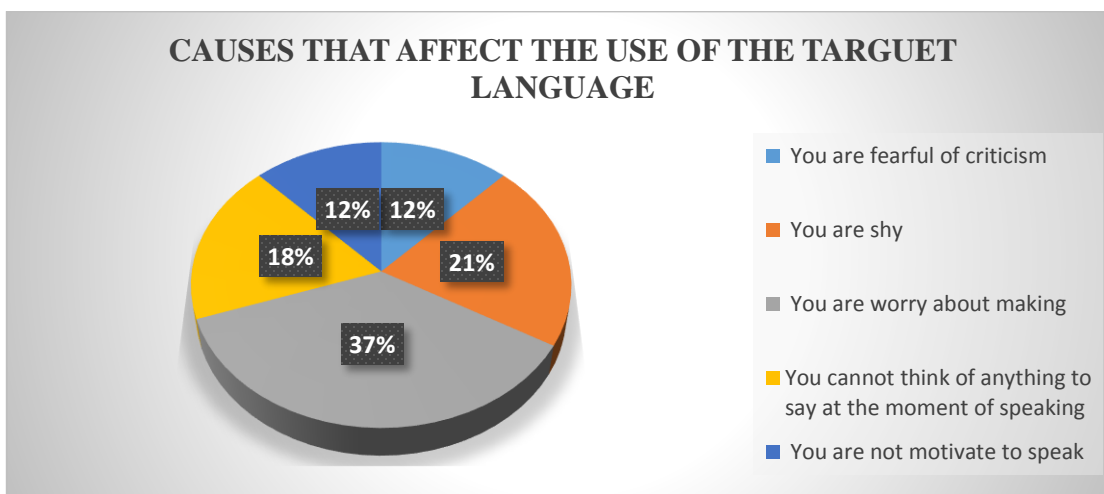
4. - What are the causes that affect you when you speak English?

Table 4: Tabulation, causes that affect the use of the spoken language

CAUSES THAT AFFECT THE USE OF THE TARGET LANGUAGE		
OPTIONS	**PARTICIPANTS**	**PERCENTAGE**
You are fearful of criticism	4	12%
You are shy	7	21%
You are worried about making mistakes	12	37%
You cannot think of anything to say at the moment of speaking	6	18%
You are not motivated	4	12%
TOTAL	**31**	**100%**

Note. Source: Table chart No 4, elaborated by Dario Cutiopala.

Graphic No, 4: percentage results, causes that affect the use of the spoken language

CAUSES THAT AFFECT THE USE OF THE TARGUET LANGUAGE

- You are fearful of criticism
- You are shy
- You are worry about making
- You cannot think of anything to say at the moment of speaking
- You are not motivate to speak

12% 12% 18% 37% 21%

Note. Source: Causes that affect the use of the spoken language, pie chart No 4.
Made by: Dario Cutiopala

4. - ANALYSIS AND **INTERPRETATION**

When making a global review of graphic No 4 it could be deduced that students have great challenges with the ability to speak; each of the mentioned causes in the table No 4 are not indifferent since each one of those affects the student's development of the ability to speak. The results obtained show that most of the students cannot communicate orally because due to the fact that many of them are concerned about making mistakes in their speaking performance which causes them not to use the spoken language, in addition the fear of criticism, shyness and not thinking of anything to say at the moment of speaking many of them have no idea how to express themselves in the foreign language.

5.-What factors affect your speaking performance? (You can have more than one choice)

Table 5: *Tabulation, factors that affect the speaking performance*

FACTORS THAT AFFECT THE SPEAKING PERFORMANCE		
OPTIONS	**PARTICIPANTS**	**PERCENTAGE**
Lack of motivation	6	8%
Shyness	11	16%
Inhibition	1	1%
Anxiety	3	4%
Lack of the target language environment	15	21%
Improper teaching methods	14	20%
Lack of adequate vocabulary and grammar	21	30%
TOTAL	**31**	**100%**

Note. **Source**: Table chart No 5, elaborated by Dario Cutiopala.

