



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

**FACULTAD DE CIENCIAS SOCIALES, EDUCACIÓN Y
HUMANIDADES**

**CARRERA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN
INGLÉS**

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

Trabajo de titulación previo a la obtención del título de

**LICENCIADA EN CIENCIAS DE LA EDUCACIÓN, MENCIÓN
INGLÉS**

Autor: Díaz Méndez, Daniela Carolina

Directora: Toro Gallardo, Lisset Vanessa

QUITO

2024



Esta versión digital, ha sido acreditada bajo la licencia Creative Commons 4.0, CC BY-NC-SA: Reconocimiento-No comercial-Compartir igual; la cual permite copiar, distribuir y comunicar públicamente la obra, mientras se reconozca la autoría original, no se utilice con fines comerciales y se permiten obras derivadas, siempre que mantenga la misma licencia al ser divulgada. <http://creativecommons.org/licenses/by-nc-sa/4.0/deed.es>

2024

Aprobación del director del trabajo de titulación

Loja, 19 de marzo de 2024

Magíster

Lisset Vanessa Toro Gallardo

Directora de la Carrera de Ciencias de la Educación, Mención Inglés

Ciudad.-

De mi consideración:

Me permito comunicar que, en calidad de director del presente Trabajo de Titulación denominado: *Factors that influence high school students' English oral communication skills in Ecuadorian face-to-face learning environments* realizado por Daniela Carolina Díaz Méndez ha sido orientado y revisado durante su ejecución, así mismo ha sido verificado a través de la herramienta de similitud académica institucional, y cuenta con un porcentaje de coincidencia aceptable. En virtud de ello, y por considerar que el mismo cumple con todos los parámetros establecidos por la Universidad, doy mi aprobación a fin de continuar con el proceso académico correspondiente.

Particular que comunico para los fines pertinentes.

Atentamente,

Lisset Vanessa Toro Gallardo Mgtr.

C.I: 1104074842

Declaración de autoría y cesión de derechos

Yo, Daniela Carolina Díaz Méndez, declaro y acepto en forma expresa lo siguiente: Ser autora del Trabajo de Titulación denominado: Factors that influence high school students' English oral communication skills in Ecuadorian face-to-face learning environments, de la carrera de Ciencias de la educación mención Inglés, específicamente de los contenidos comprendidos en: revisión literaria, metodología y descripción, análisis e interpretación de resultados, siendo Mgtr.Lisset Vanessa Toro Gallardo directora del presente trabajo; también declaro que la presente investigación no vulnera derechos de terceros ni utiliza fraudulentamente obras preexistentes. Además, ratifico que las ideas, criterios, opiniones, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad. Eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones judiciales o administrativas, en relación a la propiedad intelectual de este trabajo.

Que la presente obra, producto de mis actividades académicas y de investigación, forma parte del patrimonio de la Universidad Técnica Particular de Loja, de conformidad con el artículo 20, literal j), de la Ley Orgánica de Educación Superior; y, artículo 91 del Estatuto Orgánico de la UTPL, que establece: "Forman parte del patrimonio de la Universidad la propiedad intelectual de investigaciones, trabajos científicos o técnicos y tesis de grado que se realicen a través, o con el apoyo financiero, académico o institucional (operativo) de la Universidad", en tal virtud, cedo a favor de la Universidad Técnica Particular de Loja la titularidad de los derechos patrimoniales que me corresponden en calidad de autor/a, de forma incondicional, completa, exclusiva y por todo el tiempo de su vigencia.

La Universidad Técnica Particular de Loja queda facultada para ingresar el presente trabajo al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública, en cumplimiento del artículo 144 de la Ley Orgánica de Educación Superior.

Autor: Daniela Carolina Díaz Méndez
C.I.:1718561135
Correo electrónico:dcdiaz3@utpl.edu.ec

Dedication

To my family, who has provided me with love, understanding, and unwavering support.

Thank you for always being by my side through every step of this journey. Your encouragement and belief in me have given me the strength to overcome challenges and achieve this milestone.

To my mother, I want to dedicate this achievement to you, my inspiration and guide in life.

Your unconditional love has been the driving force that pushed me to reach my goals.

To all those who have contributed in some way to this project, your support has been essential on my path.

Finally, I dedicate this work to myself, for my perseverance and passion despite all the difficulties. I look forward to continuing my pursuit of knowledge and academic excellence.

Daniela Carolina

Acknowledgement

I want to express my most sincere appreciation to the Universidad Técnica Particular de Loja (UTPL), to all my classmates and fellow students, and especially to my thesis advisor.

I want to thank UTPL for giving me the opportunity to train academically and for offering me an enriching and motivating learning environment. During my time at the university, I have received a quality education, as well as the support and tools necessary to achieve my academic and professional goals.

A special acknowledgment to my thesis advisor, who with her dedication, patience and wisdom has guided me in carrying out this research. Thanks to her guidance and support, I have been able to face the challenges of research and develop my academic skills.

Thank you for being part of this exciting journey, for encouraging my growth, and for being an invaluable part of my university life.

With gratitude,

Daniela Carolina

Contents

Caratula	I
Aprobación del director del trabajo de titulación	II
Declaración de autoría y cesión de derechos.....	III
Dedication.....	IV
Acknowledgement.....	V
Contents	VI
Abstract.....	1
Resumen	2
Introduction	3
Chapter one	7
Literature review	7
1.1 Learning english as a foreign language (EFL)	7
1.2 English oral communication skills.....	8
1.3 Learning EFL speaking	8
1.4 Speaking difficulties when efl learning.....	9
1.5 Linguistic difficulties in english speaking	10
1.5.1 <i>Vocabulary use.</i>	10
1.5.2 <i>Grammar use</i>	10
1.5.3 <i>Pronunciation</i>	11
1.6 Emotional difficulties when speaking English	12
1.6.1 <i>Anxiety</i>	12

1.6.2 <i>Fear</i>	13
1.6.4 <i>Willingness</i>	14
1.6.7 <i>Motivation</i>	14
Chapter two	17
Method.....	17
2.1 Setting and participants.....	17
2.2 Procedure	17
Chapter three.....	19
3.1 Description, analysis and interpretation of results.....	19
Conclusions	33
Recommendations	34
References	35
Appendix.....	39
Appendix A . Students' Questionnaire.....	39
Appendix B. Teachers' questionnaire.....	41
Appendix C: Observation sheet: EFL listening and speaking classes.....	43
 List of tables	
Table 1.....	19
Table 2.....	25

Abstract

The present research aims to identify the linguistic and emotional factors that influence the oral communication skills in English of high school students in face-to-face learning environments in Ecuador. To conduct this research, a mixed methodology was utilized, combining qualitative and quantitative approaches, to achieve this, information was collected from reliable literature, and instruments such as observation, questionnaires, and interviews were applied to forty students from the first and second year baccalaureate as well as English teachers in a private school in the city of Quito. As a result of the data analysis, the present study provides valuable information, and it was evident that the main linguistic and emotional factors that affect the oral communication skills include grammar, vocabulary, pronunciation, motivation, and fear. Based on this information, it is possible to draw conclusions and provide relevant recommendations and it becomes possible to design more effective pedagogical strategies to enhance their communicative abilities. Moreover, the implications of this research extend beyond the classroom, as oral communication is a skill that benefit students in various aspects of their personal and professional lives.

