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**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS  
NACIONALES Y EXTRANJEROS**

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

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**LICENCIADO EN PEDAGOGÍA DE LOS IDIOMAS  
NACIONALES Y EXTRANJEROS**

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2023

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Loja, 25 de junio de 2023

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## **Dedication**

This research is dedicated to my parents, who have been the example to follow, in addition to being my support to carry out this achievement in my life, and to my brothers, who have motivated me every time I felt that things were going wrong.

I love them with all my heart.

Nataly

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### **Abstract**

The theme is “Factors that influence high school students' English oral communication skills in Ecuadorian face-to-face learning environments”, aimed to determine which linguistic and emotional issues affect the oral communication skills of high school learners in face-to-face educational settings. This investigation was conducted at a fiscomisional high school in the province of Chimborazo. The participants were 42 male and female sênior high school students. A mixed-methods approach, which included both quantitative and qualitative componentes, was used. The sample for this study comprised forty senior high school students and two EFL teachers. The instruments used were a students' questionnaire, a teachers' questionnaire, a semi-structured interview, and an observation sheet. The findings revealed that both linguistic and emotional factors significantly influence students' oral communication skills. In addition, mother tongue interference was the most influential linguistic factor, and a lack of self-confidence was the emotional factor that most influenced students when speaking in English. Moreover, when comparing the results of the linguistic and emotional factors, it was found that the emotional factors had the greatest impact on oral communication skills.

*Keywords:* emotional factors, English oral communication skills, linguistic factors.

## Resumen

El tema de este estudio es Factores lingüísticos y emocionales que influyen en las habilidades de comunicación oral de los estudiantes de secundaria en entornos de aprendizaje presencial, tuvo como propósito determinar los factores lingüísticos y emocionales que influyen en las habilidades de comunicación oral de los estudiantes de colegio. El lugar de la investigación fue un colegio de la provincia de Chimborazo, y empleó un método mixto con enfoques cuantitativos y cualitativos. La muestra constó de cuarenta estudiantes de la escuela secundaria superior y dos profesores de inglés. Los instrumentos fueron un cuestionario para estudiantes, uno para docentes, una entrevista semiestructurada y una ficha de observación. Los resultados revelaron que tanto los factores lingüísticos como los emocionales influyen significativamente en las habilidades de comunicación oral de los estudiantes. Además, la interferencia de la lengua materna fue el factor lingüístico más influyente y la falta de seguridad de los estudiantes el factor emocional que más influyó al hablar en inglés. Asimismo, al comparar los factores lingüísticos y emocionales, los factores emocionales fueron los que más impactaron en las habilidades de comunicación oral de los estudiantes.

*Palabras clave:* factores emocionales, habilidades de comunicación oral en inglés, factores lingüísticos.

## Introduction

The ability to speak is extremely important for individuals learning English as a Foreign Language (EFL). Therefore, EFL teachers place great emphasis on developing this skill throughout the teaching and learning journey. Chen et al. (2020) elaborate on this matter, stating that achieving proficiency in English entails the capability to speak the language with fluency and precision. Essentially, the authors affirm that speaking is among the foremost language skills because it serves as a primary goal for numerous EFL learners globally.

As a result, the capacity to speak plays a vital part in communication by allowing language learners to connect with the social and cultural aspects of the language. Nevertheless, according to Shen and Chiu (2019), it is important to acknowledge that not all students can achieve fluency in speaking immediately after each EFL lesson. This is due to various linguistic and emotional factors that can disrupt the learning process and impact students' oral proficiency.

Hence, many researchers have devoted their attention to examining the factors that affect the oral communication abilities of EFL students. First of all, in one study conducted by Alrowayeh (2019), explored the elements that influence the oral communication skills of EFL students in Kuwait. The findings demonstrated that motivation emerged as the key emotional factor facilitating the students' speaking proficiency progress.

Likewise, Kafryawan (2019) investigated the correlation between motivation and the speaking skills of 46 EFL students enrolled at a Nigerian educational institution. The study revealed that motivation was the primary emotional factor that actively involved students in oral activities.

Furthermore, Hammad (2020) carried out research at a university in Palestine to examine the impact of oral participation on academic performance and the reduction of anxiety among EFL students. The findings indicated that high levels of anxiety among students hindered the development of their communication skills. However, the introduction of oral participation through various activities significantly diminished this factor.

In this context, Ecuador is a nation where English is taught as a non-native language, which explains the challenges students face in acquiring oral proficiency. With this concern in mind, this study aims to analyze the linguistic and emotional elements that impact the English oral communication abilities of high school students in traditional classroom settings. Thus, this study proposed to respond to the following 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 linguistic or emotional factors influence high school students' English oral communication skills in face-to-face learning environments?

This study comprises three main sections. The initial chapter, deals with The Literature Review, it offers a comprehensive examination of EFL learning both internationally and specifically in Ecuador. It also delves into the various factors that can effectively impact an individual's oral communication skills taken from textbooks, Web pages, and scientific papers. The second chapter, labeled Method, provides details on the participants, the study's context, and the procedural approach employed in conducting the research. Finally, the third chapter, Analysis and Discussion, involves the analysis and discussion of the collected data, presenting conclusions and recommendations based on the findings.

As previously stated, this study took place in a public educational institution within the country. Consequently, it holds significant value for the entire educational community in Ecuador, as it enables educational authorities and teachers to gain insights into the challenges students encounter in their oral communication skills. This understanding can facilitate adjustments and adaptations to the EFL curriculum based on the findings of this investigation. It is important to highlight that no methodological constraints or limitations were encountered during the execution of this research.

## Chapter one

### Literature Review

In the present study the main object will be the acquisition of a foreign language; A foreign language is defined a language that does not have a presence in the community in which the learner lives; english has become an extremely necessary tool in the lives of all people, that is why this study will cover every part of everything that concerns learning English as a foreign language, its importance, background, and we will focus on English oral communication skills, their importance and the difficulties that arise when we want to learn this language. As well as language difficulties in speaking English and emotional difficulties when speaking English.

#### **1.1 Learning English as a Foreign Language (EFL)**

According to British Council (2013) English as a Foreign Language, or EFL, refers to learning and using English as an additional language in a non-English speaking country. It can be compared with ESL and ESOL, which refer mainly to learning English as a new resident in an English-speaking country.

Nowadays, English the most internationally used language in many countries around the world, is the language of education, business, medicine, banking, tourism, diplomacy. English is also the language of computing, which is why it is a global language. The number of users is increasing daily. However, people face many challenges in the process of learning and mastering this language (Mohammed, 2018).

Orozco (2021) expresses that learning english as a foreign language is undoubtedly something necessary today, not only because it is the most recognized language worldwide, but also because it expands our knowledge, and also opens up many job and social opportunities, although it is true we can corroborate how many micro and macro companies offer jobs and one of the most important requirements is to have knowledge of the English language, as well as to have a certificate that guarantees the level of English that the interested party has, which is why many people are motivated to learn this language and thus gain an advantage over other people when studying or working in other countries. Likewise,

the author mentions that thanks to this language we meet thousands of people worldwide and exchange cultures.