Graphic No, 5: Percentage results, causes that affect the use of the spoken language
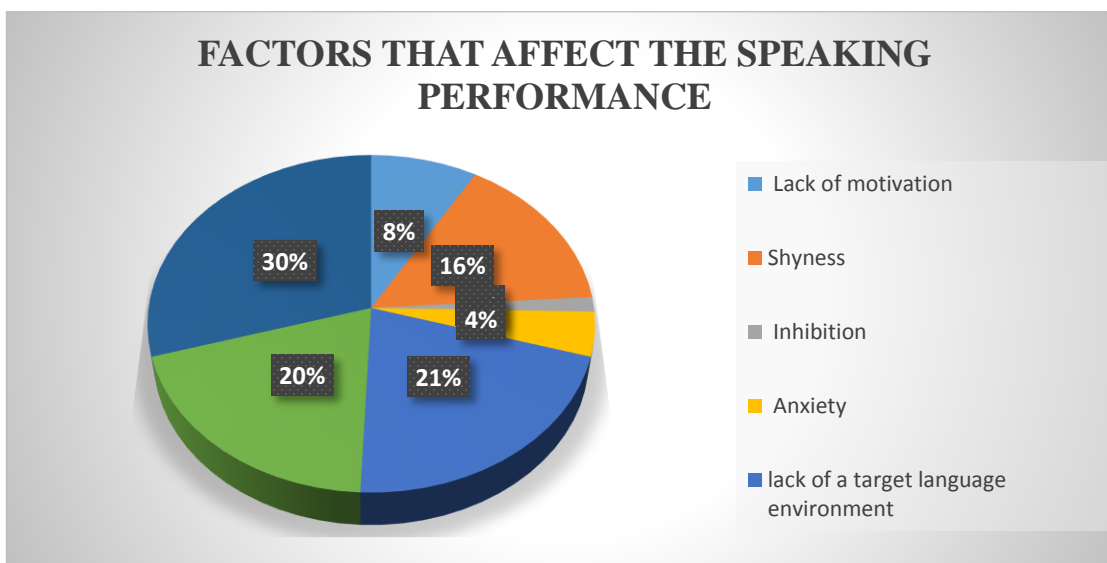
Note. **Source**: Causes that affect the use of the spoken language, pie chart No 5.
Made by: Dario Cutiopala

5. - ANALYSIS AND INTERPRETATION

The students usually face more than one problem when speaking the English language so in the proposed question they were given to choose more than one option. Each one of the students chose more than 2 or 3 options in the same question so the number of participants increased to 71 students from only 31. The results obtained show that most of the students cannot communicate orally because they have a poor knowledge of the grammar and vocabulary and many of them have no idea how to express themselves in the foreign language. Another reason why many of them can't participate actively in the spoken language is because there is no target language environment where they can practice, express, share their ideas, thoughts or feeling so as to gain courage and confidence and to diminish anxiety, inhibition or shyness in speaking.
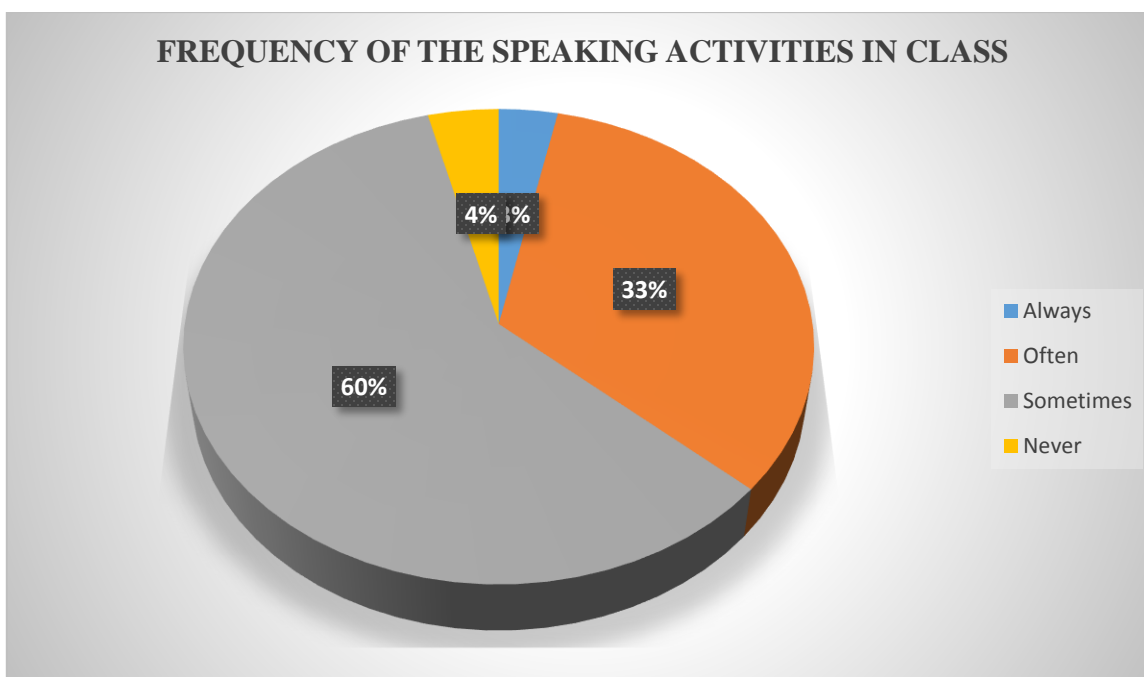
6.-How often do your English teachers make speaking activities in class?