Palabras claves: factors, face-to-face-learning, oral communication skills

Resumen

La presente investigación tiene como objetivo identificar los factores lingüísticos y emocionales que influyen en las habilidades de comunicación oral en inglés de los estudiantes de secundaria en ambientes de aprendizaje presencial en Ecuador. Para realizar esta investigación se utilizó una metodología mixta, combinando enfoques cualitativos y cuantitativos, para lo cual se recopiló información de literatura confiable, y se aplicaron instrumentos como la observación, cuestionarios y entrevistas a cuarenta estudiantes de primero y segundo año de bachillerato como profesores de inglés en un colegio privado de la ciudad de Quito. Como resultado del análisis de datos, el presente estudio proporciona información valiosa, y se evidenció que los principales factores lingüísticos y emocionales que afectan las habilidades de comunicación oral incluyen la gramática, el vocabulario, la pronunciación, la motivación y el miedo. A partir de esta información, es posible extraer conclusiones y brindar recomendaciones pertinentes y se hace posible diseñar estrategias pedagógicas más efectivas para potenciar sus habilidades comunicativas. Además, las implicaciones de esta investigación van más allá del aula, ya que la comunicación oral es una habilidad que pueden beneficiar a los estudiantes en varios aspectos de su vida personal y profesional.

Keywords: factores, clases presenciales, habilidades de comunicación oral.

Introduction

English is recognized as a global language, it is the official language in forty-five countries, with approximately four hundred million speakers worldwide. Given its widespread use, it is essential for people to be proficient in English, as it facilitates effective communication in various domains, including business, science, and culture (Maftuna, 2022). For all the opportunities that English offers us by allowing us to communicate in the globalized world, it is important to develop good effective oral communication, which requires that human beings have good oral communication skills.

Therefore, effective oral communication is characterized by spontaneity, spontaneous use of speaking skill which is related with pronunciation, vocabulary, phrases, proper construction of sentences. If some of these elements fail, communication is affected, and misunderstandings occur between the interlocutors (Khan, 2017). In the educational context, speaking skills are abilities that students must master in the learning of the second language, English. However, the majority of students face difficulties with the speaking skill, as certain deficiencies have been evident. For this reason, it is essential to understand which factors influence the inadequate development of these abilities in a face-to-face environment.

For this reason, the present study is entitled “Factors that influence high school students' English oral communication skills in Ecuadorian face-to-face learning environments” whose main objective is to identify which are the main linguistic and emotional factors that affect the development of oral communication skills to provide strategies to help solve the problem.

To conduct this research, a mixed methods research design approach was used. This means that both qualitative and quantitative methodologies were employed. Qualitative methods involved classroom observation in English classes, while quantitative methods involved the use of questionnaires and interviews with students and teachers.

Meanwhile, certain studies have been considered to give feedback to the present study. Tsegaye (2020) conducted a study to understand the factors that affect oral communication, for which a mixed methodology was used, including questionnaires,

interviews, and observations with the students. Based on the collected information, the author concluded that the sample of students is interested in communicating in the English classroom. However, there are language processing barriers that hinder effective communication, such as context, technology, and motivation. With the data obtained, the author provided strategies to motivate and create dynamic classes to help address the problem. In addition, Preciado and Alvarado (2023) carried out a study that focuses on recognizing problems in the development of oral skills in the English language as a foreign language, in primary school students, it was found that there are problems with vocabulary and grammar, with the information collected, teachers are helped by creating strategies to improve speaking skills.

Abedrabu (2013) conducted a study examining communication challenges among students, using qualitative analysis with a sample size of twenty students and six teachers. The research identified various factors influencing communication, including issues like students' incorrect pronunciation, limited vocabulary usage, interference from their native language, lack of confidence, and struggles with organizing ideas coherently. The findings led to the conclusion that, through the implementation of appropriate strategies, these weaknesses can be effectively transformed into strengths.

The findings from these studies serve as a foundation to be applied and adapted in the present research, considering the Ecuadorian context.

This research is divided into three chapters. The first chapter includes a literature review from reliable sources to gain a clear understanding of the factors influencing oral communication skills, incorporating relevant findings from previous studies on the topic. Moving on to the second chapter, it delves into the employed research methodology, providing detailed information about the research settings, participants, procedures, and instruments used.

The final chapter contains the description, analysis and interpretation of results. It includes in-depth discussions and addresses the research questions through comprehensive analysis and interpretation of the results obtained. As it can be seen, this chapter presents the

key findings, conclusions, and recommendations, which encompass practical strategies and suggestions to enhance oral communication skills.

Therefore, the beneficiaries of this research are the first and second-year high school students, teachers, and the private educational institution in the city of Quito, where the study was conducted. This research significantly contributes to the educational field as it allows us to understand the linguistic and emotional factors hindering students from effectively developing oral communication skills in a face-to-face learning environment. By identifying these weaknesses, we can draw conclusions and provide recommendations to address them appropriately.

The information gathered in this research can also serve as a starting point for future investigations related to the study topic. These findings can provide a solid foundation for enhancing the educational approach in foreign language teaching in Ecuador, particularly concerning the development of oral communication skills. By building upon these results, educators and researchers can work towards designing more effective strategies and interventions to improve students' language proficiency and overall communication abilities. Additionally, this research can contribute to the ongoing efforts to optimize language education and create a more conducive learning environment for students in Ecuador.

Finally, this study was conducted successfully, although it also faced certain limitations. One of them was the time constraint due to the completion of the school term in the Sierra region during the research period. Additionally, significant variations in students' levels of knowledge and skills were observed within the educational institution, which might have affected the results. For future investigations, it is highly recommended to carefully plan and consider specific educational contexts and timeframes.

Despite the minor limitations, this study has provided valuable information that can inspire future research and improvements in the teaching-learning process. As educators, we always have the opportunity to innovate and foster the development of essential skills in our students. This type of research helps us gain a better understanding of the educational context and equips us with tools to implement more effective strategies in the classroom. By

continually seeking knowledge and improvement, we can contribute to the advancement of language education and create a more supportive and learning environment for students.

Chapter one

Literature review

This chapter addresses the relevance of learning English as a foreign language, encompassing various aspects related to oral communication skills in English. It analyzes linguistic difficulties associated with speaking in this language, such as vocabulary and grammar usage, pronunciation, fluency, and interference of the native language in the second language.

Furthermore, it explores the emotional challenges that may arise when speaking English, including anxiety, fear, lack of confidence, willpower, and motivation. These emotional factors can significantly influence the development of communicative skills in English.

Finally, previous studies that have addressed similar topics are presented, providing a knowledge base and evidence to support the analysis and understanding of these aspects in the present research work.

1.1 Learning english as a foreign language (EFL)

English is a universal language, it is the official language of forty-five countries, and around four hundred million people speak it. Although it is true, every educated person should speak English because it helps us to communicate in levels such as business, science and culture (Maftuna, 2022).

Indeed, English plays a prominent role in almost every field in today's globalized world, including education, where learning English has become a necessity due to the majority of higher education materials being written in English. Additionally, proficiency in English is often a requirement for obtaining employment opportunities, as many multinational companies and industries use English as their primary language for communication and business operations. Moreover, English has become essential for international travel and tourism, facilitating communication with people from diverse backgrounds and cultures (Rao, 2019).

According to Crystal (2003), it is essential to emphasize that English has evolved into a global language for various reasons. Politicians worldwide are frequently observed

speaking it on television, and as you journey around the world, you encounter signs and advertisements in English. In hotels or restaurants in a foreign city, one can anticipate finding menus in English. Consequently, there are numerous incentives to learn English, as it enhances communication and fosters connections with people from different parts of the world. Learning English creates opportunities for engaging with a broader global community.