### **1.1.1. Importance**

According to Ahmad (2016), communication is a skill which involves systematic and continuous process of speaking, listening and understanding. Most people are born with the physical ability to talk, but we must learn to speak well and communicate effectively. Speaking, listening and our ability to understand verbal and nonverbal cues are the skills by observing other people and modeling our behavior on what we see and perceived.

Taking into account that we live in a globalized world in which, thanks to social networks and other means of communication, we can interact with all of us who live in different parts of the world, it is necessary that we learn the English language, since by being able to communicate through this language, new opportunities for study and work open up for us, therefore, for professional, personal and social improvement. A clear example mentioned by Orozco (2021) is the activities which we encounter daily information, when purchasing a medication, the manual for an electronic device, instructions to assemble and start the operation of a machine, all of this in English and If we don't know, we are facing a difficulty or disadvantage for people who do speak this language and can solve activities like these without any problem. Another clear example mentioned by Orozco (2021) is people who want to travel to other countries and find themselves with this limitation, to overcome it they must necessarily hire the services of a person who knows how to speak and understand this language, who act as a translator or interpreter, and provide a solution to this problem. It is important to consider that English must not only be learned empirically, we must study the subject in depth, know and master the four skills of this language such as: reading, writing, listening and speaking, for correct use, communication and understanding of it.

### **1.1.2 Background of EFL learning in Ecuador**

The low level of English has been the main reason for different people to investigate the factors that influence the learning of this language, which is why several studies have collected valuable information on this subject, resulting in and agreeing with all the factors the

main ones are: sociocultural level, geographic location and sex, self-esteem, among others. Moncada and Rubio (2011) mention the variables that influence student performance, in order to make the best decisions in relation to these factors to maximize the positive areas and minimize the negative ones, in such a way that the student can achieve very good levels of performance, without deteriorating the quality of their training. After this investigation, they obtained as a result that students who reside in urban sectors have advantages over students who live in rural sectors; access to technology, work and social environment, the mother tongue are factors that limit the learning of a foreign language.

The socioeconomic level is directly related to their sociocultural level and together they significantly influence the learning of the English language. When applying a test to different students in private paid, fiscal and municipal institutions, it showed a percentage of 81% proficiency in the language in students of private paid institutions, while only 15% in public institutions; Obtaining a conclusion that people with a high socioeconomic level will have access to a private institution where better learning results are reflected, unlike public institutions. Self-esteem is undoubtedly the most widely studied variable today and everyone knows that self-esteem plays an important role when learning a new language. (Loroño 2018)

According to Franks and Marolla (1976), studied self-esteem and noticed that indeed if the person feels that they have the ability to learn, that positive feeling can enable the student to learn, and logically it is because the student has high self-esteem. While it can be more complex for a student with low self-esteem. It is important to mention that there are students with low self-esteem in the subject of English, but high self-esteem in the subject of Biology. It will be the teacher's job to work on the student's self-esteem to encourage learning a new language. In this way, it is the teacher's job to carry out learning strategies that are helpful and motivating for the student, so as not to have any problems; otherwise, students will feel demotivated.

## **1.2 English oral communication skills**

Unlike animals, humans can speak and thus communicate with other people, today's society requires a high command of communication, either in our mother tongue (L1) or in

some other language (L2), in order to In this way, we do not have any problem at the moment of developing ourselves daily or professionally. Man, when communicating with others, is an expression not only of his personality and his individual conscience, but also an expression of the place he occupies in society, of his class, he is a bearer of values and elements of social conscience (Sales & Garrido 2007).

In scientific terms, oral communication ability is defined as the ability to produce language in a situationally and socially acceptable manner; in other words, it is the ability to know what to say, how to speak, or to whom, when, in what way, and about what (Hymes, 1974).

Oral language is characterized by: Expressiveness: Thanks to the variation of tone, accent, speed and the way we speak, we can show empathy, interest, disinterest. Use of gestures and body language: We use our body to make signs or gestures and thus convey the message we want to convey. Simple constructions: We use simple sentences when speaking, it is not the same as when we write because there, we already build more complete and complex sentences. Pauses, repetitions and paraphrases: According to the speaker's understanding we can pause, or repeat what we said (Logroño, 2022).

Regardless, is normal for errors or incomplete sentences to occur in the communication of a student who is acquiring a second language; This is where the work as a teacher comes in, to focus on the weaknesses of each student and teach them in the best possible way to obtain quality learning (Orozco, 2021).

### **1.2.1 Learning EFL speaking**

In this globalizing world, speaking english has become a priority for many people and receives more attention due to its importance in daily life. Unlike its priority and serving attention, oral communication is less supported with the speaking skill often regarded as being the least important in EFL classrooms (Naranjo 2022). Today we see how most teachers focus on teaching grammar, vocabulary and everything else, but it detracts from the ability to speak correctly, that is, to maintain a fluent conversation without pauses.

For example, the magister Cadena (2022) mentions an example: in the classroom of a high school course, the teacher asks the students to answer different questions on the subject, and a student responds with a bad pronunciation, without However, since the teacher understood something, he assigns a grade and does not correct each pronunciation error that the student had, and it is precisely these errors that make students end up annoyed by the language.

### **1.2.2 Speaking difficulties when learning EFL**

In relation with the learning- teaching process is important to pay attention on the context of the students, because we have to work with a variety of social context of them, it's means, that each student has a different level of knowledge and abilities to acquire new knowledge too. For example, at school we don't have to hope the same level of English vocabulary from a student who study in the city and who study in the rural area, because the purpose could be the same but the resources to achieve this knowledge it's different, the student from the city in the major of the scenes has all access to technological tools to facing the difficulties but the other student did not has; the answer as a professor to facing with this kind of inequalities is to apply the cooperative learning where the students work in a group where each one acquires responsibility to develop a specific task, through this strategy all of the students understand the topic and discuss about ideas and share the knowledge (Cadena, 2022). The most common problems in students are: fear of ridicule, listening but not understanding, understand but not speak, the lack of perseverance (Hosni, 2014).

### **1.3 Linguistic difficulties in English speaking**

Among the four language skills which students use within the real life, speaking is the most common used language skill. Moreover, speaking implies an important role in a foreign language acquisition involving several benefits in the professional, social and academic context ( Pitaloka 2019).

Being speaking one of the most important skills within the communicative competence of a student, it also represents a significant challenge for learners when developing the speaking competence in real contexts. Related to the speaking difficulties many researches

have described a variety of problems mainly related to linguistic and non linguistic aspects in grammar, vocabulary, pronunciation, environmental problems, psychological aspects and so on. The mentioned topics will be described in the further paragraphs where a proper analysis of its origin and characteristics and influence within the speaking skill will be developed.

### **1.3.1 Vocabulary use**

Logroño (2019) states the vocabulary is a relevant part of learning a foreign language. In fact, several researchers mention that communication in real life is a result of adequate and suitable vocabulary combined with grammar rules. Nevertheless, most EFL students find a big challenge in learning new vocabulary words, especially in a long-term period of time. This aspect implies that learners can understand new vocabulary items throughout the lecture; however, they tend to forget newly acquired items after a short period of time. In the same way, the lack of practice creating content with these words in real conversations might be one of the reasons for having problems in memorizing new vocabulary. Another aspect to consider is the difficulty that foreign language learners have in comprehending texts and being involve in oral communication when their vocabulary is limited (Logroño,2019).