Table 6 *Tabulation, Frequency of the speaking activities in class*

FREQUENCY OF THE SPEAKING ACTIVITIES IN CLASS		
OPTIONS	**PARTICIPANTS**	**PERCENTAGE**
Always	1	3%
Often	10	33%
Sometimes	18	60%
Never	2	4%
TOTAL	**31**	**100%**

Note. Source: Table chart No 6, elaborated by Dario Cutiopala.

Graphic No, 6: Percentage results, frequency of the speaking activities in class

Note. Source: Frequency of the speaking activities in class, pie chart No 6.
Made by: Dario Cutiopala

6. - ANALYSIS AND INTERPRETATION:

It is evident that the teacher does perform activities with speaking opportunities, not frequently but occasionally because the results obtained show that from 31 students which represent 100%, only two students which represent 4% say that the English teachers never create speaking activities in class while 60% of them say that the English teachers sometimes implement speaking activities in class and 33% of them say that the English teachers often use speaking activities in class. Therefore, the most common response among students is that they do perform activities that have to do with the ability to speak (graphic No, 6).

Does your teacher encourage you to speak English in the classroom or in real situations?

Table *7: Tabulation,* use of the English language in real situation.

USE OF THE ENGLISH LANGUAGE IN REAL SITUATION.		
OPTIONS	**PARTICIPANTS**	**PERCENTAGE**
Yes	16	52%
No	15	48%
TOTAL	**31**	**100%**

Note. Source: Table chart No 7, elaborated by Dario Cutiopla.

Graphic No, 7: Percentage results, use of the English language in real situation.

Use of the English language in real situation.