1.2 English oral communication skills

People communicate with each other in various ways, and one of the most common is through face-to-face interaction. Most individuals prefer to speak directly with others to express their thoughts, feelings, and emotions (Baron, 2018) suggests that people are not born with this oral or communicative ability, as this ability is developed by humans to interact with each other after years of listening to others and repeating back what they have heard speaking

According to Rahman (2010), the four skills go hand in hand reading, writing, listening and speaking; the last ones are vital for oral communication. However, learning to speak is an important objective since it allows students of a second language to be able to communicate effectively since speaking is the way of communication most used to express opinions, ideas, and facts, transmit information and leave impressions. Therefore, oral communication is a unique rhetorical skill that encompasses knowing what to say and how to say it.

Currently, students must develop the necessary skills to improve their prospects for learning oral communication. It should be noted that the school environment allows students to be taught how to interact with their peers, so the quality of oral communication and the skills that are developed especially in speaking and listening allow students to assimilate more of the learning process by empowering them (Lucanus, 2017).

1.3 Learning EFL speaking

Lightbown and Spada (2013) mention that speaking is the most important skill when learning a second language, this skill has been the focus of several investigations carried out by psychologists and linguists over the years.

Undoubtedly, all skills are important to learn a second language, English. Of all the skills, the ability to speak is given special importance because it is used in communication emphasizing that human beings cannot survive in the community without interaction. In the context of EFL the importance of speaking is increased (Qureshi, 2020).

In context, Babikir (2016) mentions that speaking is more than memorizing vocabularies and grammatical rules, this implies knowing the linguistic characteristics of the language as well as practicing it through oral activities, so learning this skill is a very important part of the learning process.

1.4 Speaking difficulties when efl learning

Speaking is an important skill young learners must develop when learning a second language. This is an important oral skill to develop since it is the means through which a new language is understood, practiced and learned. However, speaking problems can be great challenges for the learning process and therefore for effective communication. Students of English as a Foreign Language (EFL) face certain difficulties in speaking (Al-Sibai, 2014), like pronunciation or fluency.

For that reason, in the process of learning the English language, the main ambition of the students is to develop the four English skills, especially speaking; this skill is considered complex and demanding but vital in this new era (Dilnoza, 2021).

In fact, there are certain factors that prevent the ability to speak from not developing correctly in students; these are fear of making mistakes, nervousness or anxiety, pronunciation. In addition, the lack of vocabulary, the grammatical part, the accents and the embarrassment, these elements create a mental block, which prevents speaking the second language effectively and adequately (Bermello García & Vaca Cardenas, 2022).

In addition, certain studies carried out indicate that most students consider that speaking was a difficult and arduous task; they associated it with activities that require a lot of time and effort to master (Hinkel, 2005). The aspects in which difficulties arise will be detailed below.

1.5 Linguistic difficulties in english speaking

Dincer and Yesiyurt (2017) claim that knowing a foreign language is often associated with speaking that language fluently and using the language orally for different purposes this is a linguistic skill. In fact, the ability to speak is much more than pronouncing words and putting vocabularies in a sequential order; it requires mastering the grammar and a series of linguistic elements in which they are presented makes it difficult and allows it not to develop properly.

1.5.1 Vocabulary use.

Vocabulary plays an important role in oral communication. Both in the first and second language, vocabulary is essential to produce a discourse with appropriate meanings, as well as to generate syntactic, morphological and phonological structures (Koizumi, 2018).

According to Soori & Pahlavanpoorfard (2014), a lack of knowledge of the vocabulary makes it difficult for students to understand and communicate. The incorrect use of vocabulary can cause miscommunication, which is related to the speaking and overall communication process.

This is why vocabulary is very important to improve English skills, it is a central component of the language, and it is the source when students speak English. It is necessary to have an extensive vocabulary as well as strategies to obtain new vocabulary. When students recognize many nouns, adverbs, pronouns, adjectives, verbs, they can communicate effectively and use the speaking skill too (Aslim et al., 2109).

1.5.2 Grammar use

Indeed, speaking in English presents more complexities for second language students compared to speaking in their native language. Grammar plays a crucial role in this challenge, as each language has its own unique grammar rules. Safrida and Kasim (2016) emphasize that students often find themselves struggling with the grammar rules of the new language, which can lead to feelings of difficulty and frustration..

Furthermore, grammar is an important aspect of learning the English language. Without learning the grammar; the language cannot be practiced correctly, the grammatical

difficulties are the low knowledge and experience of the students with the vocabulary and grammar in their daily life (Eibeadd, 2022).

It is valid to say that a good sign of the development of the ability to speak is a good command of grammar, which greatly contributes to the use of English since accurate understanding is the key to the structure of the language. Every language in the world must have a rule; this is grammar (Siska Anisa & Endah, 2018).

1.5.3 Pronunciation

According to Burns and Saidlhofer (2014) pronunciation plays an important role in conveying our meaning it refers to all aspects of how to use speech sounds to communicate. In addition, the ability to speak English goes hand in hand with the correct pronunciation and intonation and directly affects communication. Students find it very difficult to learn pronunciation in English for some reasons, one of which is the phonemes when pronouncing words have deep intonations, which makes it difficult for them to achieve proper pronunciation in English (Agung et al., 2021).

Evidently, one of the factors leading to pronunciation mistakes, as supported by Davis and Arulappan (2020), is mother tongue interference. This occurs due to disparities in spelling, sound, and spoken English skills between the native language and English. Taking into account Gilkiani's (2011) perspective, which underscores the importance of pronunciation in second language acquisition, students should concentrate on developing their accent, intonation, and rhythm to enhance effective oral communication in English.

1.5.4 Fluency/accuracy

Fluency is an element of language that deals with how fluently someone expresses an idea accurately and without interruptions (Kurniati et al., 2005).

For that reason, a strategy to improve in terms of their fluency is by increasing grammatical accuracy, knowing expressions and developing interactive language (Albino, 2017).

Besides, Anisa and Endah (2018) consider that fluency is the ability to speak spontaneously without having to stop or take many pauses, it can also be said that it is the ability to speak with confidence.

1.5.6 Mother tongue interference

The mother tongue is a language established from a communicative habit of a culture for which it becomes the first language, the role of the mother tongue in the use of a foreign language has both positive and negative impacts because it affects pronunciation and grammar (Careless, 2018).

Manrique (2013) highlights that poor pronunciation and grammatical errors often result from interference between the students' mother tongue and the second language, English. These linguistic challenges can impede effective communication in English-speaking contexts.

Using non-verbal cues can aid in clarifying the meaning of spoken English, thus reducing the impact of the students' native language on their comprehension. Additionally, encouraging frequent use of the second language during classroom interactions helps students become more accustomed to its usage and boosts their confidence in communicating effectively in English (Yadav, 2014).

1.6 Emotional difficulties when speaking English

Haidara (2016) argues that in each situation or learning process, human psychology plays an important role much more in the acquisition of a second language. He speaks English, so there are certain psychological factors that negatively affect learning English.

To deal with these emotional challenges, educators can create a supportive and encouraging learning environment. Building students' self-esteem and providing opportunities for low-pressure practice can help alleviate anxiety and increase confidence. Integrating engaging and relevant content into language lessons can foster intrinsic motivation and a sense of purpose in language learning (Csizér & Dörnyei, 2005).

1.6.1 Anxiety

In a recent study, Dewalae (2013) identified anxiety as a prevalent emotional challenge encountered by many foreign language learners. The apprehension stems from a fear of making mistakes or facing judgment while speaking English. This anxiety about potential embarrassment or criticism can manifest in learners avoiding speaking activities or exhibiting reluctance to participate in the development of their speaking skills.

Moreover, the anxiety is associated with feelings of frustration, restlessness, doubt, apprehension, or worry. Anxiety is one of the problems that can make the student feel uncomfortable when they are practicing oral acting in class (Brown, 2001).

