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**Factors that influence high school students' English oral
communication skills in Ecuadorian face-to-face learning
environments**

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Dedication

I dedicate this thesis to my parents for their unconditional support during all these years of academic training.

To my siblings, family, and friends who were with me and helped me throughout this academic process.

Arellys Mendoza

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I am thankful with Universidad Técnica Particular de Loja and all of my professors, who instructed me in everything related to the language teaching and learning.

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Abstract

Developing the current study, *Factors that Influence High School Students' English Oral Communication Skills in Ecuadorian Face-to-Face Learning Environments*, implies that there is a weakness in the development of the target language oral skill. In fact, many students struggle to express themselves in spoken English contexts. Therefore, the objective of this study was to identify which linguistic and emotional factors influence the ability to speak in face-to-face learning environments. Hence, to develop this research, 40 students from a public institution in Imbabura, Ecuador, with ages between 16 and 17 (men and women) participated. In addition, this research used mixed research methods; qualitative and quantitative approaches were used to analyze the data collected through instruments such as student questionnaires, English teacher questionnaires, semi-structured interviews, and an observation sheet. The analysis of the data allowed us to determine that fluency and accuracy, linguistic as well as emotional factors, significantly influence learners' oral skill development.

Keywords: emotional factors, linguistic factors, oral communication skill

Resumen

El desarrollo del estudio actual, Factores que influyen en las habilidades de comunicación oral en inglés de los estudiantes de secundaria en entornos de aprendizaje presencial en Ecuador, implica que existe una debilidad en el desarrollo de la habilidad oral en el idioma de destino. De hecho, muchos estudiantes luchan por expresarse en contextos de inglés hablado. Por tanto, el objetivo de este estudio fue identificar qué factores lingüísticos y emocionales influyen en la capacidad de hablar en entornos de aprendizaje presencial. Es así que para desarrollar esta investigación participaron 40 estudiantes de una institución pública de Imbabura, Ecuador, con edades entre 16 y 17 años (hombres y mujeres). Además, esta investigación utilizó métodos mixtos de investigación; Se utilizaron enfoques cualitativos y cuantitativos para analizar los datos recopilados a través de instrumentos como cuestionarios para estudiantes, cuestionarios para profesores de inglés, entrevistas semiestructuradas y una hoja de observación. El análisis de los datos nos permitió determinar que la fluidez y la precisión, así como los factores lingüísticos y emocionales, influyen significativamente en el desarrollo de las habilidades orales de los alumnos.

Palabras claves: factores emocionales, factores lingüísticos, comunicación oral

Introduction

Nowadays, the use of English is an essential component of the educational system. The teaching of this language has changed significantly because the goal has been expanded so that students can communicate effectively and efficiently in it. It has been demonstrated in Ecuador that one of the most significant challenges that the high school system confronts is how to enable a proper English learning process. Several factors have contributed to the perception that the English learning process is inefficient. It happens because the importance of productive abilities such as speaking has been undervalued (Murga et al., 2018).

According to the EF English Proficiency Index, the frightening level of English in Ecuador has been a regular point of reference when it comes to studying English in Ecuador. The main reasons why students have not been able to develop their communication skills in the English language can be related to the level of preparation of teachers who teach English in the country's secondary school system, as well as the adoption of a traditionalist teaching technique (Angelis, 2022).

In the same line, concerning the development of Ecuadorian students' oral English proficiency, Auquilla and Fernández (2017) mention that one of the reasons students have a low level of language proficiency is that they cannot find anyone to speak English with outside of school or, at the very least, they cannot practice what they have learned, which happens with the vast majority of knowledge that is strengthened precisely in its contact with society to become more significant learning.

Given the importance of English in our rapidly changing world, English education should stress communication skills, in which students learn to recognize and build the structures necessary for common speech. As a result of the aforementioned facts, this research study 'Factors that Influence High School Students' English Oral Communication Skills in Ecuadorian Face-to-Face Learning Environments' focuses on determining the linguistic and emotional factors that influence high school students' oral communication skills in Ecuadorian face-to-face learning environments.

This investigation took into account the comparison of the teacher's and students' perspectives about linguistic and emotional factors; therefore, this study had as a reference some previous studies about the same beliefs.

Adeyemi et al. (2019) carried out an investigation at public and private senior secondary schools in Ago Iwoye, Ogun State (Nigeria), with the purpose of analyzing the mother tongue interference in English speaking. The most significant finding was that using the mother tongue has a negative influence on English competence; because of their mother tongue, students also exhibit a lack of confidence and insufficient communication abilities.

Additionally, Shen and Chiu (2019) conducted research in a junior English major in Taiwan with the aim of identifying the factors that affect students' oral performance. The findings show that the main reasons for English-speaking difficulties were anxiety, the fear of making mistakes, and a lack of confidence. Regarding linguistic problems, students faced difficulties because of a limited vocabulary and environmental problems, like a lack of English conversation background.

In the same way, Holandyah et al. (2022) conducted research at an Islamic boarding school, Al-Fahd, in South Sumatra, Indonesia, with the purpose of analyzing the factors that influence the students' speaking performance. The research found as evidence that lack of fluency, vocabulary, pronunciation, and grammar, as well as feeling anxious to speak English in front of the teacher and classmates, are the main factors that affect the students' speaking skills.

In order to provide a response to the current study's research questions: Which linguistic factors influence high school students' English oral communication skills in face-to-face learning environments? Which emotional factors affect high school students' English oral communication skills in face-to-face learning environments? Which factors, linguistic or emotional, mostly influence high school students' English oral communication skills in face-to-face learning environments?, a mixed method was used, with the quantitative one in charged of managing the results in percentages of the questionnaires applied to the teachers and

students and the qualitative one in charged of managing the results of the semi-structured interview and the class observation.

This research work is organized into three chapters. The theoretical framework was presented in the first chapter as providing theoretical support for the research, for which scientific books and articles were used the same ones that are indexed in databases. The methodology is covered in the second chapter, which includes the objectives, research questions, the research design used for the project, the participants, and methods, as well as the techniques, instruments, and procedures used. Finally, chapter 3 includes the description, analysis, and interpretation of the findings extracted from the collected data, along with conclusions and suggestions.

The main beneficiaries of this research were the students of the public secondary school because it was possible to determine what factors influence oral ability and, based on this, seek solutions to improve the speaking ability of students. Teachers and the whole academic community can use this thesis as a reference for future research in the field since there are not enough studies related to this research topic.

One of the limitations found in this research is given by the development time of this work and the search for relevant, contrasted, and updated information that gives meaning to the subject.

Chapter one

Literature Review

This section focuses on the theoretical foundations of the ability to speak. The chapter emphasizes significant topics, such as Learning English as a Foreign Language (EFL), English oral communication skills, Linguistic difficulties in English speaking and Emotional difficulties when speaking English. Each of these topics will be useful to expand our previous knowledge about the factors that influence students' oral communication.

Learning English as a Foreign Language (EFL)

English is a language with a significant number of native and second-language speakers that is widely used around the world for business, international relations, the world of trade, entertainment, the academic community, and scientific research (Quimosing, 2022).

Similarly, Nishanthi (2018) ensures that English is widely used throughout the world today, mainly in business and marketing, where most national and international official and legal affairs are carried out in English because it is the primary communication tool.

Adding to the author's opinion above, Ilyosovna (2020) argues that the fact that English is the official language of the United States, the United Kingdom, Canada, and India makes it one of the most crucial business languages.

Once we have provided a description of learning English as a foreign language, it is time to begin talking about the importance of learning English as a foreign language. In this sense, learning English is like knowing another culture; it is one of the most outstanding advantages because it helps with understanding because of the knowledge, acceptance and respect for the world's diversity (Putra, 2020).

In the same way, Mohammed (2018) says that professionals who are proficient in English will be able to open up to the world through this language. This ability spans the boundaries between professions, allowing professionals to reach a broad culture since they will be familiar with conventions and foreign traditions. They will be able to engage with others more effectively if they know the language.

Regarding the importance of learning English as a foreign language, it is also necessary to mention that the best open sources of data, reports, statistics, studies, etc. are only available in English; in this regard, RAO (2019) argues that the majority of textbooks for higher education are published in English, which means English is the primary medium used in the various disciplines of education. It is the only language where material is saved in books and journals in both written and electronic form. Because of this, the importance of studying English becomes essential; it is an essential tool to amplify knowledge in any area of knowledge.

Additionally, mastering this language will give you advantages such as: becoming a successful professional, and having much more attractive job opportunities (Valencia, 2019). Being bilingual is unquestionably an important aspect of modern life.

Concerning English instruction in Ecuador, the country's educational institutions started teaching the language in 1912, and the government under President Galo Plaza Lasso started including the subject in the curriculum in 1950. Due to the effects of globalization, Ecuadorian students must have a sufficient level of English proficiency in order to choose international scholarships and effectively compete in any professional area. Despite the need for the application of methodologies that assist students in acquiring a high level of English, the process that has been attempted over a long period of time has failed, and currently, there is a significant deficit in the teaching process, especially in public institutions. Although private schools have tried to offer better language teaching, no positive results have been shown (Muñoz et al., 2018).