Vocabulary learning strategies.- Vocabulary strategies are the activities or stratagems that students use to find out the meaning of new words, to remember and learn them, to recover them in understanding, and to use them in communicative production (Kafipour, 2009).

Vocabulary Learning Strategies implies the creation of an atmosphere of self-learning and practicing the target vocabulary words on the student's own responsibility, which besides creates a context where learners appear as "better learners". Consequently, a variety of vocabulary learning classifications and taxonomies have been created; however, the scheme of Oxford (1990) is mostly adopted by many vocabulary learning/teaching researchers. Oxford and Burry-Stock (1995) have checked the validity and reliability in many different ways.

### **1.3.2 Grammar use**

Grammar is an essential part of learning English. It is the foundation for speaking and understanding English. Learners need to know English grammar rules to use the language

appropriately. Holmes and Hudson (2001) states that "The term "grammar" can be used to describe the rules that govern the linguistic behavior of a group of speakers. This definition is suitable enough to describe properly the most important characteristics of grammar within the creation of content in English, specially during the communication process which involves several academic and environmental aspects (Handayani, 2018).

Analyzing the importance of grammar in the spoken language and the several problems which learners deal with in order to put grammar into practice, different aspects have to be considered in order to establish proper academic strategies for enhancing adequate grammar use within the creation of content in English (Kontogeorgou & Zafiri, 2016).

Grammar Awareness for Effective Use in Public speaking.- Grammar usage refers to the rules that govern the form of the words that are used and how people string those words together when creating content. The correct use of grammar is essential for creating clear and effective communication. The area for grammar usage can be simplified by parts of speech and the use of punctuations. Within the present research these topics will be limited into 3 (three) categories:

Pronouns – Personal and Indefinite.- Pronouns replace nouns. It keeps from having to repeat names and objects over and over. But pronouns can be a bit tricky at times. This section discusses the different kinds of pronouns and the rules they follow.

Personal Pronouns.- Personal pronouns refer to specific people or things. They can be either singular (I) or plural (we); they can be subjects (I) or objects (me), subject (we) or object (us).

Indefinite Pronouns.- Unlike personal pronouns, indefinite pronouns, such as anybody and everyone, don't refer to a specific person. The following indefinite pronouns are always singular and require singular verbs: everybody has opportunities to be a winner. The following indefinite pronouns are always plural and they need plural verb, do not use singular verb: Both, few, many, several. Both sound like bad options. Only a few are passed. These indefinite pronouns can be singular or plural, depending upon the noun or pronoun to

which they refer, match the verb instead: All, any, most, none, some. Some of the money is counterfeit. Some of the coins are too thick.

Pronoun Agreement and Consistency.- Pronoun-Antecedent: Just as subjects (both nouns and pronouns) must agree with their verbs, pronouns must also agree with their antecedents—the words they replace. For example: Children will often refer everything their teachers tell them. The word children is the antecedent and is replaced by their and them in the sentence. Because children is plural, the pronouns must also be plural. Indefinite pronouns can also be antecedents. Singular indefinite pronouns require singular pronouns: Everyone has his or her own stories to tell. Neither of the scientists could explain what she saw; plural indefinite pronouns, on the other hand, require plural pronouns, just like they need plural verbs: Both, few, many, several. For example, both of us have finished our projects. Or only a few are still in their pure nature

Finally, those pronouns that can be either singular or plural, depending upon the noun or pronoun to which they refer, should take the pronoun that matches their referent. If the antecedent is singular, the pronoun and verb must also be singular. If the antecedent is plural, they must be plural: All, any, most, none, some. All of the chocolate is gone. It was delicious!. All of the cookies are gone. They were delicious! (Handayani, 2018).

Pronoun consistency.- Just as you need to be consistent in verb tense, you should also be consistent in your pronoun point of view. Pronouns can be: A passage that begins in the third-person plural should continue to use that third-person plural point of view. Incorrect: We have spent our attention to this subject and she gets the point. Correct: We have spent our attention to this subject and we get the point.

Possessive Pronoun.- The possessive pronouns its, your, their, and whose are often confused with the contractions it's (it is or it has), you're (you are), they're (they are), and who's (who is). Because we use apostrophes to show possession in nouns (Louise's truck, the rug's pattern), many people make the mistake of thinking that pronouns use apostrophes for possession, too. But possessive pronouns do not take apostrophes. When a pronoun has an apostrophe, it always shows contraction. See the differences that show in the examples

below: Pronoun with apostrophes: It's time to see the master. Possessive pronoun: My dog likes to wave its tail much. (Handayani, 2018).

### 1.3.3 Pronunciation

Llisterri (2003) mentions that pronunciation is one of the skills that every student needs to master when learning a foreign language; For this reason, it should form part of the contents of any curricular design and the teacher must incorporate it into class activities, as well as introduce those aimed at practicing written expression or oral comprehension, to mention two other skills. usual contemplated. The teaching of pronunciation will then be one of the activities to which the teacher will dedicate his time in the classroom.

Pronunciation goes beyond 'listen and repeat'. It implies features of language (grammar and vocabulary) and skills (listening and speaking). Compared with grammar and vocabulary, learners pronounce by noticing and understanding patterns and rules which lie behind the surface of speech.

For instance, if a word in English has two syllables, the stress goes generally on the first syllable for adjectives and nouns, and the second syllable for verbs. Considering that pronunciation is part of speaking, it is also physical. In order to pronounce a new language, learners have to re-train the muscles they use to speak. Moreover, pronunciation implies listening to how the language sounds. Learners can practice by means of focusing on connected speech while playing fragments from speech recordings (Hancock , 2018).

Some of the strategies that help the student can be: EFL teachers have to speak slowly and clearly during their pronunciation classes, besides, they have to convince their students that their language is understandable. This aspect can help their learners to improve their pronunciation by means of listening to them carefully. It is important to transmit learners that slow speech with correct pronunciation is quite better than fast speech with wrong pronunciation. Students have to focus on the aspect that understandability is more important than fast speech. Being aware of the needs and problems in pronunciation that learners have is another important aspect to consider. Based on the students' needs, teachers have to

present appropriate materials to their students in order to reduce their learners' pronunciation problems (Jones, 1966).

#### **1.3.4 Fluency/accuracy**

Fluency in a language is related to speak simply, reasonably quickly and without having to stop and pause a lot. While speaking with a proper level of accuracy implies making a small quantity of mistakes during the communication process (Derakhshan & Beheshti, 2016).

Within this scenario several suggestions to develop a proper speaking skill with fluency and accuracy will be described in the following paragraph. Identifying mistakes while a learner in speaking is important in order to correct it in future conversations. Using grammar structures which is familiar for learners is an important aspect to consider when creating content, since in this way, it will be easier for students to speak fluently and correctly (Cadena 2022). The use of unknown grammar for an EFL student will increase the possibility of making more mistakes. The proper use of vocabulary is relevant for creating good content. All the new words learned have to be used frequently in order to manage effectively that world within a conversation. However, if learners don't know the exact use of a word, they should use a similar word instead for avoiding the lack of fluency.