In an investigation, it was found that the most of the students felt anxiety when they were in speech, before speaking they felt worried, anxious about what the feeling of nervousness and students' anxiety influenced their way of speaking performance (Mukhtarul, 2020).

1.6.2 Fear

Learning foreign languages requires patience and practice, it is during the practice that certain mistakes are made, which causes a feeling of fear in the students, which in a certain way conditions them (Boudamouz & Outes, 2018).

This information can be contrasted with what Lawyer (2018) mentions that fear is experienced by all people, it is a basic defense mechanism, it works as a stimulus to human brain every time they feel threatened they act in escape mode sending adrenaline to the body. Regarding fear, learning foreign languages requires patience and practice, it is during the practice that certain mistakes are made, which causes a feeling of fear in the students, which in a certain way conditions them (Boudamouz & Outes, 2018)

1.6.3 Lack of confidence

Self-confidence plays a crucial role in the development of speech performance, and it is concerning that many students lack confidence in this area. The fear of making mistakes or having gaps in knowledge can create feelings of insecurity when speaking in English (Mukhtarul, 2020).

According to Guller (2015), self-confidence plays a pivotal role in initiating any action, particularly when it comes to speaking a second language. Among all language skills, speaking holds a distinctive position for facilitating effective communication. Therefore, self-confidence is crucial in embarking upon convers.

1.6.4 Willingness

According to Freiermuth and Jarell (2006), in foreign language classrooms, educators generally favor students who exhibit motivation and a strong willingness to communicate in the second language. The lack of willingness, on the other hand, results in ineffective language interaction and production, thus limiting the development of communication skills. For most teachers, teaching adolescents is a challenge; one of the main reasons is the lack of interest or little participation in classes, which hinders the learning process (Fonseca & Fuentes, 2007).

1.6.7 Motivation

Motivation is a crucial factor in second language learning, serving as the driving force that ignites the desire to learn and empowers students to flourish in an educational setting. Absent motivation, the learning process becomes arduous and lacks the sustainability necessary for long-term success (Nurhidayah, 2014).

Thus, in order to speak, it is important that the student is motivated. Motivation is the extent to which the learner is drawn to or away from communicating competently. Certain motivation strategies are giving varied classes so that the teaching and learning process is not monotonous, giving prizes, encouraging and giving extra points to students who can express their ideas by speaking English well and creating a harmonious environment in the classroom (Ihsan, 2016).

Furthermore, as emphasized by Dincer and Yesilurt (2017), the motivation of students is intricately tied to the classroom atmosphere, with a particular emphasis on active participation, especially in developing speaking skills. This connection is underscored from a psychological perspective.

In addition to the literature review, the following information provides a detailed summary of various previous studies that have been considered to better understand the factors influencing English oral communication skills among high school students.

Tsegaye (2020) conducted a study to understand the factors that affect oral communication, for which he used a mixed methodology, including questionnaires, interviews, and observations with the students. Based on the collected information, he concluded that the sample of students is interested in communicating in the English classroom. However, there are language processing barriers that hinder effective communication, such as context, technology, and motivation. With the data obtained, he provided strategies to motivate and create dynamic classes to help address the problem.

In addition, Preciado and Alvarado (2023) carried out a study that focuses on recognizing problems in the development of oral skills in the English language as a foreign language, in primary school students, it was found that there are problems with vocabulary and grammar, with the information collected, teachers are helped by creating strategies to improve speaking skills.

Another study was carried out by Abedrabu (2013) the purpose of the study was to analyze communication problems in students. The study employed qualitative analysis, involving a sample of twenty students and six teachers. It unveiled specific elements influencing communication, including students' incorrect pronunciation, limited vocabulary use, interference from their native language, lack of confidence, and challenges in organizing ideas coherently. The study concluded that, with the implementation of necessary strategies, these weaknesses can be transformed into strengths

Chicaiza (2018) conducted a study to explore the development of oral communication, communicative skills, as well as the impact of student-centered teaching and the learning process. Surveys were administered to both teachers and students, and classroom observations were conducted using a checklist. The study revealed that there is room for improvement in certain aspects of oral communication within the classroom.

Based on the findings, the authors proposed strategies to improve oral communication in the classroom, including the implementation of active teaching methodologies. It was concluded that the research will promote strategies to achieve an environment that promotes effective communication skills among students.

Its aim was to understand the importance of oral communication and the challenges associated with learning a foreign language, with the goal of enhancing students' oral skills. To achieve this, a qualitative methodology was employed to assess the students' competency level, and a detailed report was compiled using this qualitative approach.

The findings indicated that students need to improve their vocabulary, and pronunciation deficiencies should be addressed thoroughly to facilitate effective communication activities. This study highlights the significance of addressing these specific areas to enhance students' oral communication abilities in a foreign language.

Chapter two

Method

2.1 Setting and participants

This research was carried out in a private high school in the city of Quito-Ecuador, with the students of the first and second year baccalaureate of the 2022-2023 school year.

In the institution, six hours of English are taught per week, the research was carried out with 22 students of first year baccalaureate and 20 students of the second year baccalaureate, the size of each classroom is 10 to 12 students who have an age range between 16 to 17 years whose level of English is intermediate.

2.2 Procedure

In the present study, a mixed methods research approach was used, employing both qualitative and quantitative methodologies to obtain relevant information from the field research. The first step involved searching for and collecting reliable information from academic articles, indexed journals, and books to include in the literature review. Next, previous studies related to the research topic were sought and analyzed to compare and assist in the development of this project.

Subsequently, to carry out the research in the institution, permission was first requested to be able to observe classes, conduct surveys and interviews with English teachers and students.

Therefore, to obtain the necessary results, the study was carried out with a qualitative methodology through the observation of English classes where an observation sheet was completed with items on linguistic and emotional factors that affect communication in the language. Also, the quantitative methodology was applied through instruments such as questionnaires that contain twelve statements about linguistic factors and fourteen statements about emotional factors, which were applied to all students and the teacher. Finally, five interviews with twenty-three questions were applied to the students.

Consequently, all the data from the questionnaire applied to the students was collected, it was tabulated to obtain the percentages of each statement that are detailed in a table, this information is described and analyzed by performing a triangulation with the questionnaire to the teacher and the observation sheet. It is answering the three research questions, in addition, previous literature is used to support the analysis of the results obtained.

Finally, the linguistic and emotional factors that affect oral communication skills in the educational context will be known. Hence, thanks to the analysis it is possible to draw conclusions and make recommendations.

Chapter three

Description, analysis and interpretation of results

This chapter contains the analysis of the information regarding the qualitative and quantitative data collected in Ecuadorian face to face learning environments. The results are presented in tables with percentages of the student's questionnaire, analyzed and supported with theoretical information and the information of teacher's questionnaires and the observation sheet. Thus, the research questions are answered to identify the linguistic and emotional factors that affect oral communication skills in learning the English language.

Which linguistic factors influence high school students' English oral communication

Table 1

Linguistic Factors

Nº	Statements Linguistic factors	Strongly agree %	Agree %	Disagree %	Strongly Disagree %	Total %
1	I get stuck with vocabulary when speaking English.	15 %	65 %	7 %	13%	100
2	I avoid using difficult words when speaking English	32 %	40%	23%	5 %	100
3	I get stuck with grammar when I speak in English.	12%	50%	35%	3%	100
4	I use complex structures when speaking English.	5 %	32 %	50 %	13%	100
5	I have difficulties structuring sentences when in speaking.	12%	35%	40 %	13%	100
6	I feel difficulty attending fluency when speaking English.	7%	48%	35%	10%	100
7	I felt difficulty attending accuracy when speaking English.	10%	45%	30%	15%	100
8	I speak without many pauses.	7%	45%	40%	8%	100
9	I speak in English spontaneously.	12%	30%	33%	25%	100
10	I make pronunciation errors when I speak in English.	7%	50%	38%	5%	100
11	I thought first in Spanish when I had to speak in English.	40%	30%	22%	8%	100
12	I struggled to communicate effectively in English.	20%	55%	20%	5%	100

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

The findings in Table 1 show which linguistic factors influence the oral communication in English of high school students. They include twelve items that are analyzed one by one.