In the country's secondary schools, teaching English started as an optional course. Luckily, it has evolved over the last few years to the point that it is now taught mandatory in all schools, whether they are public or private. Though English as a foreign language instruction, it is impacted by pedagogical considerations, educational policies, perceptions of EFL, professional development or training of EFL teachers, and infrastructure, perceptions, and status of EFL (Sevy-Biloon et al., 2020).

Actually, the statistics show that Ecuador's ranking in the global index of English proficiency has decreased, dropping from position 80 in 2011 to position 90 in 2021, and this is due to the lack of capacity of their teachers and the little knowledge of the language that their students have (Angelis, 2022).

English oral communication skills

The main purpose of language is communication. In order to improve students' ability to speak in public using a target language, oral presentation skills are required. However, oral communication skills, on the other hand, reflect a person's personality, self-image, world knowledge, reasoning ability, and capacity for real-time thinking expression (Ahmad et al., 2022).

Likewise, oral communication involves using words to express and exchange ideas. Soto and González (2019) point out that when a student of a foreign language is able to communicate using oral communication skills, it is not only about transmitting ideas but also about developing strategies, procedures, and goals that lead to language improvement and being in contact and interacting with others in an intellectual and systematic manner. Oral communication is the ability to produce, send, and receive information through the spoken word.

Being able to speak, listen, and interact in English definitely refers to having oral skills in that language. Ideas can be presented in an orderly manner or defended as an idea or project. Many students see their English classes as tedious, with a strong emphasis on grammar, memorization, and written exercises, which is why they suggest additional opportunities to practice speaking English in front of others, and also mention that a smaller number of classes could facilitate the practice of spoken English (Albright, 2020). In this way, the stimulation of oral expression becomes a key to the development of the students' speaking skills, so the teacher must encourage conversation, dialogue, and argumentation during class.

Learning EFL speaking

The most important skill in English is speaking. In speaking English, students also have to master the English pronunciation instead of the grammar structure only (Tambunsaribu & Simatupang, 2021). Speaking is the ability to communicate clearly, confidently, and effectively, which makes it the most important skill in the world.

Since the primary function of language is communication, Devi (2022) claims that if students wish to speak a language fluently, they must develop their speaking abilities and that there should be more training seminars offered so that teachers can teach speaking in the classroom. More emphasis needs to be placed on speaking English, which is the most crucial ability.

In the same way, Yusuf and Mabagits (2020) states that speaking is one of the best ways to interact with others and it is also a common technique for people to express their emotions. Due to the high need for proficient, English speakers across a variety of fields, English has undergone substantial care and internationalization.

Speaking difficulties when learning EFL

One of the outcomes of English training programs in various teaching and learning contexts is the ability to speak English well. For language teachers who specialize in communication, teaching oral communication might be difficult. The fact that most students lack a way to practice this language ability outside of English class could be one factor (Barrero et al., 2020). In this sense, it is important that both the student and the teacher be involved in the entire teaching and learning process.

In fact, one of the most challenging components of learning English is developing speaking skills. According to Chand (2021), students typically face four major issues: linguistic, social, environmental, and personal issues. In this sense, the teacher must be aware of the student's needs and their weak points, as well as ways to help.

Speaking is one of the most crucial abilities to develop when studying a foreign language. However, it is thought to be among the hardest. Zainurrahman and Sangaji (2019) mention that one of the most significant elements causing difficulty while speaking is the fear of making mistakes (low self-confidence). Other times, they have nothing to say (poor ideas), which means that students do not participate in the speech learning process.

Linguistic difficulties in English speaking

The acquisition of a second language is influenced by a series of factors that will either strengthen or weaken it; among these factors, we can mention linguistic factors. Amoah and Yeboah (2021) emphasize that it is the teacher's responsibility to encourage the use of proper grammar, proper word choice, and proper pronunciation.

Similarly, many high school students consider speaking English to be extremely difficult, and this is due to a variety of factors. As mentioned by Wulandari et al. (2022), the main linguistic issue with students is a lack of knowledge of grammar and pronunciation, which makes it difficult for them to speak English. For instance, when teaching grammar, it is not enough to teach some rules; grammar must be taught in a contextualized way, taking the communicative situation into account.

Besides, the students' use of their native tongues is another issue. Riadil (2020) mentions that students feel their native language to be simpler than English, and thus they tend to speak it more in English class; this is as a result of their limited English vocabulary, lack of subject expertise, and English-speaking habits.

Vocabulary use

Vocabulary is the basis of any language. In the teaching of vocabulary, it is necessary to create a healthy environment that is easy, pleasant, and interesting. Learning English must be continuous and intensive. Students can use things in their environment by putting labels on them along with related words (Irfan et al., 2021). Vocabulary is a crucial

aspect of our daily lives. In everyday life, we not only name things and situations using words, but we also use words to describe our thoughts.

English vocabulary is essential for learning and teaching the English language. Amalia and Anggraeni (2021) affirm that some students have trouble memorizing words because they contain several meanings; as a result, their vocabulary is limited. Without sufficient knowledge of vocabulary, people cannot understand others or express their own ideas.

Tahir et al. (2020) suggests a proper program for vocabulary training or intervention should be designed at the school to address this issue. If teachers don't utilize a practical method, the students won't be able to follow the lesson, so they should choose the best technique to apply in the classroom to increase the students' vocabulary. Conducting the teaching and learning activity in a meaningful way is one technique to help students to learn more vocabulary. Learning vocabulary is crucial for improving English language proficiency and including engaging activities to teach vocabulary items may keep the teaching process interesting and pleasant.

Grammar use

Grammar is the most important aspect of learning English. However, many students continue to struggle with grammatical comprehension. Ahsan et al. (2020) state that the linguistic conditions of the students might produce subject-verb mismatch, plural markers or rules connected to verb tenses, problems using verb forms, difficulty learning two-word verbs, confusion using verb tenses, difficulty using phrasal verbs, and idiomatic phrases. In this way, English teachers should stimulate their students in this regard and adapt their lessons on the grammatical differences and similarities between English and the mother tongue in order to remove the problems of English grammar faced by learners of the target language.

In the same way, grammar is an important part of language acquisition because it facilitates the transmission of sentences clearly and precisely. Grammar is frequently taught by teachers through concept memorization, continuous drilling, constant writing practices, and the use of imagery as stimulus. However, language acquisition does not rely just on teachers; learners must also be able to recognize which tactics are most beneficial for them (Lim et al., 2021). That is why teachers must determine which language acquisition approaches their students employ.

To the same regard, Kennedy (2019) mentions that a misspelled word or a missed punctuation mark might alter your intended meaning. In this sense, grammar serves to "defend" the language against idioms or the incorporation of words from other languages, thus preventing the language from being distorted.

Pronunciation

Pronunciation is a very important linguistic skill since it improves the communication skills of EFL learners, but as Reddivari (2022) says, pronunciation is influenced by a number of variables, including native language interference, exposure, phonetic skill, cultural and educational background, and motivation. The most debilitating and ingrained influence, which shows up as incorrect pronunciation, comes from the native tongue influence.

In the same way, Pourhosein and Sabouri (2016) unfortunately affirm that many EFL students mispronounce sounds, put the wrong stress in phrases, and misuse intonation patterns because professors occasionally neglect to include English pronunciation in their lesson plans and instead focus more attention on grammatical structures and lexical syllabus.

Lastly, Suwartono and Rafli (2015) argue that although pronunciation is essential for spoken communication, it may be the aspect of the English language that is most undervalued in both teaching and learning. The lack of attention given to pronunciation

teaching may be attributed to the seeming complexity of English pronunciation as well as incorrect assumptions about what should be included in a pronunciation course and how it should be taught.

Fluency/accuracy

Fluency and accuracy are others linguistic problems that students face when speaking English. Lack of classroom time for students to speak and practice the target language is the cause of this (Kumar, 2013).

Definitely, accuracy and fluency can influence English language learners' future performance. However, students still struggle with speaking fluency and accuracy. Before students speak, teachers should educate them so that they have enough vocabulary and knowledge to do so, as well as a few calming techniques. The learners should be provided enough time and space to build their fluency when speaking. After they have finished speaking, the accuracy emphasis should be applied, and they should be given the chance to observe and adjust their language (Cendra & Sulindra, 2022). Students should be encouraged to practice frequently in order to speak with more fluency and accuracy.

Similarly, there are a large number of speaking activities that should be provided in an English class. Derakhshan et al. (2016) mention some activities, such as using role-play, photographs, flash cards, graphs, chants, and interviews, that can improve learners' pronunciation, grammar, every-day speech, and real-word activities. In this sense, teachers have some options for implementing more effective methods and processes in their classrooms.

Mother tongue interference

For a long time, it has been considered that the use of the mother tongue should be discarded in language classes, considering that it is a disadvantage in learning, Zarei et al. (2022) indicates that one of the primary reasons why the mother tongue interferes with

learning is that learners do not think in English when they talk but rather in their native tongue. Teachers need to implement more practical activities to practice the use of English in the classroom.