48% 52%

Yes
No
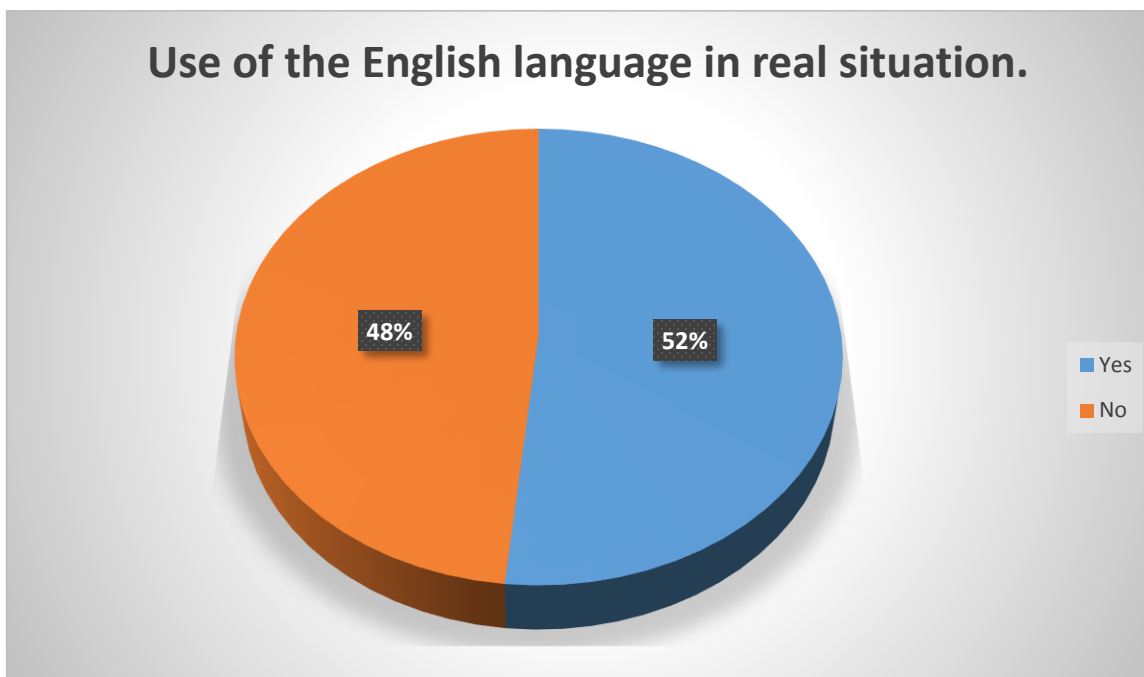
Note. Source: Use of the English language in real situation, pie chart No 7.
Made by: Dario Cutiopala

7. - ANALYSIS AND INTERPRETATION:

The results obtained show that not all students have observed that the teacher has motivated them to carry out activities with real situations despite the fact that there is a majority which represents half plus 2% indicating that the teacher has motivated them. By comparing the two options it can be understood that there is a disagreement among the students concerning whether or not the teacher motivates them to perform authentic activities, leading us to conclude that due to unknown factors, the students did not properly choose the options.
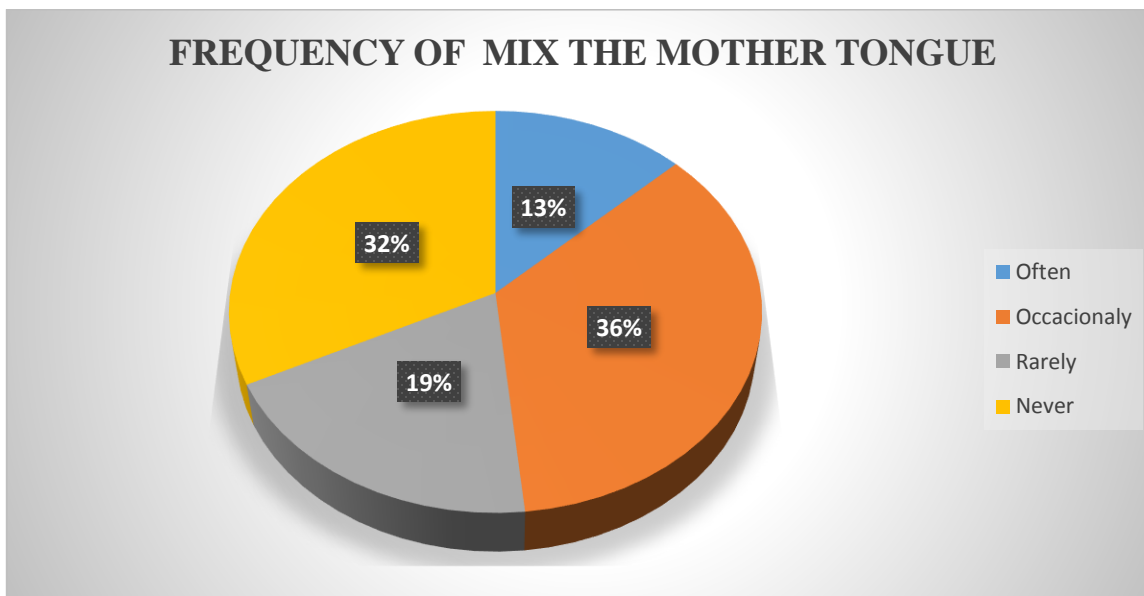
How often do you mix your mother tongue in your English language learning?