As it can be seen, sentence 1 aimed at looking for data to determine if students get stuck with the vocabulary when speaking in English the results show that 65% of the students agree, while 13% strongly disagree. Based on interviews and classroom observations, it was found that students struggle with vocabulary because they either do not remember the meaning of words or are unfamiliar with them. As a result, conversation classes do not flow as smoothly as necessary.

Soori and Pahlavanpoorfard (2014) mention that a lack of knowledge of vocabulary makes it difficult for students to understand and communicate. The incorrect use of vocabulary can cause miscommunication, which is related to the speaking part, what was evidenced in the students who had difficulties to complete the speaking activities due to the lack of knowledge in vocabulary.

As it is suggested by Koizumi (2018) vocabulary plays an important role in oral communication as it is essential to produce discourse with appropriate meaning, as well as to generate syntactic, morphological and phonological structures.

The second statement pertains to the notion that students tend to avoid using complex vocabulary when speaking English. The data indicates that 40% of the students agree with this idea, while 5% totally disagree. When comparing these results with the teacher's responses during the interview, it can be inferred that the teacher agrees with this statement, as a result, the teacher believes that using difficult words while speaking English is more challenging for students. Additionally, during class observations, significant vocabulary deficiencies were evident as the students either do not know the meanings of certain words or use very basic vocabulary.

A good sign of the development of the ability to speak is a good command of grammar, which greatly contributes to the use of English since accurate understanding is

the key to the structure of the language. Every language in the world must have a rule; this is grammar.

According to the percentages obtained in statement 3, it is clear that 50% of the students agree that they struggle with grammar when speaking in English, and 35% of them recognize that one of their weaknesses is the use of grammar. During class observations, it was evident that the students had difficulties recognizing and using correct grammatical structures and verb tenses. In the interview, the students mentioned that grammar is one of the most challenging aspects when speaking, and the teacher confirmed these difficulties.

Malova (2016) highlights the importance of learning grammar because these skills will help students organize words and messages and make them meaningful, which is evidenced by the weakness found in the half of the group that does not carry out meaningful messages.

In statement 4, we can see that 40% of the students do not agree with the idea of using complex structures when speaking English. On the other hand, 5% of the students strongly agree, indicating that a small percentage of participants possess strong language skills. The results obtained from the questionnaire administered to the teacher support this information, as it mentions that basic structures are not commonly used. Similarly, during class observations, it was evident that the majority of students struggle to create complex structures and express themselves. When they have doubts, they tend to ask questions using their native language, which also affects their oral communication.

Statement 5 the data reveals that 35% of students admit to having difficulties in structuring sentences in English, while 40% claim not to have this problem. However, classroom observations show that the majority of students can form sentences effectively. Those facing difficulties attribute their problems to a lack of structural knowledge or proper verb tense conjugation. The teacher confirms the diversity in knowledge levels, noting that students are not uniformly at the same level regarding sentence structuring in English. This analysis suggests that, although some students face challenges, the majority demonstrates

competence, highlighting the need to address knowledge gaps and provide additional support to those who require it

Anisa and Endah (2018) consider that fluency is the ability to speak spontaneously without having to stop or take many pauses, it can also be said that it is the ability to speak with confidence. In relation to this, in statement 6 of the questionnaire administered to the students, it is evident that 48% of them find it difficult to speak English fluently, while 35% do not agree and 10% totally disagree. It is evident that nearly half of the students did not experience difficulty with fluency. During class observations, the issue with fluency was attributed to a lack of confidence and practice. The interviewed students mentioned that they speak slowly because they organize their thoughts while speaking. Finally, the teacher observed that the majority of students struggle with speaking fluently.

It is important to mention that according to Anisa and Endha that grammar and speaking fluency are so closely related that they are inseparable. Because grammar is a branch of precision, structure and accuracy and fluency is an aspect of speaking without unnecessary pause (2018).

Speaking is a skill that also encompasses two aspects: accuracy and fluency, which must be developed. Accuracy pertains to how you use vocabulary, grammar, and pronunciation correctly, while fluency considers speaking spontaneously.

The results in statement 7 reveals that 45% of students agree to have difficulties in accurately understanding the English language, while 30% express disagreement. Classroom observations confirm that students face challenges in grasping the main idea of the content, prompting the teacher to provide translations into Spanish. Additionally, due to the small class size, notable disparities in knowledge levels are observed. While some students successfully comprehend ideas and context, others indicate in interviews that their understanding is partial, raising doubts, especially when answering questions.

In statement 8, it is evident that 45% of students speak without many pauses, while only 8% strongly disagree. Also the observation allowed us to corroborate that the students make pauses to organize their ideas. In the interview with the students they commented that

it is because they do not remember the vocabulary, they have difficulties with organizing the ideas or they first think of translating from Spanish to English.

Moving on to statement 9, aimed at assessing students' ability to speak spontaneously in English, shows that 33% of the students disagree with this statement, indicating that they do not feel comfortable or confident speaking spontaneously in English. On the other hand, only 12% of students strongly agree, suggesting that only a small group of students feel confident expressing themselves spontaneously in the language.

The classroom observation also reveals that students exhibit limited participation in spontaneous speaking activities, which aligns with the evaluation results. During interviews with the students, they expressed various reasons for this behavior, such as not having a strong affinity for the English language, feeling nervous when speaking it, or experiencing a sense of obligation rather than a genuine desire to communicate in the language. Finally, teacher also confirmed that most students do not speak the language spontaneously, indicating that this is a widespread challenge among the student group.

Statement number 10 deals with pronunciation, it plays an important role in conveying our meaning it refers to all aspects of how to use speech sounds to communicate (Burns & Saidlhofer, 2014). In the table it is evident that half of the students, 50% agree that they make pronunciation errors when speaking in English, on the other hand, 38% disagree. In the same way, the teacher and the class observation reveal that certain students mispronounce or make mistakes in the different phonemes, sounds and pronunciation.

Evidently, one of the factor that cause pronunciation mistakes according to Davis and Arulappan (2020) support that the mother tongue interference it cause due to differences in spelling, sound between the mother tongue and English, and spoken English skills. Therefore, in the observation and interview it is considered that pronunciation has certain levels of difficulty for some students which causes difficulty in speaking and weak communication if we take into consideration what Gilkjani (2011) mentions that pronunciation is important in learning a second language and students should develop focusing on accent, intonation and rhythm for effective oral communication in English.

A person's mother tongue is their first language (L1) to which they are exposed from the moment they are born, when learning a second or L2 language, the impact of the student's first language becomes very strong as it generates a great influence on the learning of the second language because it causes the student to think and translate first into their mother tongue (Rahmatullah, 2020).

Taking this context into consideration, according to the percentages in statement 11, it is reflected that 40% of the students agree that they first thought in Spanish when they had to speak in English and 8% strongly disagree. They recognize that one of their weaknesses is thinking first in Spanish besides, in the class observation it was noted that the students always seek first to translate into Spanish and the teacher agrees with this factor.