It is also important to have confidence to speak in English, even if learners make mistakes, is an important aspect when communicating an idea, Because in this way the student will not be afraid of what the rest of the people will say, and the student will act based on the knowledge that have, trusting that it will be correct; students should avoid stopping their idea despite the mistakes they make; the most important aspect is to communicate what they want to transmit (British Coucil, 2003).

#### **1.3.5 Mother tongue interference**

The importance of pronunciation in communication cannot be denied. In fact it is as important as grammar and vocabulary. Yet, the evidence of mother tongue influence on English is very obvious. This manifests in the form of incorrect pronunciation (Denizer, 2017).

Mother-tongue refers to one's native language or parent language. (mother tongue, 2015). Mother-tongue interference refers to the influence of the native language of the learner on her/his acquisition of the target language. What we mean by the target language is the language the learner is aiming to learn (L2).

The most common reason is transfer or interference from the mother tongue. Generally, errors made in pronunciation are due to difference in the sound system and spelling symbols between the mother tongue and English (Denizer, 2017).

#### **1.4 Emotional difficulties when English speaking**

In every academic context, human psychology plays a relevant role. The difficulty of EFL students in performing English speaking is probably caused by cognitive or psychological factors. The psychological barrier also hinders the students to improve their speaking ability, this psychological barriers will make them low interest and participation in the class (Haidara, 2016).

The learners generally feel shy and unconfident when speaking in front of people, the students have the sensation that they cannot transmit their ideas properly in English. Besides, the students have a concern of being laughed by their classmates when practicing speaking within the class (Anam, 2020).

##### **1.4.1 Anxiety**

Speaking becomes an anxious activity that makes students feel nervous when they have to participate in the classroom; many students are highly anxious because of contributing to speaking activities. In fact, it is often suggested that speaking is the most anxiety-provoking language skill in foreign language learning circumstances. It has even become more anxious when the students are given questions or asked to perform in front of the class. This phenomenon has some similarities that showed students are afraid of speaking in English and making mistake. They do not have the courage to speak in front of the class because of their high self-consciousness (Alwis, 2020).

Moreover, some researchers said that a big quantity of students might prefer to keep quiet during the lesson because they are reluctant to speak English. Anxious students tend to

think about negative evaluations from other people. In order to manage this problem, teachers should find ways to make the English learning process less stressful and create teaching methods creative which help the students in reducing anxiety in speaking English (Logroño, 2022).

Anxiety is defined as a state of uneasiness and apprehension or fear caused by the anticipation of something threatening. Chan and Wu (2004) defines anxiety as “subjective, consciously perceived feelings of apprehension and tension, accompanied by or associated with activation or arousal of the autonomic nervous system.” It is a kind of troubled feeling in mind. Anxiety can be either facilitating or debilitating. Facilitating anxiety motivates learners to adopt an approach attitude and is willing to confront the new learning task. While debilitating anxiety motivates learners to assume an avoidance attitude and therefore tends to escape from the learning task. The factor of difficult task affects learners to develop facilitating or debilitating anxiety. Anxiety is the existence of fear thinking to cause a sense of confidence, and nervousness (Hakim & Syam, 2019).

#### **1.4.2 Fear**

Fear can be defined as an unpleasant often strong emotion caused by anticipation or awareness of an unknown or unexpected context. Within the academic context the fear of speaking English can be paralyzing. It has the same effect for language learners and students in general. One important aspect to consider is that within the process of learning a language, students have to be wrong sometimes in order to learn something (Merriam, 2021).

One way to overcome the fear of speaking English is to get involved in situations in which students feel uncomfortable but despite their disagreement they participate in the activity and overcome this fear. Another way is volunteering to speak at an event, talking to strangers, speaking nothing but English for a full day (or a week) are activities that help students realize that fear disappears immediately after facing it (Logroño, 2022).

It can be very helpful to work with students in a group, in this way they will feel the support of the group and all the participants will contribute equally. And logically they will be able to express themselves in a better way when speaking (Cadena, 2021).

### **1.4.3 Lack of confidence:**

Murray (2006) states that self-confidence is a firm belief because if a person is convinced of something, they are not concerned with the outcome, they simply take it for granted that everything will be fine. According to Ansari and Oskrochi (2004), self-confidence is related to selection, motivation, perseverance, vulnerability and patterns of subjective expectations, ambition and ambitious influence of oneself. Therefore, a person with high self-confidence is more likely to achieve positive and successful outcomes. Thus, self-confidence as a belief in something will work well and succeed.

A similar opinion is expressed by Adalikwu (2012) who explain that self-confidence as the belief that someone has in their ability to succeed in a task, based on whether or not they have been able to do that task in the past. So when students are confident in their abilities regardless of their past experiences, they will be successful in their learning (Gaya, 2018).

### **1.4.4 Willingness**

Many linguistic and non-linguistic factors play major roles in communication. Specifically, psycholinguistic and socio-cultural factors are quite relevant to Willingness to communicate, especially in an L2 (Mahdi, 2014).

The main purpose of learning a foreign language is to use it for meaningful and effective communication inside and outside the classroom. The notion of "Willingness to Communicate" (WTC) is a model that integrates psychological, linguistic and communicative variables in order to describe, explain and predict second language (L2) communication.

According to MacIntyre et al. (2002), WTC is a state of readiness to enter a discourse at a particular time with a specific person or persons using an L2. This researcher believes that WTC represents the willingness to speak freely, without fear. The degree of WTC depends on context, the receivers and personality traits and indicates whether individuals choose to speak or avoid having a conversation (Ahmed, 2014).

### **1.4.5 Motivation**

One of the most complicated problems of second languages acquisition and teaching has been related to the construction of motivation in the classroom. Motivation is what pushes

learners to try to learn; in the traditional language of the teacher, "to motivate" means to make students apply them to the learning at hand. Motivation is a concept without physical reality, we cannot see motivation; we see behavior. Therefore, the measurement of motivation is indirect, just as measurement of other psychological construct such as attitudes, interest and values or desire (Ihsan, 2016).

Now, Klimova (2011) reveals that motivation is probably the key concept to understand the language learning process and should be taken into account in all second language classes. Being an expert in the field does not guarantee success in the second language classroom, because without knowledge about motivation and motivational strategies even the best linguist cannot create a good atmosphere for learning a language. A distinction has to be made between the teaching of a language and the teaching of other school subjects. Being able to speak a foreign language is not just about knowing facts, for example with history, it is about having the ability to understand and communicate with a whole other culture. It does not involve just knowing the rules, but also altering your identity. This is why special motivational strategies have to be developed and discussed within the field of second language acquisition.

### **1.5 Previous Studies**

In this section, six previous studies will be discussed, which will be detailed below. The purpose of the study, the method that was extracted, the participants and instruments, and its result or conclusion will be stated.