On the other hand, mother tongue interference shows the misuse of verbs, omission of personal and object pronouns, misuse of prepositions, overuse of articles, and inappropriate word order were the most common Spanish interferences (Solano et al., 2014).

Finally, using mother tongue rules in the target language results in incorrect structures, which students should be aware of because it means that the mother tongue cannot always facilitate the study of a foreign language and, in some cases, even prevents the learner from gaining some new linguistic information (Goswami, 2020).

Emotional difficulties when speaking English

Emotions have the potential to inspire students' thinking and can interfere with speaking as well. Our emotions have the power to take over our lives if we don't recognize them and learn to manage them (Brackett, 2020). In other words, speaking is so greatly influenced by emotion that it occasionally makes dialogue impossible; being more conscious of our speech patterns and the emotions that inform them will help us communicate more effectively.

On the other hand, emotion influences language so much that sometimes it even prevents the conversation from taking place. Jojoa and Villa (2019) argue that learning a second language requires assimilation, persistence, sustained intellectual effort, and dedication—behaviors that are not manifested if one is unmotivated.

Among other aspects, L2 teachers should be conscious of their own emotions and sentiments, as well as those of their students, and act accordingly in order to maximize their teaching abilities (Dios, 2018). Which means the teacher should also try to create a

welcoming, pleasant environment that promotes positive feelings and encourages students to play, explore, and experiment with language.

Anxiety

Anxiety is a common condition among those learning a foreign language. Students who have perfectionist tendencies may experience great anxiety when using a newly learned language to express themselves because doing so involves using new vocabulary, grammar rules, and terms while also applying contextual linguistic knowledge and terms, all of which carry a risk of making mistakes (Kiaer et al., 2021). Because making mistakes might lead to criticism from their teachers or peers as well as their own poor self-evaluation, this possibility of making mistakes is a significant source of anxiety.

Similarly, it is essential that the teacher employ a successful method for reinforcement. Mulyani (2018) argues that anxiety becomes more threatening when language teachers' corrective methods are rigid and humiliating. In this sense, bug fixes for students are unquestionably beneficial; however, teachers require good and sensible strategies for correcting without aggravating anxious students.

For instance, students may experience anxiety when they present in class as part of speaking exercises. Activities in the classroom might cause anxiety, among other things (Pahargyan, 2021). It is necessary for language teachers to promote factors that facilitate communication and remove those that hinder communication.

Fear

In regard to fear, Ahmad et al. (2022) indicates that some of the possible causes include the Fear of speaking English is the result of unrelated anxiety issues, such as the fear of judgment speakers' propensity for being worried whenever they attempt to express an opinion and their perception that they are never pleased with their own abilities. That

means the two most frequent reasons why students are afraid to speak English are fear of failure and fear of being misunderstood.

Since most students are not native English speakers when they begin high school, they are especially worried about making mistakes in the language. Students frequently discuss their anxiety about making mistakes and the unfavorable reactions of others (Laela, 2022). Any learner, especially a beginner, frequently struggles with speaking English due to issues such as fear of making mistakes, a lack of structure knowledge, and a lack of grammar knowledge.

Finally, Dansieh (2018) point out that the majority of students have xenoglossophobia, which is the restlessness, nervousness, or apprehension experienced when learning or using a second language or a foreign language. This anxiety is present when speaking in general or even in their mother tongue, and it gets worse if they have to speak English in front of others.

Lack of confidence

Speaking English effectively requires a lot of self-confidence. Dewi et al. (2021) affirm that students who lack self-confidence will always be hesitant and embarrassed to speak in English. In this way, a teacher's support for oral expression will help students feel confident and comfortable.

At the same time, they frequently affect our confidence, especially when speaking. Speaking and self-assurance are strongly related because they lack confidence in learner's abilities to communicate in English. Most students find it difficult to do so. Speaking errors scare them; thus, they avoid doing so. So, during the teaching and learning process, learner's capacity to talk does not significantly improve (Lar & Maulina, 2021). Which means EFL educators must motivate their students in order to develop their confidence because sometimes the lack of confidence is a result of the teacher's lack of support.

Finally, Santos et al. (2020) mention that students' feelings like fear, shyness, anxiety, and lack of confidence prevent them from participating in class and prevent learners from using the language. These feelings are all influenced by the presence of peers. Students fear making mistakes and getting teased by their classmates.

Willingness

Speaking willingness has been shown to indicate better speaking performance; however, there are some factors that prevent this. Javad (2018) found that teachers, seating arrangements, classroom environments, and perceived speaking opportunities are just a few classroom-specific situational factors that have been found to affect students' desire to communicate. Because of this, it's important for language teachers to discover any potential way to enhance their students' level of communicative engagement.

Additionally, communicative willingness has long been one of the most difficult ones for language teachers. However, Taufik et al. (2021) point out that the willingness of EFL learners to speak English in class is found to be influenced by a number of factors, including topic familiarity, topic interest, topic preparation, topic comfort, challenging topics, group size, task familiarity, seating arrangement, interlocutor gender, age, and familiarity, interlocutor familiarity, fear of making mistakes, and fear of evaluation. The term "school environment" describes how people interact and communicate in a learning environment, both within and outside of the classroom.

Besides it is considered that, willingness is an arduous task that implies patience and perseverance on the part of both the one who educates and the one who is educated. Hamasaid et al. (2021) suggest that teachers should aim to boost students' motivation and desire to speak in order to increase their engagement in the classroom. When students are willing to talk, their involvement in class increases. Teachers may increase students' desire to participate in classroom activities by employing reinforcement and motivation mechanisms.

Motivation

Motivation allows students to progress in their skills and abilities. Teachers who support language teaching in communicative contexts like to have motivated students with a high level of willingness to communicate in the second or foreign language (Riasati, 2018). So that means if a student is motivated, he will have more involvement in his study and greater dedication and attention to his tasks, and consequently, he will have an easier time reaching his academic goals.

Moreover, Dansieh (2018) mentions that for fear of being teased by classmates or reprimanded by the teacher at the slightest slip of the tongue or incorrect pronunciation, some students choose to remain silent in class. Because of this, teachers must engage students in the classroom with activities that are relevant to real-world experiences and give them the confidence they need to participate in class activities without fear of being teased.

In the same way, teacher motivation has a significant impact on students' motivation. It is crucial that teachers establish environments that shield students from negative emotional reactions, since speaking in front of their classmates and using a language, they do not always master, can be rather intimidating for children (Gkonou et al., 2020). That is why the motivation of the teacher is more essential than that of the student, because the teacher is a generator of emotions and dynamics. A motivated teacher is an essential component of the teaching rules.

In this section, the analysis of six previous studies will be analyzed in order to expand our knowledge on the topic "Factors that influence high school students' English oral communication skills in Ecuadorian face-to-face learning environments," besides, the analysis of previous studies will be helpful to identify weaknesses and strengths identified by researchers; those results identified in previous studies will be useful for the current and further research studies.

Seraj and Habil (2021) carried out a systematic analysis of 51 studies published between 2010 and 2019. Different databases that were published in different EFL contexts were analyzed in different ways. Results indicated that the primary factor influencing the

poor performance of EFL learners was the environmental factor. Passivity, lack of enthusiasm, mixed ability, and student class size were environmental influences. Students' anxiety, shyness, self-efficacy, confidence, emotions, and reluctance were psychological factors. Lack of language proficiency, accuracy, fluency, and high vocabulary levels among students were all related to linguistic issues. Four alternative techniques of assessing oral abilities were discovered: university-based speaking evaluation, instructor feedback, mobile-based feedback, and mixed panel assessment.

Güneş and Sarıgöz (2021) conducted a quantitative research focused on the causes of challenges in speaking a foreign language that could lead to communication difficulties. The objective was to create an inventory to provide an overview of the conditions, attitudes, and beliefs of language students from a population sample of 88 students. There were 39 primary questions and 95 secondary questions, and the results show that attitude, aptitude, negative attitudes about foreign language skills, and linguistic challenges have a negative impact on oral production.

Adeyemi et al. (2019) researchers looked into mother-tongue interference in English language acquisition in public and private senior secondary schools in Ago Iwoye, Ogun State. This study's target group included SSS1 and SSS2 students from private and public secondary schools, and the descriptive research design was used with a self-structured five-likert scale questionnaire to collect data. The most relevant conclusion reached was that the use of the mother tongue had a detrimental impact on English proficiency. Furthermore, using one's native tongue makes English pronunciation and writing difficult. As a consequence of their mother tongue, students also display a lack of confidence and inadequate communication abilities.

Shen and Chiu (2019) performed a study on the factors that contributed to EFL learners' English-speaking challenges and then investigated the tactics employed by successful learners to enhance their English speaking ability. To evaluate 148 EFL students, a five-level Likert-scale questionnaire was used. The findings of the study revealed that nervousness, fear of making mistakes, and lack of confidence were the primary causes of

English-speaking difficulties, followed by linguistic issues such as insufficient vocabulary and environmental issues such as a lack of learning context for English conversation. The majority of successful learners tended to use various speaking strategies to improve their English-speaking performance, with a particular emphasis on linguistic accuracy.