Statement 12 shows that 55% of students admit to having difficulties in communicating effectively in English. This data suggests that the majority of students face challenges in expressing themselves fluently and accurately in the language. In contrast, only 5% strongly disagree, indicating that a small percentage feels comfortable and confident when communicating in English. This perception is supported by the observation of oral presentations, where some students demonstrate fluency and correct pronunciation, while the vast majority show signs of nervousness and difficulty expressing ideas without relying on memorization.

The interviews with the students revealed several reasons behind the difficulties in English communication. Some mentioned that they do not understand English well, which hinders their ability to express themselves properly. Others expressed that they struggle with speaking in English and lack confidence in their language skills. Additionally, some students mentioned that they are not accustomed to speaking in English all the time, which can affect their fluency and naturalness in communication.

The information provided by the students in the interviews aligns with the results of the questionnaire applied to the teacher, confirming the veracity of the communicative difficulties observed in the student group.

Notably, with the analysis of each statement, it can be evidenced that the linguistic factors that influence oral communication skills are poor pronunciation, lack of vocabulary, fluency, precision and the interference of the mother tongue.

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

Table 2

Emotional Factors

N ^o	Statements Emotional factors	Strongly agree %	Agree %	Disagree %	Strongly Disagree %	Total %
1	I am afraid of making mistakes when I speak English.	35%	45%	12%	8%	100
2	I feel peer pressure when I speak English.	7%	38%	40%	15%	100
3	I am nervous when speaking English.	20%	55%	17%	8%	100
4	I keep silent in class because of a lack of confidence when speaking English.	47%	15%	25%	13%	100
5	I worry about using grammar correctly when speaking English.	17%	52%	23%	8%	100
6	I stutter when I speak in English.	30%	27%	38%	5%	100
7	I am not confident to speak English outside class.	20%	35%	27%	18%	100
8	I am worried about not being understood when I speak English.	30%	42%	23%	5%	100
9	I am willing to speak English.	30%	35%	30%	5%	100
10	I feel that I am forced to speak English.	12%	15%	55%	18%	100
11	I feel blocked, so there is a lack of things to say when speaking English.	35%	40%	17%	8%	100
12	I am afraid someone will laugh at me when I speak English.	37%	30%	25%	8%	100
13	I feel more tense in English lessons than in other lessons.	32%	30%	20%	18%	100
14	When I speak in English, I feel anxious thinking about how to respond correctly.	42%	30%	25%	3%	100

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

To obtain a comprehensive understanding of research question 2, which focuses on the emotional factors that influence high school students' English oral communication skills in face-to-face learning environments, we will analyze the results presented in Table 2.

Findings in statement 1 reveal that 45% of students agree that they are afraid of making mistakes when speaking English this indicates that a significant proportion of the student population shares concerns about making errors while communicating in English. On the other hand, only 8% of the students are in total disagreement, suggesting that a small percentage feels entirely confident and unconcerned about making mistakes while speaking the language. The teacher's observation supports the notion that students often remain silent despite knowing the answers. Through both observation and interviews, it became evident that students exhibit low levels of participation, and their reticence can be attributed to fears of making mistakes, mispronouncing words, or not being adequately understood when speaking in English. Indeed, the pressure that students feel when speaking English is an important emotional factor that can significantly impact their oral communication skills.

The results in statement 2, I feel peer pressure from the group when I speak English shows a division in the students' responses; as it can be seen, 38% of the students agree with this statement, indicating that a significant portion of the group feels some pressure or influence from the environment when expressing themselves in English. On the other hand, 40% totally disagree, suggesting that another considerable group of students does not perceive this group pressure when speaking in English. The observation and interviews provided additional information that can explain the percentage of students who feel pressure from the group when speaking in English. It is evident that some classmates tease others when they remain silent or do not know basic words of the language.

Statement 3 shows that that 55% of the students agree that they feel nervous when speaking English, while only 8% totally disagree. This information is confirmed through the teacher questionnaire, supporting the prevalence of anxiety when speaking English among the students. Additionally, observations and interviews revealed that the majority of students experience anxiety and fear when speaking in front of the class. This fear is manifested in their behavior, as even when they speak, they do so quietly and with insecurity. The small percentage of students who do not feel nervous is attributed to their confidence in pronunciation and their knowledge of vocabulary.

Statement 4 shows that 47% strongly agree that they keep silent in class due to lack of confidence when speaking in English, while 13% strongly disagree. Through the questionnaire to the teacher, the same information was corroborated and through observation and interviews it was denoted that the majority of students are not very participatory in classes, the students who participate are the same in each hour of class, the others mention that they do not participate because they do not have the confidence to speak in English, lacking in prior knowledge.

Statement 5 reveals that 52% agree and 8% strongly disagree with concerns about using grammar correctly when speaking in English. This pattern is confirmed through the teacher questionnaire, which notes that students confuse grammatical structures or do not use verbs in the correct tense. Additionally, through observations and interviews, most students expressed a lack of knowledge in certain grammatical concepts and the use of verb tenses. They also admitted to having difficulty structuring information when speaking, despite having skills in writing. Overall, these data suggest a specific need for attention in the development of grammatical and structural skills when communicating orally in English.

Statement 6 38% of the students disagree with stuttering when speaking in English, while 30% fully agree. The confirmation of these results is reflected in the teacher questionnaire, where it is noted that students get nervous or are unfamiliar with the pronunciation of certain words. However, the observation and interviews provide a more nuanced perspective due to the diversity of the group, with some students excelling in the ability to speak, while others have significant deficiencies. Some admit to getting nervous and feeling embarrassed to speak English due to a lack of practice, while others mention difficulties in pronunciation and confusion.

Statement 7 in the table shows that 35% agree that they don't feel confident speaking English outside the classroom, while 27% strongly disagree. Through observations and interviews, these data are confirmed. Some students feel confident speaking English outside of class because they don't have to stand in front, there are no grades assigned, and no one is correcting them. Additionally, they use it for games and communicating with

others, or because they know songs or expressions in English. The remaining percentage doesn't feel confident or hasn't had the opportunity to speak another language outside the classroom.

In statement 8, 30% of the participants express significant concern about not being understood when speaking English. This concern is related to potential communication barriers such as pronunciation, fluency, or word choice. On the other hand, the presence of a 5% disagreement indicates a small group that does not share this concern and feels confident in their ability to be understood when speaking English. This analysis highlights the diversity of perceptions and levels of confidence in English communication skills among students. Furthermore, through interviews and observations, it is concluded that students have ideas that they cannot fully express.

Statement 9 the table shows that 35% agree to be willing to speak in English, while 30% disagree with that disposition. This set of data suggests a diversity of attitudes toward participation in English conversations. The 35% who agree could indicate a group that feels comfortable and willing to speak in this language, while the 30% in disagreement may reflect those who may have reservations or a lack of willingness to actively engage in English conversations. The teacher mentions that students prefer to speak in Spanish or find it challenging to think in English. Considering the observations and interviews with students stating that speaking is complicated, the discrepancy in the results is influenced by the preference for Spanish and difficulties in thinking in English. These data highlight a significant challenge in the language learning process, where some students may face mental barriers or feel more comfortable using their native language.

Statement 10 reveals important data regarding students' perception of feeling obligated to speak in English. The results show that the majority of students, represented by 55%, do not feel obligated to speak in English, while only a small percentage, 12%, strongly agrees with this statement. The agreement between the students' percentages and the teacher's observations, as well as the conducted interviews, confirms that most students do not feel pressured to speak in English. However, it was noted that the low percentage of

students who do feel obliged may be related to the evaluation system that assigns grades to participation and dialogues in class. This situation could generate fear and anxiety in some students, affecting their willingness and confidence to express themselves in the language they feel forced to speak in English, while 12% strongly agree. The teacher evidenced the same results and through observation and interviews it is expressed that the majority of students do not feel that they are forced to speak in English, the low percentage that think so is because in the classes the participation or the dialogues have a grade that causes them fear and anxiety.