Table 8: *Tabulation, the frequency of mix the mother tongue*

THE FREQUENCY OF MIX THE MOTHER TONGUE		
OPTIONS	**PARTICIPANTS**	**PERCENTAGE**
Often	4	13%
Occasionally	11	36%
Rarely	6	19%
Never	10	32%
TOTAL	**31**	**100%**

Note. Source: Table chart No 8, elaborated by Dario Cutiopala

Graphic No, 8: Percentage results, the frequency of mix the mother tongue

Note. Source: The frequency of mix the mother tongue**,** pie chart No 8.
Made by: Dario Cutiopala

8. - ANALYSIS AND INTERPRETATION:

Despite the mother tongue has often used in the learning of target language in the classroom, the results obtained from the graphic No 8 shows that from 31 students which represent 100%, only the 13% of them say that they often mix their mother tongue in their English language learning which indicates that the rest of the students do not mixt their mother tongue in the learning of a foreign language and if they do it, they do it occasionally or rarely.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

- The problems that students face when using the ability to speak in foreign language learning were observed and identified. The results of the research indicated that students face many problems such as psychological and cognitive factors due to the incorrect use of methods of the teacher, the lack of technological materials, the lack authentic an relevant content in the curriculum, and the lack of time .

- It was possible to identify the causes of speaking difficulties that students face when using the language in an oral way thanks to the use of the interview, the survey and observation guide during the classes. Students come to have these problems due to the following causes: they have very little interest in learning the English language, they have fear of being criticized or mocked by their peers, they have no basis in the subject of learning, fear of expressing themselves in another language, fear of making mistakes, excessive use of the mother tongue, insecurity of their skills and abilities, they feel inferior to others, the ability to speak English is very poor, they do not have the time or opportunity to practice the language, so due to these causes students cannot learn and develop his linguistic capacities.

- There is no doubt that the teacher tries to teach the ability to speak but due to the short time of class the teacher cannot focus on this ability since she has to follow the study schedule where the study is more focused in being written and theoretical and nothing practical which prevents the students from developing the ability to speak.

5.2 RECOMMENDATIONS

- Today, in the XXIst century due to the constant change in education, in what refers to oral communication the teacher has to be updating, orienting, taking experience, acquiring new and modern methods and techniques of teaching in order to impart authentic and effective knowledge and identify the problems that prevent the students from speaking and cut it off in order to avoid future problems and in this way try to facilitate and simplify the topics of study so the learning becomes interesting, easy, relevant and meaningful for the student, tried to be based on real situations, in order to increase the interest in the student and not only follow the study schedule at the bottom of the letter.

- The teacher should create an atmosphere of trust among the members of the class by being a guide, a friend, a teacher so that the students can become part of the class. In this way, even though the students have a deficiency in the subject or psychological problems, they will dare to be active in the learning knowing that they are in a place where they will not be criticized or mocked and rather they will be heard.

- The teacher should focus on activities where all 4 skills are harmonized, giving priority to the ability to speak and listening because due to the link that already exist between the countries through trade transition, finances, studies, and others, the student will need to learn how to communicate fluently and coherence as it will be the medium by which he can express himself so is important that the teacher take into account in each of his classes to make dialogues, conversations and oral games so that students begin to express voluntarily.

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7. ATTACHMENTS

A GENERAL OBSERVATION GUIDE

FACTORS THATAFFECT THE SPEAKING PERFORMANCE

An observation guide is a gathering data instrument, which is use to observe and analyze

social educational facts in order to facilitate the research, for identify the factors that affect the

speaking performance. It will be applied to the students of Third of Bachillerato "H" at Unidad

Educativa "Riobamba", during the academic year October

2017 – February 2018.