Holandyah et al. (2022) conducted a qualitative study on students' speaking difficulties. Data collected through in-depth interviews with study participants at the study site. The current study included eight EFL students as participants. Fluency, vocabulary, pronunciation, and grammar, as well as psychological concerns, were discovered to be difficulties for students when it came to language barriers. According to the findings, most students feel anxious to speak English in front of their teachers, classmates, and others.

Octaberlina et al. (2022) analyze the difficulties that students face when speaking English and talk about what the students are doing to overcome the problems. Data that was gathered using both qualitative and quantitative methods was used in the study. Interviews, questionnaires, and observation served as the research's data collection methods. 45 students participated in this study. According to the study's findings, many students experience emotional difficulties when speaking English, such as nervousness, low self-esteem, and anxiety about making mistakes and drawing attention to themselves. Additionally, it has been observed that individuals have difficulty choosing words, have a weak grasp of syntax, and have a limited vocabulary in English. Lack of speaking experience was one issue the students had.

Chapter two

Method

Setting and Participants

The present study was carried out with a sample size of 40 students from the third year of high school at a small public school in a rural area of Imbabura, Ecuador. The participants ranged in age from 16 to 17 years old (men and women).

The students demonstrated that they lacked the level of competency expected, B1, given the content of the English curriculum for the school year.

Procedure

To collect the correct information in accordance with the overall goal of this study project, an accurate inquiry with the goal of obtaining true findings was required. It was critical to apply the most appropriate procedures, techniques, and tools for data collection throughout the study process. The techniques for obtaining the necessary information are discussed in the following paragraphs.

Firstly, this investigation was to be carried out with a literature review that allowed us to support the results obtained and discuss coincidences or disagreements in the discussion section, but above all to demonstrate that the research that is proposed is an effective scientific contribution, it is important to note that the theoretical foundation was carefully gathered from reliable sources such as books and scientific journals that contained information about learning English in an EFL context, English oral communication skills, Linguistic difficulties in English speaking, and Emotional difficulties when speaking English.

Secondly, a questionnaire was applied to the students and the teacher, at the same time, to know their perception of the influence of linguistic and emotional factors that affect students' oral communication skills in English. These questionnaires include 12 questions on linguistic factors and 14 questions on emotional factors.

Then, a semi-structure interview was conducted with 5 students, the purpose of this interview was to know in detail whether linguistic or emotional factors influence them the most when speaking the English language during class hours.

Additionally, the observation of 5 English classes that were focused on the ability to speak was carried out in order to compare or contrast the information obtained from the teacher's questionnaire, the student's questionnaire, and the answers obtained in the semi-structured interview.

The development of the current research process, required the use of a mixed method: the quantitative method to manage the results in number of all the responses obtained from the questionnaires applied to the teachers and students, and the qualitative method to manage the results of the semi-structured interview and the class observation.

Once the data was collected, the description, analysis, and interpretation of the results obtained during the investigation were carried out and for this, the highest and lowest results were taken into account.

Finally, six conclusions were drawn, taking into account the results obtained, and six recommendations were made based on the conclusions.

Chapter three

Description, Analysis and Interpretation of Results

In the following section, the information gathered during the field research was tabulated, analyzed, and interpreted using both qualitative and quantitative methods. The findings were classified into two tables: the first one shows the students' perceptions regarding the linguistic factors that influence the oral communication in English of high school students, and the second one shows the influence of emotional factors.

Which linguistic factors influence high school students' English oral communication skills in face-to-face learning environments?

Table 1

Linguistic Factors

Nº	Statements Linguistic factors	Strongly agree %	Agree %	Disagree %	Strongly Disagree %	Total %
1	I get stuck with vocabulary when speaking English.	27,5%	65%	7,5%	0%	100%
2	I avoid using difficult words when speaking English	20%	67.5%	12.5%	0%	100%
3	I get stuck with grammar when I speak in English.	25%	70%	5%	0%	100%
4	I use complex structures when speaking English.	10%	20%	42.5%	27.5%	100%
5	I have difficulties structuring sentences when in speaking.	7.5%	75%	17.5%	0%	100%
6	I feel difficulty attending fluency when speaking English.	17.5%	80%	2.5%	0%	100%
7	I felt difficulty attending accuracy when speaking English.	15%	82.5%	2.5%	0%	100%
8	I speak without many pauses.	0%	0%	100%	0%	100%
9	I speak in English spontaneously.	0%	0%	100%	0%	100%

10	I make pronunciation errors when I speak in English.	22.5%	75%	2.5%	0%	100%
11	I thought first in Spanish when I had to speak in English.	17.5%	72.5%	10%	0%	100%
12	I struggled to communicate effectively in English.	22.5%	75%	2.5%	0%	100%

Note: The table depicts the results of the students' perceptions related to the linguistic factors that influence oral communication skills

Based on the information obtained from the students' questionnaire about the linguistic factors, it was found that, in regards to item 1, "I get stuck with vocabulary when speaking English," we could see that 11 students, which represent 27.5% of the population, strongly agreed. In the same line, we can see that 26 of the students, which represents 65% of the sample also agreed that they get stuck with vocabulary when speaking English. On the other hand, 3 students, who represent 7.5% of the participants, indicate that they disagree with the fact that they get stuck with vocabulary when speaking English. In the same sense, no student mentioned being strongly disagree.

Regarding item 2, "I avoid using difficult words when speaking English," students express what is mentioned now: 8 students, which represent 20% of the population, strongly agree to the fact that they avoid using difficult words when speaking English, while 27 students who represent the 67.5% of the participants agree with this factor. In contrast, 5 students, which represent 12.5% of the participants, disagree with the fact they avoid using difficult words, and in the same way, there were no students who strongly disagreed with respect to avoiding the use of difficult words when speaking English.

Concerning item 3, "I get stuck with grammar when I speak in English," as can be seen, 10 students who represent 25% of the population strongly agree to this factor. Similarly, 28 students who represent 70% of the sample agree with the factor that they get stuck with grammar when speaking English. On the contrary, 2 students, which represent 5% of the participants, disagree; there were no students who strongly disagreed with the fact that they get stuck with grammar when speaking English.

The results obtained in item 4, "I use complex structures when speaking English," show that 4 students, which correspond to 10% of the group, strongly agree. In the same line, 8 of the students, who represent 20% of the sample, agree with the fact that they use complex structures when speaking English. Instead, 17 students who represent 42.5% of the participants disagree, while 11 students who correspond to that 27.5% population strongly disagree with the fact that students use complex structures when speaking English.

In relation to the statement 5, "I have difficulties structuring sentences when speaking," the results indicate that 3 students, who represent 7.5% of the participants, strongly agree, while 30 students, who represent 75% of the population, agree because of the fact that they have difficulties structuring sentences when speaking. On the other hand, 7 students who represent 17.5% of the sample disagree with the fact that they have difficulties structuring sentences when speaking; there were no students who strongly disagree with this factor.

Continuing with the description of the results obtained in Table 1 that correspond to the linguistic factors and focusing on statement 6, "I feel difficulty attending fluency when speaking English," the findings indicate that 7 students, which represent 17.5% of the participants, strongly agree with this factor. In the same regard, 32 students, who represent 80% of the participants, agree with the fact that they feel difficulty attending fluency when speaking English. In contrast, 1 student who represent 2.5% of the participants disagree with the factor that they feel difficulty attaining fluency when speaking English, and there were no students who strongly disagree with this factor.

Concerning item 7, "I felt difficulty attending accuracy when speaking English," findings reveal that 6 students, which represent 15% of the sample, strongly agree with this factor. In the same way, 33 students, which represent 82.5% of the sample, agree with the fact that they felt difficulty attending accuracy when speaking English. On the other hand, 1 student, which represent 2.5% of the sample, disagree with the factor that they felt difficulty attending to accuracy when speaking English, and there were no students who strongly disagree with this factor.

Regarding item 8, "I speak without many pauses" the results indicate that there were no students who strongly agreed or agreed with the factor that they speak English without many pauses. Otherwise, 40 students that represent the 100% of the population disagree with the fact that they speak without many pauses, and there were no students who strongly disagree with this factor.

With reference to statement 9, "I speak in English spontaneously" the findings show that there were not students who strongly agreed or agreed with the factor that they speak in English spontaneously. In contrast, 40 students who represent the 100% of the participants disagree with the factor that they speak in English spontaneously, and there were no students who strongly disagree with this factor.

Respecting statement 10, "I make pronunciation errors when I speak in English" it can be seen that 9 students who correspond the 22.5% sample strongly agree with the fact that they make pronunciation errors when speaking English, in the same way, 30 students who correspond the 75% of the sample agree with this factor. On the contrary, 1 student who correspond the 2.5% of the sample disagree with the factor that they make pronunciation errors when they speak in English, and there were no students who strongly disagree with this factor.