Moncada and Rubio (2011) mention as their main objective, to know the variables that influence student performance, focusing on the geographical and sociocultural scope, in order to make the best decisions in relation to these factors to maximize the positive areas and minimize the negatives, in such a way that the student can achieve very good results, good levels of performance, without deteriorating the quality of their training. After this investigation, it was obtained as a result that students residing in urban sectors have advantages over students residing in rural sectors; access to technology, the work and social environment, the mother tongue are factors that really limit the learning of a foreign language.

According to Cevallos (2014), the socioeconomic level is directly related to their sociocultural level and together they significantly influence the learning of the English language. By applying a test to different students from paid private, fiscal and municipal institutions, he showed a percentage of 81% proficiency in the language in students from paid private institutions, while only 15% in public institutions; He obtained as a conclusion that people with a high socioeconomic level will have access to a private institution where better learning results are reflected, unlike public institutions.

Self-esteem is undoubtedly the most studied variable today and everyone knows that self-esteem plays an important role when learning a new language. According to Franks and Marolla (1976), they studied self-esteem and after applying surveys to find out the level of English, they noticed that indeed if the person feels that they have the ability to learn, that positive feeling can enable the student to learn, and logically it is because the student has high self-esteem and obviously it can be more complex for a student with low self-esteem. In conclusion, they mention that it is important to help students with low self-esteem since it will be the teacher's job to use different learning strategies that are helpful and motivating to achieve the well-being of the student.

According to Maldonado and Romero (2011), the objective of their study is based on knowing the main limitations that significantly influence the learning of the English language, for this they used surveys, which were applied to the students of the educational unit, obtaining as a result the following Next: Teachers do not use clear language when giving an explanation, with which students lose interest in learning the English language. They do not use interactive activities for the development of speaking skills in their students. Teachers mostly do not teach their students how to establish and maintain a conversation in English. Teachers do not have enough teaching material to develop speaking skills in their students.

Interactive learning activities in public such as presentations, debates, discussions, oral reports, speeches, among others, are not used as a tool for oral language practice in English classes. These activities are not included in the course book, they are extra activities that the teacher can use to change the routine of the classes. Although it is true, the oral

activities within the English class have not been handled in the best way, due to the number of students in each course, the short time that the class lasts. Teachers and students see them as a difficult task to do because of the time it takes to do the activity, because they contain steps to follow and pre-activities to successfully present a job.

## Chapter two

### Method

#### **2.1. *Setting and participants***

The context in which this research took place was a Fiscomisional Educational Institution in the city of Riobamba. The institution has approximately 2165 students and offers kindergarten, elementary school, middle school, upper school, and senior high school. Each classroom has between 35 and 42 learners.

The participants were a total of forty male and female senior high school students from Parallel B. The students' EFL proficiency level was A2 according to the Common European Framework of Reference for Languages (2020), students receive five hours of instruction in English per week. In addition, 2 English teachers of among the participants contributed in this study. They were 39- and 46-year-old instructors with master's degrees in English and more than 15 years of teaching experience.

#### **2.2. *Procedure***

The present research was carried out by considering some steps. First, it was necessary to gather information for chapter one, -deals with The Literature Review to acquire knowledge and develop a deeper understanding of concepts pertinent to the purpose of this study were taken from textbooks, Web pages, and scientific papers. The information shown in this section was retrieved from scholarly journals, books, and scientific magazines. The topics considered for chapter 1 were associated with learning English, oral communication ability, and emotional and linguistic factors that influence students. Furthermore, some previous studies related to this research were addressed in this section.

The research method of this study was a mixed-method approach which quantitative and qualitative information. It was used to analyze, tabulate, and describe the information gathered from questionnaires and an interview to respond to the research questions. The instruments used in this study included students' questionnaires (Appendix 1), which contained 12 statements related to linguistic factors and 14 statements regarding emotional

factors. A four-point Likert scale was used, which comprised the options of strongly agree, agree, disagree, and strongly disagree. The next instrument was teachers' questionnaires (Appendix 2), which had similar statements as the students' questionnaires and used the same Likert scale mentioned above.

Moreover, a semi-structured interview (Appendix 3) was applied, and five students participated. The interview comprised twenty-three yes or no questions with a third section for comments. Furthermore, three classroom observations were performed using an observation sheet (Appendix 4) to gather data during listening and speaking lessons.

After the application of the instruments was completed, the next step was to tabulate the information. The students' questionnaires were tabulated using Excel, and the percentages were organized into two tables, the first one related to the linguistic factors, and the second table to the emotional factors that influence EFL students' oral communication skills. This information belongs to the third chapter titled *Analysis and Discussion*.

In chapter three, the quantitative data of the two tables were interpreted, analyzed, contrasted, and supported with the qualitative information obtained during the observations and interviews, as well as with facts from the theoretical framework, to respond to the two first research questions. After completing the analysis and discussion of both tables, their findings were compared to answer the third research question. Finally, conclusions and recommendations were drawn based on the results of this study.

### Chapter three

#### Description, Analysis and Interpretation of Results

This section presents the analysis and interpretation of the quantitative and qualitative data collected in the field research. It is important to mention that the information was tabulated and analyzed taking into account the questions that were asked in the different instruments applied to students and teachers of an educational institution. It is necessary to add that the information will be divided into several parts, the first, on the linguistic factors that affect student learning when speaking, the second, on the emotional factors that affect oral communication skills, and finally, on the linguistic or emotional that mainly influence the oral communication skills in English of high school students in face-to-face learning environments.

#### 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 100%
1.	I get stuck with vocabulary when speaking English.	24.44 %	44.44 %	28.88 %	2.22 %	100%
2.	I avoid using difficult words when speaking English.	66.66%	20 %	6.66 %	6.66 %	100%
3.	I get stuck with grammar when I speak in English.	51.11 %	31.11 %	17.77 %	0 %	100%
4.	I use complex structures when speaking in English.	0 %	13.33 %	68.88 %	17.77 %	100%
5.	I have difficulties structuring sentences when speaking in English.	11.11 %	71.11 %	17.77	0%	100%
6.	I feel difficulty attending fluency when speaking in English.	55.55 %	26.66 %	6.66 %	11.11 %	100%
7.	I felt difficulty attending accuracy when speaking in English.	66.66 %	6.66 %	6.66 %	20 %	100%
8.	I speak without many pauses.	37.77 %	13.33%	46.66 %	2.22 %	100%
9.	I speak in English spontaneously.	6.66 %	42.22 %	37.77 %	13.33 %	100%
10.	I make pronunciation errors when I speak in English.	68.88 %	26.66 %	4.44 %	0 %	100%
11.	I think first in Spanish when I have to speak in English.	75 .55 %	15.55 %	6.66 %	2.22 %	100%
12.	I struggle to communicate effectively in English.	37.77 %	26.66 %	17.77 %	17.77 %	100%

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

The findings presented in Table 1 are based on a survey of students about their proficiency in various linguistic aspects. Based on the initial statement, 24.44% of students strongly agree and 44.44% agree that they get stuck with vocabulary when speaking English, which in turn affects their ability to communicate effectively. During class observations, it was noted that the students had difficulties expressing their ideas fluently due to their poor knowledge of vocabulary. In addition, in the interviews, the students stated that they lacked vocabulary in the English language, since they felt that the teacher did not focus on vocabulary classes and chose to teach other topics. Thus, it was also evidenced that the participants could not practice the language outside the classroom. And the teacher stated that most of her students have difficulties communicating in English, due to the little interest they have in learning. These results indicate that most of the students have a very low knowledge about vocabulary, due to different reasons that involve both teachers and students. This is in line with the statement by Logroño (2019) where he mentions that foreign language students have problems understanding texts and participating in oral communication when their vocabulary is limited.