DATE:

Usually: 1	SOMETIMES: 2	RARELY: 3	HARDLY EVER: 4

Chart No. 5: Results of the observation guide

N o	ITEMS		1	2	3	4
1		Do the students have knowledge in the four areas: linguistic competences, sociolinguistic competences, speech competences and strategy competences?				
		Do the students lack of knowledge of grammar, vocabulary and pronunciation?				
	Cognitive factors	Do the students have the ability to join words phrases or sentence to express and share their ideas with coherence and cohesion?				
		Do the students have the ability to use the language according the situation and context?				
		Do the students have the ability to use the language interactively?				
		Is the student's participation active in classroom?				

2	**Improper use of teaching methods**	Do the teacher focus on teaching with traditional methods (grammar translation or audio-lingual)?				
		Do the students have the opportunity to use and develop their speaking skill in their activities and in real world situations?				
		Do the teacher use authentic activities to promote the participation of the students in te communicative activities or tasks?				
	Materials	Do the students and teacher work with appropriate materials like technological and modern implements?				
		Are the material used by the teacher to teach authentic or beneficial to the students learning?				
		Is the book adequate for the learning of the students?				
3	**Content, time and evaluation (Curriculum)**	Is the curriculum designed for have an equal learning of the four skills where the activities are focus on being practical?				
		Are English hours sufficient to teach properly the subject of English?				
		Does the teacher dedicate enough time to make activities, tasks or exercises with speaking skills?				
		Is the content of the curriculum based on being authentic and practical?				
		Do the evaluation focus on speaking skills?				
4	**Affective factors**	Does the teacher paid attention in the weakness and in the need of the students?				
		Do the students have problems with the affective factors?				
		Do the students are worry of making mistakes, of being embarrassed or afraid of criticism from their classmates?				
		Does the teacher create a safety and comfortable environment where the students can participate actively without any feeling of tension or nervous?				
	Mother tongue use	Do the students use frequently their mother tongue in the activities?				
		Do the lack of the target language environment affect the students?				
		Do the teacher create an environment of the target language use?				

		Do students transfer language rules of L-1 to L-2				
		Do the teacher encourage the students to use the target language in their activities without using their mother tongue?				
		Do the evaluations focus on speaking skills?				

Note. Source: Author, direct observation.

STUDENT'S QUESTIONARIE

This survey is designed for an investigation about "Observation of the speaking skill difficulties in the English language learning in the students of 3rd (third) of Bachillerato "H" at Unidad Educativa "Riobamba". Your assistance in completing the survey is highly appreciated. Please choose an option(s) from the following literals.

Are you interested in the learning of the speaking skill?

a) Very

b) Rather

c) Little

d) Not at all

How would you evaluate your speaking skill?

a) Bad

b) Average

c) Good

d) Very good

How do you feel when you speak English in class?

a) Motivates
b) Anxious
c) Confident
d) Not interested.

What are the causes that affect you when you speak English?

a) You are fearful of criticism
b) You are shy
c) You are worry about making mistakes
d) You cannot think of anything to say at the moment of speaking.
e) You are not motivate to speak.

What factors affect your speaking performance? (You can have more than one choice)

a) Lack of motivation
b) shyness
c) Inhibition

d) Anxiety
e) lack of a target language environment
f) Improper Teaching Methods
g) Lack of Adequate vocabulary and Grammar

How often do your English teachers make speaking activities in class?

a) Always

b) Often

c) Sometimes

d) never

Does your teacher encourage you to speak English in the classroom or in real situations?

a) Yes
b) No

How often do you mix your mother tongue in your English language learning?

a) Often
b) Occasionally
c) Rarely
d) Never

Thank you very much for taking your valuable time to complete this survey

TEACHER'S SURVEY

This survey is designed for an investigation about "Observation of the speaking skill difficulties in the English language learning in the students of 3rd (third) of Bachillerato "H" at Unidad Educativa "Riobamba". Your assistance in completing the survey is highly appreciated.

1. I n your opinion, what are the main factors that affect your students' speaking performance?

2. What are the main causes or difficulties that your students face in their speaking activities?

3. Do you encourage your students to speak English in or outside the classroom?

4. What solutions or strategies would you most suggest to improve their speaking skills?