In the matter of the statement 11, "I thought first in Spanish when I had to speak in English" based on the results, 7 students which represent the 17.5% of the population strongly agree with the fact that they thought first in Spanish when they had to speak in English, similarly, 29 students which represent the 72.5% of the population agree with this factor. However, 4 students which represent the 10% of the population disagree with the fact that they thought first in Spanish when they had to speak in English, and and there were no students who strongly disagree with this factor.

Regarding to the statement 12, "I struggled to communicate effectively in English" it could be observed that 9 students who represent the 22.5% of the participants strongly agree with the factor that they struggled to communicate effectively in English, likewise, 30 students who represent the 75% of the participants agree with this factor. In contrast, 1

student that represent 2.5% of the participants disagree with the factor that they struggled to communicate effectively in English, and there were no students who strongly disagree with this factor.

Based on the analysis performed for Table 1, it was determined that, regarding vocabulary, a large group of students mention that they get stuck with vocabulary when speaking English. In the same line, the response, about the same aspect, obtained from the teacher's questionnaire supports this information because he said that students get stuck with vocabulary in oral production, which agrees with the students' interviews, in which students argued that the main reason why they have problems with vocabulary is because words in the English language have different meanings. In the same regard, it was determined during class observation that students only memorized extensive lists of words, but they did not learn to use the words in context. Regarding vocabulary, Machfudi and Afidah (2022) indicates that students should not only know the words but also their meaning.

Considering the analysis above, it is inferred that using appropriate vocabulary in a communicative context allows our language to evolve toward new modes of comprehension. However, not using vocabulary in a real communicative context closes channels of dialogue between individuals.

On the other hand, a small group of students mention that they do not avoid the use of difficult words, which contrasts with the teacher's response, who said that students avoid the use of difficult words when speaking. Students' interviews disagree with the teacher's questionnaire because students said that they incorporate the use of difficult words (long words) even though they cannot pronounce them correctly. The teacher's answer agrees with the class observation, which provided evidence that students avoid the use of difficult words because their construction requires some juggling with the language. Regarding vocabulary, Khan et al. (2018) mention that the lack of vocabulary affects students'

performance in listening and communication classes as well as their capacity to express their thoughts and feelings and, most importantly, their speaking skills.

From the analysis developed above, it is deduced that the role of vocabulary is one of the factors that most affect students' oral production. Vocabulary knowledge is not only needed, but it is also an important aspect of learning and communicating in a foreign language. Furthermore, the more knowledgeable of vocabulary, the more fluid communication between people.

Concerning the analysis of the linguistic factor corresponding to grammar, a huge group of students state that they have difficulties structuring sentences when speaking. In contrast, the teacher's questionnaire contradicts the students' answer because it mentions that students do not have difficulties structuring sentences when speaking, while during the students' interviews, they argue that they have difficulties structuring sentences because they cannot retain all the grammatical structures. Class observation agrees with the students' answer because it demonstrated that most of the students have problems structuring sentences because they do not remember the grammar structures, and another problem is that they cannot conjugate the verbs in the correct way, which is why they get confused. Mansurbek and Iloxom (2022) say that the main goal of grammar instruction is to help students understand the concepts taught so that they can apply them in everyday speech.

After analyzing the data, it is stated that because of a lack of grammatical knowledge, some learners hesitate when speaking in English. In this case, individuals are in a difficult position to explain their opinions clearly.

In contrast, a small group of students said that they do not get stuck with grammar when they speak English. This information coversely with the teacher's questionnaire, which mentions that students get stuck with the use of grammar when they speak in English.

During interviews, students argue that they do not get stuck with grammar because English grammar is similar to Spanish grammar, however, during class, the students face grammar problems mainly because they copy grammatical structures from Spanish and transfer them to English. Concerning grammar, Lim et al. (2021) point out that the correct use of grammar is essential for understanding a language because it is the system that allows for actual communication in the English language.

It is determined from the aforementioned analysis that the teacher frequently uses memorization of concepts to teach grammar, such as focusing on the rules or analyzing individual sentences, which makes it difficult for students to have a good knowledge of grammar and use it in their speaking.

In relation to the fluency and accuracy linguistic factor, a good number of students mention that they have difficulty maintaining accuracy when speaking English. The teacher's questionnaire also supports the student questionnaire because he said that students have difficulty attending to accuracy. Throughout the students' interviews, they argue that they have difficulty attending to accuracy due to grammar mistakes. The class observation agrees with the teacher and student questionnaires that show the students did not use the grammar nor the vocabulary, besides the errors in the pronunciation. Ojeda et al. (2019) claim that the lack of fluency and accuracy is due to the fact that students are not given enough time to practice the language in the classroom.

From the above analysis, it is considered that the more the language is used in class, the more its performance will be valued. In this way, educational systems should be established with more use of this language in the spoken context of the teaching process to improve academic student performance.

On the contrary, a small group of students said that they do not feel difficulty attending fluency when speaking English. The teacher's response disagrees with the

students' answer, which points out that students have difficulty attending class with fluency. Students' interviews mention that they try to use basic grammar and vocabulary that is not too complicated. The classes' observations agree with the teacher questionnaire, which found that when students spoke, there were hesitations, false starts, grammatical inaccuracies, and limited vocabulary. In regard to fluency and accuracy, Wang (2014) points out that it is crucial for the educator to support the learning of speaking by offering students practice with accuracy and fluency, allowing students to speak in groups or pairs, and limiting teacher discourse.

According to the previous analysis, it is inferred that, in this sense, the teacher should carefully design targeted language tasks that can help students improve their speaking skills by finding a balance between fluency and accuracy. Therefore, providing students with engaging topics is the best way to keep them interested in the language.

Continuing with the analysis and interpretation of Table 1, referring to the linguistic factors and specifically mentioning the pronunciation factor, a significant group of students state that they make pronunciation errors when speaking English. The English teacher agreed with the students' response and argument that students really make pronunciation errors when speaking English. The interviews to which the students were exposed revealed that these pronunciation errors corresponded to the fact that many words in English are similar to those in Spanish and also that Spanish has accentuation rules to indicate where the accent falls on each word depending on whether it has a check mark or not. The class observations also agree with the fact that students have pronunciation problems, but mostly in the conjugation of regular verbs. When they are conjugated in the simple past, "-ed" must be added at the end. In terms of pronunciation, According to Almuslimi (2020), pronunciation should be given special attention because it aids in verbally conveying the correct message.

It is inferred from the above analysis that pronunciation is an essential component of success in any spoken discourse. If the message is poorly stated, the pronunciation can

often make communication difficult or lead to critical misconceptions. Pronunciation is said to be crucial since it is the first thing people notice about any language speaker or student.

In contrast, a small group of participants said that they do not make pronunciation mistakes when speaking English. The teacher's questionnaire agrees with the student's questionnaire and mentions that students make pronunciation mistakes when speaking. During the interviews, students argue that they try to do their best regarding the pronunciation of words. While the class observations agree with the teachers' responses, the students make a lot of pronunciation mistakes, especially in past simple verbs. In terms of pronunciation, Reddivari (2022) state that pronunciation is influenced by a number of variables, including native language interference, exposure, phonetic skill, cultural and educational background, and motivation.

Based on the analysis provided above, it can be deduced that teachers should establish a perspective on pronunciation as a critical and fundamental aspect of communication that should be included in classroom activities to improve EFL competence in English speaking. Learners need to get concentrated pronunciation proficiency instruction in order to improve and prevent speaking mistakes..

Regarding the last linguist factor that refers to interference of the mother tongue, the majority of the students state that they think first in Spanish when they have to speak English, and the teachers surveyed also agree with the students that they think first in Spanish when they have to speak English. These students mention that the reason why they first think in Spanish when they have to speak in English is because there is a great similarity of words between both languages. The class observations agree with the teacher and student surveys that students think first in Spanish, and it is possible to show that the interference of the mother tongue is one of the factors that most affects English students because a language involves linguistic units or patterns similar to the language being learned. As stated by Goswami (2020), the use of the mother tongue in the target language

leads to improper constructions, which students have been aware of since it signifies that the mother tongue does not always help foreign language study.

According to the data analysis above, it is stated that it is important to emphasize that the interference of one language over another is nothing more than a conflict. It occurs when a person engages in learning a language that is not their own. This difficulty occurs because the habits of speech, meaning, and sound of the native language are deeply ingrained in the consciousness and subconscious of the individual, which interfere with the habits and linguistic patterns of the new verb.

On the other hand, a small group of students state that they do not think first in Spanish when they have to speak in English. The teacher survey disagrees with the students' response. During the students' interviews, this small group claimed that they always associate words with things or situations and that they also make gestures while speaking. However, classroom observations contradict the students' responses, stating that students think in English first before speaking because they do not know or are unsure which words to use to express what they want to say. Referring to "mother tongue interference," Zarei et al. (2022) affirm that students have trouble speaking English fluently and make poor vocabulary choices as a result of direct translation from their native tongue to English.