In the second statement, 66.66% of the students strongly agree, and 20% of the students agree that they avoid using difficult words when speaking, this is due to the scant vocabulary that the student acquires throughout the course their student life, either due to the student's lack of interest in the subject, or the teacher's lack of attention. give importance to topics that refer to vocabulary. In the same way, during the class observations, it was possible to confirm that the teacher focuses on the subject in general, but not on making the students learn the vocabulary they need to know. In addition, in the interviews, the students state that there are very few times when the teacher teaches vocabulary classes, which is why they lack adequate knowledge in vocabulary. In the same way, students cannot maintain a fluent conversation outside the classroom, due to the fact that they do not have a good level of English. The teacher said that students show disinterest when learning a new

subject, because they simply do not understand the true importance of speaking a foreign language. These findings reveal that students lack vocabulary due to their lack of dedication and the lack of learning strategies provided by the teacher in each class. This refers to what was mentioned by Kafipour (2009) who explained that strategies should be used to improve the learning of our students, for example, the use of strategies to find out the meaning of new words, remember and learn them, recover them in understanding and use them in communicative production.

According to all the participants, it is observed that in statement number three, 51.11% strongly agree and 31.11% of those surveyed agree that they get stuck with grammar when speaking, which makes fluid and correct communication difficult. During class observations, it was found that students try to speak when the teacher asks a question, but they make no idea how to do it correctly, and they make many mistakes. The same thing happens when they try to speak outside the classroom, they mention that they don't really know the grammatical structures to speak correctly and this is the reason why they have many mistakes when they have a dialogue in English. Similarly, the teacher stated that students have problems with grammatical structures when they speak. All of this aligns with the statement of Holmes (2001), who states that "the term "grammar" can be used to describe the rules that govern the linguistic behavior of a group of speakers. therefore, it must be put into practice, correctly.

On the other hand, in item 4 it is observed that 68.88% strongly agree, likewise, 17.77% of the students agree that they do not use complex structures, since they do not even master easy structures, much less complex structures, and this was corroborated in class observations, since no student in any class used a complex structure. speak or participate in class. In the same way, communication outside the classroom is very basic, since the students do not have a good level of English. Teachers mention that it is a problem at the national level, since students do not have the necessary interest in learning a new language, and it would be important to establish new academic strategies so that the student is motivated to learn the English language and can carry on a correct conversation. All this is

related to what Kontogeorgou and Zafiri (2016) mention: the importance of grammar in the spoken language and the various problems that students face putting grammar into practice, different aspects to be considered to establish adequate academic strategies. to improve the proper use of grammar in the creation of content in English.

In statement 5, it can be seen that 71.11% of the learners strongly agree, as well as 11.11% agree that they have difficulties structuring sentences when speaking in English, and as mentioned above, they will obviously fail in the grammatical structures, because it is the subject in which students pay the least attention, and it is precisely where they fail the most when communicating in English, because they have no idea if they are structuring sentences correctly. Likewise, during the class observations, it was possible to appreciate that this is a very common problem in the class, because no student uses the correct structures when saying a sentence and they choose to speak as they think is correct, however, there is a lot of Deficiency in terms of sentence structure to communicate in class. The communication of the students outside the classroom, as well as when they are inside, is very poor, due to different factors that influence their learning. The teachers mention that when they teach the class, the students pay attention only to the things that are easiest to learn, and do not worry about the structures, for example, which are a bit complex to learn, but very useful in our day to day for communicate correctly and fluently.

In statement number 6, it can be observed that 55.55% of the students strongly agree as well as 26.66% agree that they have difficulties paying attention to fluency when speaking in English; this is because they do not have a good knowledge of the language and lack the vocabulary and structures to communicate in another language. In class observations, it was evidenced how students get lost when they try to communicate fluently, and get stuck without knowing how to unite one idea with another, or how to express themselves correctly. In the same way, in communication outside the classroom, students choose to remain silent since they are not sure if what they are going to say is well said or not. The teachers, for their part, mention that they teach the classes and try to make the students understand the language so that they can function, but it is the students who do not

put in their part to learn the English language correctly. Llisterri (2003) mentions affirms that pronunciation is one of the skills that every student needs to master when learning a foreign language; For this reason, it should form part of the contents of any curricular design and the teacher must incorporate it into class activities, as well as introduce those aimed at practicing written expression or oral comprehension.

Regarding numeral 7, it is observed that 66.66% of the students surveyed strongly agree, as well as 6.66 agree that they have difficulty paying attention accurately when speaking in English and this occurs because, as mentioned above, students do not have a good level of English, reason enough to have problems with precision when speaking. During class observation, the lack of interest of the students in speaking English was noted, because they did not know how to speak without getting stuck and for others to understand what they were saying correctly, and they preferred to remain silent and respond only when the teachers called the first and last name of the person they wanted to answer. Likewise, in the dialogue that took place outside of class, the students did not speak in a roundabout way, but rather they thought word for word and spoke getting stuck over and over again. For their part, the teachers mentioned that it is common to hear that a student has many failures to communicate because they are the ones who do not practice the language, and without practicing, students will never be able to communicate effectively with other people.

On the other hand, in item number 8, it is observed that 48.88% of students speak with many pauses, and in item number 9 it is seen that 51.1% of students do not speak English spontaneously, all this is due to the fact that over they think the words before saying them and this causes them to get stuck many times during a dialogue, either in class or outside of it, another reason why students speak with many pauses, is due to the lack of knowledge in terms of vocabulary it means; As previously mentioned, the main reason why students do not maintain a fluent and extensive speech is their lack of knowledge of the language. During the class observations, it was appreciated how the teachers try to help the students to make their speech fluent, for the same they use audio recordings, which they

reproduce while the students repeat what is mentioned in the audio; Hancock (2018) demonstrates that learners can practice by means of focusing on connected speech while playing fragments from speech recordings. However, teachers state that not all students have the same interest in learning the language and having quality communication.

In item 10, it is observed that 95.54% of students make pronunciation errors when they communicate in English. In many cases it is due to the articulation of words, for example, students do not have the ability to join syllables correctly and that is when they make mistakes when speaking. During the class observations, the aforementioned was corroborated, and it was observed that the students incorrectly join the syllables and do not remember the correct pronunciation of the letters, for the same reason, there are many pronunciation errors in all the students. Regarding the dialogue that was maintained outside the classroom, the bad pronunciation that the students maintain when communicating in the English language was evidenced. Teachers, for their part, mention that they focus on helping students with their pronunciation problems. Pourhosein (2012) establishes that according to the needs of students, teachers must present appropriate materials to their students to reduce pronunciation problems; activities that teachers do carry out, however, the lack of interest of students in the subject is the main cause why students do not have a good pronunciation, they do not practice what they have learned in class, and they choose to leave all the knowledge in the air and with time they forget everything.