The data for statement 11 in the table reveals that 40% of participants agree and 8% strongly agree with the notion of feeling blocked when speaking English, suggesting a higher level of communication challenges. The teacher's assertion of these results, collected through observations and interviews, underscores the uniformity in students' perceptions. The majority of students pause or remain silent, and a general lack of confidence generates blocks when speaking in public. These findings highlight the existence of certain obstacles in oral expression in English, which points out the importance of implementing support strategies and promoting the development of communication skills.

Statement 12 in the table indicates that 37% strongly agree while 8% agree. The teacher showed the same results in the questionnaire, she totally agrees that the students are worried that they will laugh at them when they speak English and through observation and interviews it is evident that in other subjects the same thing happens but not with the same impact than in the subject of English which causes demotivation and often fear of speaking in public.

In item 13 of the survey, 32% of the participants strongly agree, while 18% strongly disagree with the assertion that they feel more tense in English lessons than in other subjects. The teacher validated these findings in the questionnaire, emphasizing the overall perception of tension experienced by students during English lessons. Through a qualitative analysis based on observations and interviews, it was identified that certain students, influenced by preconceived notions, perceive the English subject as intricate and encounter

difficulties in the comprehensive development of the four language skills. Additionally, some students report an uneven proficiency: while they comprehend the auditory component, they face challenges in responding verbally and expressing their ideas in writing. This discordance generates conflicts and acts as a demotivating factor.

Statement 14 shows that 42% of students experience anxiety when expressing themselves in English, a concern linked by the teacher to the tendency of comparing themselves with their peers. Additionally, students mention their fear of making mistakes and the feeling of not having complete mastery of the language. This dynamic underscores the emotional complexity associated with the process of learning English, indicating the need to address both language skills and emotional and social factors within the educational environment. The analysis suggests the importance of fostering a collaborative learning environment where mistakes are accepted as a natural part of progress, and actively working to build students' confidence to encourage more active and effective participation in English classes.

The result of the analysis of each statement indicates that the emotional factors that affect English students' oral communication skills in a face-to-face environment are anxiety, fear, lack of confidence, and the motivation that it is evident in the percentages obtained. Regarding anxiety, Baran-Bucarz (2018) claims that language anxiety differs from other types of general anxiety because there is a correlation between how a task is executed and anxiety, which was evidenced in the performance of speaking activities, which denoted a lack of interest on the part of most students.

Additionally, another emotional factor that interferes with oral communication skills is the lack of confidence generated mainly by gaps in prior knowledge. Roysmando (2018) mentions that having self-confidence is important because it gives us enthusiasm, courage and encouragement to students in face-to-face environments, low confidence or lack thereof does not allow skills to be developed adequately in this case in learning a second language.

Regarding fear, learning foreign languages requires patience and practice, it is during the practice that certain mistakes are made, which causes a feeling of fear in the

students, which in a certain way conditions them (Boudamouz & Outes, 2018) The findings revealed a significant number of participants experiencing fear of making mistakes while speaking, along with a notable lack of confidence and motivation. These factors seem to have a considerable impact on the students' oral communication skills in English

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

The most affecting linguistic factors evidenced in the tables include pronunciation, grammar, vocabulary and interference from the mother tongue. The tables indicates high percentages of difficulties that students have with the vocabulary factor, such as getting stuck or not using difficult words so, vocabulary is essential for EFL students because this is how every language is built, if vocabulary is limited communication will not be effective it is important for students to keep a lot of vocabulary in their long term memory (Nation, 2001).

In addition, other factors with high percentages are pronunciation and grammar important to understand the context of a message, EFL students must have sufficient knowledge of words how to pronounce them and how to make sentences. Speaking of grammar, this helps the speakers to use and understand the structures of the English language in a much more precise and immediate way (Renandya, 2002), which in turn facilitates their fluency, a factor that also has a high percentage and shows weakness on the part of the students of the present investigation.

The results reveal that motivation is a key emotional factor that significantly influences oral communication skills. In many instances, there is observed limited participation and low interest among students in carrying out oral activities, underscoring the crucial importance of motivation. In the process of learning a second language, motivation emerges as a fundamental element in sparking the desire to learn and contributing to the overall well-being of students in their learning environment. According to Nurhidayah (2014) motivation serves as an impulse to embark on the path of learning a second language and continues to be a fundamental pillar for the success of achieving new knowledge.

In the results, another emotional factor that was evident is a lack of confidence. Self-confidence is a very important characteristic to initiate any action, especially speaking a second language. Among all linguistic skills, speaking holds a unique position for effective communication. Therefore, self-confidence is important to start a conversation (Guller, 2015).

Conclusions

The progress of English oral communication skills among high school students is determined by a combination of linguistic factors, such as pronunciation, grammar, vocabulary, and fluency. This combination shows the complexity of the language acquisition process and emphasizes the need to address each of these elements equitably to foster effective communicative development in the educational environment.

Oral communication skills of high school students in face-to-face environments are influenced by emotional factors such as anxiety, lack of confidence, fear, willingness, and motivation, which interact in a complex manner. Understanding this dynamic is crucial for effectively addressing the development of communication skills.

The study highlights the lack of homogeneity in the classrooms, showing that some students have a significantly higher level of knowledge than others. This disparity could impact communicative dynamics and the development of language skills.

It was evident that, despite exposure to English, the majority of students tend to prefer speaking in Spanish, which is their native language. This preference may indicate an additional barrier to the development of English communication skills, especially in oral communication.

During the research, a lack of pronunciation and vocabulary skills was observed, linguistic factors that significantly impact communication among students. This highlights the critical need to implement specific approaches to enhance these essential skills, thereby promoting more effective and confident communication in English.

Half of the students show a willingness to speak in English, while the other half does not share the same disposition. This disparity emerges as a crucial factor that significantly impacts the quality of oral communication. Addressing this divergence in attitudes is presented as a priority to promote more equitable participation and strengthen communication skills in the English language.

Recommendations

Given the interrelation of these linguistic factors, it is vital to address them comprehensively in the language teaching-learning process. As a recommendation, language teachers should focus their efforts on designing activities and educational strategies that specifically address the identified linguistic factors, namely grammar, vocabulary, and pronunciation. This may include conversation practices, reading and writing exercises, as well as listening and pronunciation activities.

To address these emotional challenges, it is recommended to implement strategies that promote students' self-confidence and motivation. Creating a supportive and respectful classroom environment, where mistakes are seen as opportunities to learn, can help reduce the fear and anxiety associated with speaking in English.

Due to the varying levels of knowledge, the implementation of differentiated methods in the classroom is suggested. It is recommended to identify individual needs through initial assessments, providing additional resources for those who require support and presenting challenges for advanced students.

Considering the inclination towards Spanish in interactions, it is suggested to implement strategies that promote immersion in the English language. Incorporating playful activities, debates, and projects designed to stimulate the natural use of English can counteract this preference, contributing to strengthening confidence and competence in English communication.

Faced with the lack of pronunciation and vocabulary, it is suggested to implement specific development programs. Incorporating guided pronunciation practices, playful activities to expand vocabulary, and interactive resources can be effective. Additionally, consistent feedback and regular practice are key to improving these essential skills.

To address the disparity in students' willingness to speak English, it is recommended to adopt strategies that encourage active participation from both groups. Introducing activities that generate interest, structured debates, and collaborative projects can motivate those less willing, creating an inclusive and stimulating environment.