Taking the above analysis into consideration, it is assumed that the students exhibit confusion and, as a result, combine their first language with the new linguistic target when attempting to demonstrate their knowledge and mastery, producing interference from their mother tongue. This is due to a constant struggle between the norms and traditions taught in their mother tongue and the structures of the L2 second language they are learning.

Which emotional factors affect high school students' English oral communication skills in face-to-face learning environments?

Table 2

Emotional Factors

Nº	Statements Emotional factors	Strongly agree %	Agree %	Disagree %	Strongly Disagree %	Total %
1	I am afraid of making mistakes when I speak English.	37.5%	57.5%	5%	0%	100%
2	I feel peer pressure when I speak English.	32.5%	47.5%	20%	0%	100%
3	I am nervous when speaking English.	25%	67.5%	7.5%	0%	100%
4	I keep silent in class because of a lack of confidence when speaking English.	25%	57.5%	17.5%	0%	100%
5	I worry about using grammar correctly when speaking English.	30%	60%	10%	0%	100%
6	I stutter when I speak in English.	30%	65%	5%	0%	100%
7	I am not confident to speak English outside class.	37.5%	57.5%	5%	0%	100%
8	I am worried about not being understood when I speak English.	25%	70%	5%	0%	100%
9	I am willing to speak English.	7.5%	45%	47.5%	0%	100%
10	I feel that I am forced to speak English.	30%	50%	20%	0%	100%
11	I feel blocked, so there is a lack of things to say when speaking English.	22.5%	75%	2.5%	0%	100%
12	I am afraid someone will laugh at me when I speak English.	35%	47.5%	17.5%	0%	100%
13	I feel more tense in English lessons than in other lessons.	25%	60%	15%	0%	100%
14	When I speak in English, I feel anxious thinking about how to respond correctly.	25%	67.5%	7.5%	0%	100%

Note: The table depicts the results of the students' perceptions related to the emotional factors that influence oral communication skills.

Based on the information gathered from the students' questionnaire about emotional factors, it was found that, in regards to item 1, "I am afraid of making mistakes when I speak English," 15 students, which correspond to 37.5% of the population, strongly agree with the fact that they are afraid of making mistakes when they speak English. In the same way, 23 students, which correspond to 57.5% of the population, agree with this factor. On the other hand, 2 students, which correspond to 5% of the population, disagree with the fact that they

are afraid of making mistakes when they speak English, none of the students mentioned being strongly disagree with respect to this factor.

Concerning the statement 2, "I feel peer pressure when I speak English," it can be seen that 13 students, who represent 32.5% of the participants, strongly agree with the fact that they feel peer pressure when they speak English, while in the same line, 19 students, who represent 47.5% of the participants, agree with this factor. In contrast, 8 students who represent 20% of the participants disagree with the factor that they feel peer pressure when they speak English, none of the students mentioned being strongly disagree with respect to this factor.

Regarding statement 3, "I am nervous when speaking English," it could be observed that 10 students, which correspond to 25% of the sample, strongly agree with the fact that they are nervous when speaking English, and similarly, 27 students, which correspond to 67.5% of the sample, agree with this fact. On the contrary, 3 students, which corresponds to 7.5% of the sample, disagree with the fact that they are nervous when speaking English, none of the students mentioned being strongly disagree with respect to this factor.

In respect of statement 4, "I keep silent in class because of a lack of confidence when speaking English," the results show that 10 students, who correspond to 25% of the population, strongly agree with the fact that they keep silent in class because of a lack of confidence; likewise, 23 students, who correspond to 57.5% of the population, agree with this fact. Otherwise, 7 students, who correspond to 17.5% of the population, disagree with the factor that they keep silent in class because of a lack of confidence when speaking English, none of the students mentioned being strongly disagree with respect to this factor.

With reference to statement 5, "I worry about using grammar correctly when speaking English," it could be evidence that 12 students, which represent 30% of the sample, strongly agree with the fact that they worry about using grammar correctly when speaking English. In the same line, 24 students, which represent 60% of the sample, agree with this factor. Nonetheless, 4 students, which represent 10% of the sample, disagree with

the fact that they worry about using grammar correctly when speaking English, none of the students mentioned being strongly disagree with respect to this factor.

In terms of statement 6, "I stutter when I speak in English," the results show that 12 students (30% of the participants) strongly agree with the fact that they stutter when speaking in English; similarly, 26 students (65% of the participants) agree with this factor. On the other hand, 2 students, who represent 5% of the participants, disagree with the fact that they stutter when they speak English, none of the students mentioned being strongly disagree with respect to this factor.

Continuing with the description of the results obtained in Table 1 that correspond to the emotional factors and focusing on statement 7, "I am not confident to speak English outside class," it can be seen that 15 students that represent 37.5% of the population strongly agree with the fact that they are not confident to speak English outside class; in the same way, 23 students that represent 57.5% of the population also agree with this factor. In contrast, 2 students who represent 5% of the population disagree with the fact that they are not confident to speak English outside of class, none of the students mentioned being strongly disagree with respect to this factor.

Concerning the statement 8, "I am worried about not being understood when I speak English" the results evidence that 10 students that correspond to the 25% of the sample strongly agree with the fact that they worried about not being understood when they speak English, similarly, 28 students that correspond to the 70% of the sample agree with this factor. However 2 students that correspond to the 5% of the students disagree with the fact that they are worried about not being understood when they speak English, none of the students mentioned being strongly disagree with respect to this factor.

In respect to statement 9, "I am willing to speak English," the findings indicate that 3 students, who represent 7.5% of the participants, strongly agree with the fact that they are willing to speak English; likewise, 18 students, who represent 45% of the participants, agree with this factor. On the other hand, 19 students who represent 47.5% of the participants

disagree with the fact that they are willing to speak English, none of the students mentioned being strongly disagree with respect to this factor.

Regarding statement 10, "I feel that I am forced to speak English," it can be seen that 12 students, who represent 30% of the population, strongly agree with the fact that they feel forced to speak English; similarly, 20 students, who represent 50% of the population, agree with this factor. In contrast, 8 students who represent 20% of the population disagree with the fact that they feel that they are forced to speak English, none of the students mentioned being strongly disagree with respect to this factor.

With reference to statement 11, "I feel blocked, so there is a lack of things to say when speaking English," the results show that 9 students, who correspond to 22.5% of the sample, strongly agree with the fact that they feel blocked, so there is a lack of things to say when speaking English. In the same line, 30 students, who correspond to 75% of the sample, also agree with this statement. In contrast, 1 student, which corresponds to 2.5% of the sample, disagree with the fact that they feel blocked, so there is a lack of things to say when speaking English, none of the students mentioned being strongly disagree with respect to this factor.

In the matter of statement 12, "I am afraid someone will laugh at me when I speak English," the results indicate that 14 students, which represent 35% of the participants, strongly agree with the factor that they are afraid someone will laugh at them when they speak English; similarly, 19 students, which represent 47.5% of the participants, agree with this factor. Conversely, 7 students, which represent 17.5% of the participants, disagree with the factor that they are afraid someone will laugh at them when they speak English, none of the students mentioned being strongly disagree with respect to this factor.

Concerning statement 13, "I feel more tense in English lessons than in other lessons," the findings show that 10 students, who correspond to 25% of the sample, strongly agree that they feel more tense in English lessons than in other lessons. In the same way, 24 students, who represent 60% of the sample, also agree with this factor. On the contrary, 6 students, who represent 15% of the sample, disagree with the fact they feel more tense in

English than in other lessons; none of the students mentioned being strongly disagreeing with respect to this factor.

In respect to statement 14, "When I speak in English, I feel anxious thinking about how to respond correctly," it can be seen that 10 students, which correspond to 25% of the population, strongly agree that when they speak in English, they feel anxious thinking about how to respond correctly. In the same line, 27 students, which correspond to 67.5% of the population, agree with this factor. On the other hand, 3 students, which correspond to 7.5% of the population, disagree with the fact that when they speak in English, they feel anxious thinking about how to respond correctly; none of the students mentioned strongly disagreeing with respect to this factor.

Based on the analysis of Table 2, which refers to emotional factors and focuses especially on the fear factor, it was identified that a significant group of students stated that they felt nervous when speaking English. The teacher survey contrasts with the student questionnaire, which said that students feel nervous when speaking English. During the interviews, these students mentioned that due to their lack of knowledge of grammar and vocabulary, they feel nervous when speaking English because they do not know how to construct a sentence correctly. In the same sense, the information collected from class observations agrees with the survey of students who state that they are afraid of making mistakes when speaking English due to a previous bad experience and also because they do not have enough knowledge of vocabulary. Regarding the fear factor, Ali et al. (2021) point out that in the academic field, this fear is very common and occurs in situations where students do not feel comfortable, such as expressing themselves in another language that is not their mother tongue.

According to the data analysis, it is inferred that many students are afraid of speaking English in public, and what causes this fear the most is their poor pronunciation of the English language.