In literal number 11, it can be seen that 91.1% of the students think in Spanish before speaking in English, because their mother tongue is Spanish. Logroño (2022) mentioned in the "Contrastive Analysis" mother-tongue interference refers to the influence of the native language of the learner on her/his acquisition of the target language. During the class observations, it is evident how all the students think in Spanish and then speak in English, and because of this, there are many speech errors, there are even students who answer in Spanish because they cannot really speak in English. In the same way, in the interview outside the classroom, the students mention that they always think in Spanish before speaking, because it is their native language and they cannot speak in English without first

thinking in Spanish. While the teachers mention that students are always recommended not to think in Spanish because that is where they make mistakes when speaking, but this bad habit of students cannot simply be eliminated.

And finally, it is observed that 64.43% of students have difficulty communicating effectively in English, and as previously mentioned, there are many factors that lead to effective communication of students in the English language, however it has been corroborated in class observations, that teachers make their best effort so that students master the language correctly and eliminate from their lives those common mistakes that do not allow their speech to be of quality (Leong & Ahmadi, 2017).

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

Table 2 Emotional Factors

<b>Nº</b>	<b>Statements Emotional factors</b>	<b>Strongly agree %</b>	<b>Agree %</b>	<b>Disagree %</b>	<b>Strongly Disagree %</b>	<b>Total 100%</b>
1.	I am afraid of making mistakes when I speak in English.	4.44 %	60 %	22.22 %	13.33 %	100%
2.	I feel peer pressure when I speak in English.	28.88 %	60 %	11.11 %	0 %	100%
3.	I am nervous when speaking in English.	20 %	71.11 %	8.88 %	0 %	100%
4.	I keep silent in class because of lack of confidence when speaking in English.	6.66 %	46.66 %	40 %	6.66 %	100%
5.	I worry about using grammar correctly when speaking in English.	11.11 %	88.88 %	0 %	0 %	100%
6.	I stutter when I speak in English.	15.55 %	31.11 %	46.66 %	6.66 %	100%
7.	I am not confident to speak in English outside class.	8.88 %	51.11 %	40 %	0 %	100%
8.	I am worried about not being understood when I speak in English.	6.66 %	88.88 %	4.44 %	0 %	100%
9.	I am willing to speak in English.	64.44 %	35.55 %	0 %	0 %	100%
10.	I feel that I am forced to speak in English.	4.44 %	22.22 %	28.88 %	44.44 %	100%
11.	I feel blocked, so there is lack of things to say when speaking in English.	11.11 %	31.11 %	57.77%	0%	100%
12.	I am afraid someone will laugh at me when I speak in English.	0%	77.77 %	11.11 %	11.11 %	100%
13.	I feel tenser in English lessons than in other lessons.	20 %	71.11 %	8.88 %	0 %	100%
14.	When I speak in English, I feel anxious thinking about how to respond correctly.	86.66%	0%	13.33 %	0 %	100%

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

The findings presented in Table 2 are based on a survey of students about their competence in various emotional aspects. According to the initial statement, 4.44% strongly agree and 60% agree that they are afraid of making mistakes when speaking English and this is mainly because it is not our language and speaking will always be complex.

In class observations, it was noted how the students look fearful when they have to speak in English, either because they are not used to speaking in public or because they really feel afraid to speak in English. In the dialogue outside of class, the students mention that if they are afraid when they speak in English, because they don't like to make mistakes. Teachers mention that in all courses they come across students who are afraid to participate in classes, but they motivate them to speak regardless of whether they are wrong or not. In this regard, Merriam (2021) affirms that within the academic context the fear of speaking English can be paralyzing. It has the same effect for language learners and students in general. One important aspect to consider is that within the process of learning a language, students have to be wrong sometimes in order to learn something.

In item number 2 it is observed that 28.88% strongly agree, as well as 60% agree and feel group pressure when they speak in English, and in class observations it has been possible to corroborate that students deprive themselves of interact in class, due to the pressure that exists within the same classroom, because their classmates make fun of them if they answer badly. The students mentioned that within the same circle of friendship that they have in the classroom, they get upset when they are wrong, while the teachers mention that they try to control discipline and respect within the classroom, but sometimes it is inevitable that a student will make fun of someone who answered wrong.

The following two items 3 and 4 are related because 20% strongly agree and 71.11% agree that they feel nervous when they speak English, and 6.66% strongly agree and 46.66% agree that they remain silent in class, due to lack of confidence when speaking. In this regard, Murray (2006) states that self-confidence is a firm belief because if a person is

convinced of something, they are not concerned with the outcome, they simply take it for granted that everything will be fine.

The students mentioned that they feel nervous when the teacher asks them to speak in English, because they are aware that their level of English is not good, and for the same reason they do not feel confident to participate in class, for fear of making mistakes. And all this was corroborated in class observations. The teachers, for their part, mentioned that they have to get the answers out of them with a cock, because nobody wants to participate of their own free will, if not almost always, the teacher is the one who must call by name so that they give him the answer he is requesting in class.

Item 5 shows that 100% of students worry about using grammar correctly when speaking, and much of this is because each institution mentions that grammar is essential when learning a new language. However, despite studying grammar, students have many failures when communicating because their interaction is not effective when they try to communicate correctly. In the class observations, it was possible to see that the students tried to speak, but they felt apprehensive because they did not know if what they were going to say was well said or not. And the teachers mentioned again what the students already said, that the students do not speak almost anything in class, for fear that the use of grammar rules is wrong and they make basic mistakes Logroño, (2022).

Regarding item number 6, 46.66% disagree, as well as 6.66 strongly disagree when they say they stutter, because of the students mention that they do not stutter when speaking English, something that is very important to emphasize, because it is a very good advance when learning a new language, but during class observations, was able to observe that some students go over and over again what they are going to say, so as not to stutter when they have to answer the question that the teacher asks them. However, it is considered useful because in this way, the correct pronunciation of each word is recorded for the students. Teachers mention that their students are intelligent, but that they lack dedication to learn and master the language.

In item number 7 it is observed that 8.88% strongly agree, as well as 51.11% agree that they do not feel safe to speak English outside the classroom, but in the interview with the teachers, they mention that they try to motivate the student to trust their abilities and Put English into practice in your daily life; according to Ansari and Oskrochi (2004), self-confidence is related to selection, motivation, perseverance, vulnerability and patterns of subjective expectations, ambition and ambitious influence of oneself. Therefore, a person with high self-confidence is more likely to achieve positive and successful outcomes. Thus, self-confidence as a belief in something will work well and succeed. However, students say that they are always wary of speaking another language outside of the classroom, because classmates might make fun of them or make some kind of inappropriate comment that could make them feel bad.

In item number 8, it is observed that 6.66% strongly agree, as well as 88.88% agree that they feel worried when they think that they cannot be understood when they speak English. This, because the students are aware that their level of English is very low, and that they could have problems when communicating. In the class observations, it was possible to demonstrate the concern of the majority of the students when speaking, because they take many pauses, and do not talk about it. The students mentioned that it is very difficult for them to speak in English because they are afraid that the teacher will not understand what they are saying. While the teachers said that in each class they try to motivate the student to speak and communicate 100% in English, but they have not obtained good results.