References

- Abedrabu, A. (2013). Oral Communication Problems Encountering English Major Students: Perspectives of Learners and Teachers in Palestinian EFL University Context. *Arab World English Journal*, 14.
- Albino, G. (2017). Improving Speaking Fluency in a Task-Based Language Teaching Approach: The Case of EFL Learners at PUNIV-Cazenga.
- Al-Sibai, D. (2014). *Promoting oral fluency of second language learners: Educational linguistics*. King Saud University: Department of English.
- Babikir, A. (2016). *Investigating speaking problems among learners of English as a foreign language*. Shendi University.
- Baran-Bucarz, M. (2018). *The relationship between language anxiety and the actual and perceived levels of foreign language pronunciation*. Retrieved from Studies in Second Language Learning and Teaching: <https://lc.cx/CAUmVW>
- Baron, A. (2018, September 2018). *Oral Language Skills: Definition & Assessment*. Retrieved from Study.com: <https://lc.cx/SX9zVL>
- Bermello García, V., & Vaca Cardenas, M. (2022, July 24). *Factors that prevent the English oral production*. Retrieved from Kronos – The Language Teaching Journal: <https://doi.org/10.29166/kronos.v3i2.3829>
- Boudamouz, Z., & Outes, H. (2018). *The Impact of Fear of Making Errors on EFL Learners' Oral Performance*. Retrieved from <https://lc.cx/bOSlbo>
- Brown, H. (2001). *Teaching By Principles, An International Approach to Language Pedagogy*. New York: Longman.
- Burns, A., & Saidhofer, B. (2014). *An introduction to applied linguistics: Speaking and pronunciation*. UK: Norbert Schmid.
- Careless, D. (2018). Students Use of The Mother Tongue. *ELT*, 337.

- Chicaiza, R. (2018). *Analysis of the teachers approaches in the development of oral communication skills with third year baccalaureate students at mariano benitez public school*. Retrieved from <https://lc.cx/FCUWLS>
- Crystal, D. (2003). *English as a foreign language*. New York: Cambridge University Press.
- Csizér, k., & Dörnyei, Z. (2005). The internal structure of language learning motivation and its relationship with language choice and learning effort. *The Modern Language Journal*, 36.
- Davis, D., & Arulappan, J. (2020, March). *Influence of mother tongue in teaching and learning English language*. Retrieved from Research Journal of English Language and Literature (RJELAL): <https://lc.cx/7u2dVP>
- Dewaele, J. (2013). *Emotions in Multiple Languages*. Basingstoke. Palgrave: Macmillan.
- Dilnoza, K. (2021). Developing speaking skills of esl and efl students. *Web of Scientist:International Scientific Research Journal*, 119.
- Dincer, A., & Yesilyurt , S. (2017). *Motivation to Speak English*:. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1153672.pdf>
- Eibead, I. (2022). *Investigating the Difficulties of Learning English Grammar and Suggested Methods to Overcome Them*. Retrieved from <https://doi.org/10.25130/jtuh.29.6.2022.24>
- Fonseca, C., & Fuentes , C. (2007). Fostering teenagers' willingness to learn a foreign language. 143.
- Freiermuth, M., & Jarrell, D. (2006). Willingness to communicate: Can online chat help? *International Journal of Applied Linguistics*, 212. Retrieved from International Journal of Applied Linguistics.
- Gilakjani, A. P. (2011, March 21). *Why is Pronunciation So Difficult to Learn?* Retrieved from English language teaching: doi:10.5539/elt.v4n3p74
- Guller, I. (2015). orrelation between Selfconfidence and Speaking Skill of English Language Teaching and English Language and Literature Preparatory Students. *Curr est*.

- Haidara, Y. (2016). Psychological Factor Affecting English Speaking. *Universal Journal of Educational Research*, 7.
- Hinkel, E. (2005). *Handbook of research in second language*. London: Lawrence Erlbaum Associates Publishers.
- Ihsan, M. D. (2016, April). *Students' Motivation in Speaking English*. Retrieved from JEES: <https://doi.org/10.21070/jees.v1i1.147>
- Khan, I. R. (2017). Problems of Oral Communication in English among Bangladeshi students . *Journal*, 18.
- Koizumi, R. (2018, October 18). *Vocabulary and Speaking*. Retrieved from Wiley online library: <https://doi.org/10.1002/9781405198431.wbeal1431>
- Lawyer, S. (2018, May). *Anxiety*. Retrieved from Retrieved .
- Lightbown, P., & Spada, N. (2013). *How Languages are Learned 4th edition-Oxford*. Oxford: Oxford University Press.
- Lucanus, A. (2017, November 21). *The College Puzzle*. Retrieved from Standford University: <https://collegepuzzle.stanford.edu/oral-communication-skills-are-important-for-students/>
- Maftuna, J. (2022, December 15). *The importance of learning English as a foreign language*. Retrieved from Zenodo: <https://doi.org/10.5281/zenodo.7440663>
- Manrique. (2013). *Mother Tongue Interference with Foreign Language: A Case Study About A2 Oral Production in a Columbian Public University*. Columbian.
- Mukhtarul, A. (2020). Psychological problems in speaking english of the students of vocational senior high school. *E-Link Journal*, 81.
- Nation, L. (2001). *Learning vocabulary in another language*. Retrieved from <http://dx.doi.org/10.1017/CBO9781139524759>
- Nurhidayah, R. (2014). *THE ROLE OF MOTIVATION IN SECOND LANGUAGE ACQUISITION*. Retrieved from 10.1051/shsconf/20140604004
- Oscar, M. (2016). Teaching Children Foreign-Language Grammar : Are Authentic Materials. *Teaching Children Foreign-Language Grammar : Are Authentic Materials*, 33.

- Pozo, N. (2019). *Methodological proposal presented as a requirement for obtaining a bachelor degree in english language with a minor in management in bilingual education*. Retrieved from <https://lc.cx/cVsKEs>
- Preciado, D., & Alvarado, C. (2023, February 13). *Speaking skills analysis of 5th grade elementary english language students at unidad educativa ab. Jaime roldós aguilera in the school year 2022 – 2023*. Retrieved from Repository Catholic University Santiago of Guayaquil: <https://lc.cx/9QGaGB>
- Qureshi, A. H. (2020, September 17). *Exploring the significance of Speaking Skill for EFL Learners*. Retrieved from Palarch's Journal Of Egypt/Egyptology: <https://lc.cx/W8k85X>
- Rahman, M. M. (2010). *Teaching Oral Communication Skills: A Task-based Approach*. Retrieved from ESP World, Issue : <https://lc.cx/aFV3ck>
- Rahmatullah, S. I. (2020). *Significance of Mother Tongue influence on Saudi Female EFL Learners: a Critical*. Retrieved from Arab world English journal: <https://dx.doi.org/10.24093/awej/MEC2.24>
- Rao, P. (2019). The role of english as a global language. *Research Journal Of English (RJOE)* , 79.
- Renandya, W. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge: Cambridge University Press.
- Roysmanto. (2018). A Correlation between Self-Confidence and the Students' Speaking Skill. *Research and Innovation in Language Learning* , 18.
- Safrida, & Kasim, U. (2016). Grammatical Errors: An Analysis in Speaking Produced by EFL Undergraduate. *Research in English and Education (READ) Journal*, 80.
- Siska Anisa , K., & Endah, M. (2018, November 10). *The correlation between English grammar competence and speaking fluency*. Retrieved from Project: <https://lc.cx/maBAON>
- Soori, A., & Pahlavanpoorfard , S. (2014). The impact of using computer software on vocabulary learning of Iranian EFL university students. *International Journal of Applied Linguistics and English Literature*, 28.

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?			