To the same regard, a small group of the students mention that they are afraid of making mistakes when they speak English, and in the same line, the teacher questionnaire

agrees with the students' response that they are afraid of making mistakes when they speak English. In student interviews, they said that they were afraid of making mistakes because of their incorrect use of tenses and grammar. The class observation agrees with the student interviews because students' fear of making mistakes in speaking English was due to poor accurate use of grammar and tenses, as well as a lack of feedback from teachers.

Regarding the fear of making mistakes, Daulay et al. (2022) emphasize that when the teacher asks students to speak in front of the class, the students are frightened of making errors because their pronunciation is poor.

From the analysis developed above, it is deduced that when students make mistakes in English pronunciation, the importance of feedback is crucial because it allows teachers to give and receive information about the students' performance, identifying achievements and areas for improvement. Feedback also allows teachers to make timely decisions about their own teaching practices. In addition, this feedback must be effective in providing students with specific and detailed information to improve their learning.

Referring to the anxiety factor, a great number of the students say that when they speak English, they feel anxious thinking about how to respond correctly. In the same way, the teacher questionnaire did not support the students' survey, in which they mentioned that they felt anxious about how to respond correctly when speaking English. In the same manner, in the students' interviews, they argue that they cannot find the right words to express their message; this is the reason why they get anxious. But it was observed in classes that the fear of being judged is often present in students; they think that others will judge them for grammatical or pronunciation errors. Referring to anxiety, Sultana and Jamin (2021) state that communication is enhanced by anxiety, mostly because of students' fear of being judged.

Regarding the data analysis above, it can be stated that the anxiety of judgment is frequently felt. The majority of us fear being judged. The same is true in learning a new language because students frequently believe that their classmates or even the teacher will judge them for grammar or pronunciation errors.

On the contrary, a small group of students affirm that they do not feel blocked because there is a lack of things to say when speaking English; similarly, the teacher survey contrasts the students' response, who mention that they do not feel blocked because there is a lack of things to say when speaking English; this group of students mentions during interviews because their vocabulary and grammar are not enough to say what they would want to say. However, during class observation, the students face problems mainly with the construction of sentences. Nurmansyah and Nurmayasari (2018) indicates that students experience anxiety as a result of their language issues, such as grammar, vocabulary, and pronunciation. They are concerned about making errors and being commented on and ridiculed at by their instructor and peers since they believe English is a tough subject.

The analysis of the data gathered above demonstrated that students have a high level of anxiety, this level of anxiety reduces learning efficiency by decreasing attention, concentration, and retention, resulting in a decrease in academic performance.

Concerning the willingness factor, a good number of students indicate that they feel that they are forced to speak English, likewise, the teacher questionnaire agrees with the students' answer that they feel that they are forced to speak English. In the interviews conducted with the students, they said that concentrating on producing a foreign language is exhausting, especially once their level is low; others argued that the topic or activity that they are supposed to be talking about in English is boring, so they talk about something else in their mother tongue. To the same concern, this information agrees with class observation, in which the students' lack of willingness is due to different factors, such as the type of task and the theme. According to Taufik et al. (2021), one of the reasons why students have a lack of willingness is because most of the time, the proposed topic does not catch their interest.

Based on the analysis provided above, it can be interpreted that benefits will come to learners who are willing to use English. For instance, doing so could help them enrich the whole experience and improve their oral abilities.

Conversely, there was another group of students who stated that they had the willingness to speak English. In the same way, the teacher survey contrasted the students' answer because he said that students do not have the will to speak English. Throughout the interviews, students argue that they preferred to communicate in pairs or small groups rather than in large groups; however, this information answer contrasts with the class's observation that said students do not have the willingness to speak English. Azwar et al. (2021) argue that students' willingness is influenced by topic interest, interlocutor familiarity, interlocutor comfort, fear of making mistakes, and fear of evaluation.

It can be deduced from the analysis provided above that increasing students' willingness to speak and decreasing their unwillingness to speak so that students can engage in conversations in English frequently is one of the goals and challenges of EFL education.

Relating to the lack of confidence factor, the majority of the learners argue they are worried about not being understood when speaking English. In the same line, the teacher questionnaire did not support the student questionnaire, which said students are not worried about not being understood when speaking English. However, during interviews, students mentioned that the fear of not being understood arises because they are aware of the lack of fluency in their speech. Similarly, the observation during class supports the students' answers, and another of the causes is that students confuse the structure and grammar of the mother tongue with which it is being learned. Nety et al. (2022) mention that the students's worry of not being understood is one element that contributes to students' lack of confidence when speaking English.

From the analysis provided above, it can be inferred that to be able to say one speaks English, one must be able to understand and be understood without difficulty, and to achieve this requires, first of all, a healthy amount of confidence.

On the other hand, there was a small group of students who stated that they did not feel confident enough to speak English outside of class. In the same sense, the teacher's questionnaire supported the students' response that, due to a lack of confidence, they do not speak English outside of class. During the interviews, the students also mentioned that if they do not have the confidence to speak English in the classroom, the possibility of speaking English outside will further decrease. The observation sheet also supported the answers of the teacher and the students, but on the other hand, the students simply do not feel the need to speak English outside of the classroom, and it is not because they are not confident but simply because they are not interested in practicing the language. Referring to lack of motivation, Ahsan et al. (2020) remarked that when students lack confidence, they remain silent while others speak.

Considering the analysis above, it is inferred that for both students and teachers, learning outside the classroom offers amazing chances and benefits. Learning becomes more relevant and interesting. Due to the fact that information is learned largely outside of the classroom, students will have several opportunities to study ideas that are genuine and relevant by placing them in a more realistic context.

Regarding the motivation factor, the majority of the students state that they feel more tense in English lessons than in other lessons; likewise, the teacher questionnaire supports the student questionnaire. Students who were interviewed just said that English class seems boring, and this is because they don't like the language; others indicate that most of the classes are focused on grammar; in the same way, class observation sheets also support the student and teacher surveys. Despite the teacher's efforts to foster a positive learning environment, the students feel more tense in English lessons than in other lessons. Referring to motivation, Gkonou et al. (2020) point out that students' motivation is significantly influenced by educator motivation. Since talking in front of their peers and using

a language can cause negative emotional reactions, it is important that educators create conditions that protect learners from these feelings.

Based on the analysis presented above, it can be deduced that to learn a language, students have to speak with each other in a group, in pairs, and on their own. If the focus is placed on communication and a good environment is created, learning will flourish more naturally and motivation will be more present.

On the contrary, a small group of students said they do not feel the English classes are more tense than the other lessons; in the same line, the teacher questionnaire did not support the students' survey, which said students feel English classes are more tense than the other lessons; throughout the interviews, students claimed that they find the English classes very interesting. However, the observation sheet supports the teacher's answer because there is evidence that students feel English class tense, which can be derived because classes have too much emphasis on grammar. In terms of motivation, Nguyen (2019) mentions that one of the most important components of effectively learning a language is motivation.

From the above data analysis, it can be claimed that one of the most essential components in the oral production of students is motivation. When learning gets tough, students who have a positive attitude about the language are more likely to persevere and work hard.

Which factors, linguistic or emotional, mostly influence high school students' English oral communication skills in face-to-face learning environments?

Regarding the linguistic factors, students face problems with fluency and accuracy. Students mainly demonstrated a lack of accuracy and fluency which are two factors that influence English oral students' performance. González and Díaz (2019) point out that the main aims of teaching and learning a second or foreign language have to concentrate on

meaning, including the use of communicative activities that explore the spontaneous use of language in replicating various real-life scenarios.

Continuing with the linguistic factors, grammar is another of the factors that affect students' oral skills. Students face problems structuring sentences when speaking because they do not have enough grammar knowledge. In addition, this is due to the fact that very few activities are carried out in which students can practice grammar orally; most of the time, students only receive information according to the free will of the teacher, having little space to think and express their knowledge. Lim et al. (2021) argue that teachers commonly employ concept memorization, constant drilling, consistent writing practices, and imagery as stimulation to teach grammar. Language learning, however, does not rely just on instructors; learners must also be able to discern which strategies are most advantageous to them.

The oral production of the students was influenced by emotional factors, such as anxiety, which is a phenomenon that not only blocks oral communication but also can lead adolescents to frustration and create a feeling of vulnerability when having to speak English and can also influence levels of self-esteem and motivation. Moreover, Abdullah et al. (2022) argue that anxiety in the classroom reduces the learning impact. Anxiety has a detrimental influence on students' attitude, optimism, communication skills, and spoken English proficiency. Students are cautious and apprehensive in foreign language sessions because they are afraid of making errors when speaking. They are so nervous in front of the teacher and their classmates that they avoid answering questions, or their responses are weak and unclear, and they do not raise their voice.

The students' oral output was also influenced by fear, The fear of making mistakes, along with vocabulary issues, is the most common obstacle in classroom communication. Grammar correction is conducted in class more than fluid communication; an atmosphere of trust is not always formed in class, and the teacher may have a hostile perception toward mistakes or utilize direct corrective approaches. When students make evident mistakes, they

are afraid of the teacher's corrections and frequently long-winded explanations, which make them feel humiliated about their faults. Ahmad et al. (2022) mention that some of the possible causes include the fact that the fear of speaking English is the result of unrelated anxiety issues, such as the fear of personal judgment, speakers' propensity for being worried whenever they attempt to express an opinion, and their perception that they are never satisfied with their own abilities. That is, the two most common reasons why students are frightened to speak English are fear of failing and fear of being misunderstood.