Item 9 refers to whether the student is willing to speak or not, to which 100% of the students answered yes, and they mention that they are willing to learn a new language, but that it is really difficult for them when understand and speak a language that is not of their origin. During the class observations, the students show interest, but also fear, because they do not participate much, for fear of making mistakes. The teachers, for their part, mention that they try to motivate the student to acquire a new language, but they do not get good results in many cases (Murphy& Ladd, 1944).

In item 10, he mentions whether students feel obliged to learn English and despite the fact that there were participants who said yes, either from their parents or from the institution, 4.44% strongly agreed, as well as 22.22% agreed that no one forced them; At no time can anyone be forced to do anything, it is the sole decision of the student to make an effort and learn to master a foreign language. During class observations, I corroborated how teachers do not force them to do anything, they work with students who want to work, and those who do their part to learn the language and communicate effectively (Saadé & Kira, 2009).

In item 11 it can be observed that 57.77% of the students do not get blocked, however, after observing the classes, it is found that the students do have difficulties when speaking in English for several minutes. And it is that this is the difficulty that all students face, who cannot speak fluently and fluently, the students mention that in many cases it is difficult for them to learn a new language and it is necessary to receive a private class course to learn from scratch and be able to understand the language. The teachers, for their part, mention that the students do not speak out of fear and suspicion, but not because they cannot speak English, it is just that emotional factors significantly influence the learning of a foreign language (Murphy & Ladd, 1944).

In the following item, it can be observed that 77.77% of the students are afraid that their classmates will laugh when they speak in English and make a mistake. Based on the previous items, in the class observations, and in the interviews with the teachers, it can be said that this is one of the main most significant emotional factors in learning the English language, since most of the students feel fear. to make mistakes and be a reason for ridicule for the other classmates (Saadé & Kira, 2009).

Finally, it is observed in item 14 that 86.66% of the students feel anxious to answer correctly when speaking in English, and that is when anxiety problems begin to arise and with it the discomfort of the students, which is why the teachers should find ways to make the English learning process less stressful and create teaching methods creative which helps the students in reducing anxiety in speaking English (Logroño, 2022). During the

observations of the classes I did not see any anxiety behavior, but the students mentioned that some classes tend to be stressful because the subject is somewhat complex, and there are people who do have anxiety problems.

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

When analyzing the tabulations, it is apparent that the linguistic factors that mainly influence the oral communication skills in English of high school students in face-to-face learning environments are: The vocabulary deficit that exists in students is the main cause of a very low level of speech, so it would not hurt to think about implementing new strategies. As mentioned by Kafipour (2009), vocabulary strategies are the activities or stratagems that students use to find out the meaning of new words, to remember and learn them, to recover them in understanding, and to use them in communicative production. Another linguistic factor is the correct use of grammar, and this is where students think that to speak, they do not need to know grammar, but of course it is important. In the same way, Holmes (2001) states that the term "grammar" can be used to describe the rules that govern the linguistic behavior of a group of speakers. Therefore, each student must perfectly master the grammar, in order to be able to speak extensively.

On the other hand, the emotional factors that mainly influence the oral communication skills in English of high school students in face-to-face learning environments are: the fear of making mistakes when communicating in English, for this, some measures can be implemented activities that help the student. In order to solve this emotional factor, Logroño (2022) mentions that one way to overcome the fear of speaking English is to get involved in situations in which students feel uncomfortable but despite their disagreement they participate in the activity and overcome this fear. Another way is by volunteering to speak at an event, talking to strangers, speaking nothing but English for a full day (or a week) are activities that help students realize that fear disappears immediately after facing it. We also find that students do not trust their abilities, feel nervous to express everything they feel or want to say, and choose to remain silent so as not to look bad in front of all their

classmates. Regarding students confidence, Gaya (2018) reveals that when students are confident in their abilities regardless of their past experiences, they will be successful in their learning.

All this is related to what Kontogeorgou and Zafiri (2016) state that the importance of grammar in the spoken language and the various problems that students face putting grammar into practice, different aspects to be considered to establish adequate academic strategies. to improve the proper use of grammar in the creation of content in English

## Conclusions

The main linguistic factors that have a very significant impact on the ability of students to communicate orally in English. The most relevant factor is insufficient vocabulary and lack of knowledge of grammatical rules when structuring sentences.

Another factor that directly affects the student is the influence of the mother tongue in learning a foreign language, it has been proven that students first think in Spanish and then try to speak in English and they do so by translating word by word from Spanish to English.

The acquisition of English as a Foreign Language is influenced by a series of emotional factors that will strengthen or weaken it, the fear of being wrong when speaking or expressing oneself orally and the nervousness that is reflected in each student when speak in English.

The majority of the students do not speak English because they are limited in a very representative way by the fear of being mocked for not using the correct grammar when expressing themselves orally, and because they feel pressure from the entire class group.

It is concluded that the lack of vocabulary, the unawareness of grammatical rules when structuring sentences, the interference of the mother tongue, the fear of making mistakes, the nervousness they feel when speaking in English, as well as the fear and pressure that learners feel of being mocked for their perfect or imperfect speech are factors that brutally intervene in the development of oral skills.

It was found that both factors linguistic and emotional play important a role in learning a foreign language too, and the vague knowledge and affectation of them makes students avoid activities that require speaking.

## **Recommendations**

Educators of English as a Foreign Language (EFL) should be encouraged to operate on the four language skills of English: reading, writing, listening and speaking. This will help students to develop their vocabulary and correctly build sentences with the grammar rules.

It is recommended not to stop to think in the mother tongue, and to achieve this, teachers must find the appropriate strategies and methodologies, to involve students in dialogues where they make an effort and they will have to speak in English without having to think in Spanish first.

The most important thing to combat emotional factors such as fear and nervousness that affect students in their oral expression is self-confidence, the teacher will be responsible for the learner to trust his abilities when speaking in English, and that speaking is learned with daily practice and dedication.

Students must accept that mistakes and difficulties are an important part of learning and it is the teachers who must motivate them to continue striving every day to achieve their goals.

Strengthen the application of compensatory learning strategies for the development of oral skills, since they allow us to help students develop better in communicative events, despite the aforementioned limitations.

Finally, it is recommended that teachers make an in-depth analysis of the class, in order to choose the necessary strategies and methodologies to combat both linguistic and emotional factors that affect students' oral communication skills.

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## Appendix

### Appendix A: Students' Questionnaire

Table A1: Linguistic factors

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.				

Table A2. Emotional Factors

<b>Statements Emotional factors</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
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 tenser 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

Table B1. Linguistic factors

<b>Statements Linguistic factors</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
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.				

Table B2. Emotional factors

<b>Statements Emotional factors</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
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: Semi-structured interview

Table C1. Linguistic factors

<b>Items observed Linguistic factors</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
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?			

Table C2. Emotional factors

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?			

### Appendix D: Observation sheet

Table D1. Linguistic factors

<b>Items observed Linguistic factors</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
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.			

Table D2. Emotional factors

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 E - Evidences