The data collected show that emotional factors, particularly anxiety and fear, have a significant influence on students' English-speaking abilities. Emotions influence language so much that sometimes they even prevent the conversation from taking place. To be effective in conversations, students must be more conscious of how they speak and the emotions they express. Because emotions can permeate a harmonious, affective, dynamic, and creative environment, the influence of emotions in the teaching-learning process of English plays a critical role in the development of linguistic abilities in the language from the doing and feeling of the students (Yuanyuan, 2018).

Conclusions

Accuracy and fluency have been found as a linguistic factor that most influence the students oral communication skills since students struggle with sentences formation, use of vocabulary, correct pronunciation

Lack of grammatical knowledge prevents students from speaking without accuracy; it is difficult for them to communicate their thoughts effectively; and, above all, this insufficient knowledge of English grammar makes it difficult for others to understand learners oral speech.

Speaking anxiety is an emotional factor that represents a major concern among foreign language learners; anxiety negatively affect learners' performance and ability to speak in the target language.

Fear of making mistakes has been found to be one of the causes that prevent students from speaking due to their concern about how other students and even their English teacher would perceive their linguistic errors.

English Anxiety causes students to be speechless when required to speak in English, as students who suffer from anxiety frequently take a passive role or participate minimally and experience tension, worry, and nervousness when studying a foreign language.

The fear of making mistakes affects the oral communication skills of students, since they fear negative comments from teachers due to a lack of vocabulary and grammar knowledge they have.

Recommendations

Students should be given assistance in developing an extensive vocabulary before speaking, as well as time and space when speaking to focus on developing their fluency and adequately expressing their ideas, as well as, to increase their speaking fluency and accuracy, learners should be given the chance to highlight the proper use of language after speaking.

The teacher is the main protagonist of the teaching-learning process, and his function is to provide linguistic knowledge, so grammar should be taught inductively, with few memorized concepts, which means that students guess grammar rules through examples and interaction with the language.

In order to help students overcome anxiety, teachers should establish a comfortable, carefree, and enjoyable learning atmosphere in the classroom, as well as, teachers may also take a more individualistic approach with their students by having discussions with them and providing them with motivation and knowledge.

It is important to strengthen the emotional connections between the students and the teacher. In this way, students are expected to feel comfortable with their teacher and have confidence that the teacher will support them if they make a mistake.

It is critical that the teacher create a positive learning environment rather than a competitive environment that produces anxiety in students. The most positive thing to do during the class would be not to force students to speak up if they do not feel capable, because if they are not forced, they will gradually become capable. will develop the desire to express themselves in the second language.

The main objective of the teacher would be to promote the self-esteem and confidence of the students during speaking activities, since if students have confidence in themselves, they will not be afraid of making mistakes and will learn faster. The teacher must establish the errors as part of the learning process so that the students are not afraid of being wrong since it is not a failure. Rather, it is an opportunity to improve.

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Appendix

Appendix A

Students' Questionnaire

The **objective of this questionnaire** is to collect data to identify the linguistic and emotional factors that influence high school students' English oral communication skills in Ecuadorian face-to-face learning environments. The information obtained will be kept confidential and may only be used for improving EFL learning.

Statements Linguistic factors		Strongly agree	Agree	Disagree	Strongly Disagree
1	I get stuck with vocabulary when speaking English.				
2	I avoid using difficult words when speaking English.				
3	I get stuck with grammar when I speak in English.				
4	I use complex structures when speaking in English.				
5	I have difficulties structuring sentences when speaking in English.				
6	I feel difficulty attending fluency when speaking in English.				
7	I felt difficulty attending accuracy when speaking in English.				
8	I speak without many pauses.				
9	I speak in English spontaneously.				
10	I make pronunciation errors when I speak in English.				
11	I think first in Spanish when I have to speak in English.				
12	I struggle to communicate effectively in English.				

Statements Emotional factors		Strongly agree	Agree	Disagree	Strongly Disagree
1	I am afraid of making mistakes when I speak in English.				
2	I feel peer pressure when I speak in English.				
3	I am nervous when speaking in English.				
4	I keep silent in class because of lack of confidence when speaking in English.				
5	I worry about using grammar correctly when speaking in English.				

6	I stutter when I speak in English.				
7	I am not confident to speak in English outside class.				
8	I am worried about not being understood when I speak in English.				
9	I am willing to speak in English.				
10	I feel that I am forced to speak in English.				
11	I feel blocked, so there is lack of things to say when speaking in English.				
12	I am afraid someone will laugh at me when I speak in English.				
13	I feel tense in English lessons than in other lessons.				
14	When I speak in English, I feel anxious thinking about how to respond correctly.				

Appendix B

Teachers' Questionnaire

The objective of this questionnaire is to collect data to identify the linguistic and emotional factors that influence high school students' English oral communication skills in Ecuadorian face-to-face learning environments. The information obtained will be kept confidential and may only be used for improving EFL teaching and learning.

Statements Linguistic factors		Strongly agree	Agree	Disagree	Strongly Disagree
1	Students get stuck with vocabulary when speaking English.				
2	Students avoid using difficult words when speaking English				
3	Students get stuck with grammar when speaking in English.				
4	Students use complex structures when speaking English.				
5	Students have difficulties structuring sentences when speaking.				
6	Students feel difficulty attending fluency when speaking English.				
7	Students felt difficulty attending accuracy when speaking English.				
8	Students speak without many pauses.				
9	Students speak in English spontaneously.				
10	Students make pronunciation errors when speaking in English.				
11	Students think first in Spanish when they have to speak in English.				
12	Students struggle to communicate effectively in English.				

Statements Emotional factors		Strongly agree	Agree	Disagree	Strongly Disagree
1	Students are afraid of making mistakes when speaking English.				
2	Students feel peer pressure when they speak English.				
3	Students are nervous when speaking English.				
4	Students keep silent in class because of lack of confidence when speaking English.				

5	Students worry about using grammar correctly when speaking English.				
6	Students stutter when speaking English.				
7	Students feel not confident to speak English outside class.				
8	Students are worried about not being understood when speaking English.				
9	Students are willing to speak English.				
10	Students feel that they are forced to speak English.				
11	Students feel blocked, so there is lack of things to say when speaking English.				
12	Students are afraid someone will laugh at them when speak English.				
13	Students feel tenser in English lessons than in other lessons.				
14	Students feel anxious thinking about how to respond correctly when speaking English.				

Appendix C

Observation sheet: EFL listening and speaking classes.

Items observed Linguistic factors	Yes	No	Comments
Students have difficulties using vocabulary to express their ideas.			
Students know expressions in English.			
Students use advanced vocabulary words when speaking in English.			
Students have problems using grammar correctly when they speak.			
Students can use complex structures when speaking English.			
Students have pronunciation problems when they speak in English.			
Students speak fluently in English.			
Students can speak spontaneously.			
Students mix their mother tongue and the target language when they speak.			
Students can speak accurately.			

Items observed Emotional factors	Yes	No	Comments
Students look afraid of making mistakes when speaking in the English lessons.			
Students feel peer pressure when speaking English.			
Students look nervous when speaking English.			
Students are silent in class when they do not feel confident.			
Students seem worried about having enough linguistic			

knowledge when speaking in English.			
Students speak stuttering.			
Students look reluctant to speak in English			
Students seem worried about not being understood when speaking in English.			
Students are willing to speak in English.			
Students look uncomfortable when asked to speak in English.			
Students look speechless when speaking in English.			
Students are afraid that someone may laugh at them when they speak in English.			
When students speak in English, they look anxious thinking about how to respond correctly.			

Appendix D

Semi-structured interview

Items observed Linguistic factors	Yes	No	Comments
Do you have difficulties using vocabulary to express your ideas?			
Do you know expressions when speaking in English?			
Do you think that you have appropriate vocabulary knowledge for the English level you are studying?			
Do you have problems using grammar correctly when you speak?			
Can you use complex structures when speaking in English?			
Do you have pronunciation problems when you speak in English?			
Do you speak fluently in English?			
Can you speak spontaneously?			
In your English classes, do you use a combination of Spanish and English when speaking?			
Can you speak accurately?			

Items observed Emotional factors	Yes	No	Comments
Are you afraid of making mistakes when speaking in English?			
Do you feel peer pressure when speaking in English?			
Are you nervous when speaking English?			
Are you silent in class when you do not feel confident?			
Are you worried about having enough linguistic knowledge when speaking in English?			
Do you speak stuttering?			
Are you reluctant to speak in English?			
Are you worried about not being understood when speaking in English?			
Are you willing to speak in English?			

Are you uncomfortable when asked to speak in English?			
Are you speechless when speaking in English?			
Are you afraid of someone laughing at you when speaking in English?			
Are you anxious thinking about how to respond correctly when speaking in English?			