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1. **TIPO DE DOCUMENTO:** Trabajo de grado para optar por el título de Licenciados en Lengua Inglesa.
2. **TÍTULO:** Factors that affect the development of the speaking skills in a foreign language of three teenage students.
3. **AUTORES:** Jennifer Lucia Aponte Martínez, Dolly Giselly Pedraza Romero.
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6. **PALABRAS CLAVES:** Adquisición de una segunda lengua, habilidades comunicativas, factores emocionales, factores afectivos.
7. **DESCRIPCIÓN DEL TRABAJO:** Este trabajo muestra de forma cualitativa qué factores afectan el desarrollo de la expresión oral en tres estudiantes adolescentes.
8. **LÍNEA DE INVESTIGACIÓN:** Formación y práctica pedagógica.
9. **METODOLOGÍA:** Para llevar a cabo esta investigación hemos elegido una metodología cualitativa.
10. **CONCLUSIONES:** Se concluye, después del análisis de datos que los factores que afectan el desarrollo de expresión oral en una segunda lengua a las tres estudiantes involucradas en la investigación son: primero la motivación para trabajar en las clases de inglés usando la habilidad oral o comunicativa, segundo, las estudiantes tiene una visión estructural de la lengua y no del habla, tercero, las estudiantes esperan recibir toda la guía por parte del profesor, cuarto, presentan dificultad en comprender la segunda lengua (el inglés) oralmente junto con la falta de vocabulario y quinto, no tienen la suficiente confianza para expresarse en inglés por miedo a equivocarse.



UNIVERSIDAD DE
SAN BUENAVENTURA
BOGOTÁ, D.C.

FACTORS THAT AFFECT THE DEVELOPMENT OF THE SPEAKING SKILLS
IN A FOREIGN LANGUAGE OF THREE TEENAGE STUDENTS.

JENNIFER LUCIA APONTE MARTÍNEZ

DOLLY GISELLY PEDRAZA ROMERO

UNIVERSIDAD DE SAN BUENAVENTURA, BOGOTÁ
FACULTAD DE CIENCIAS HUMANAS Y SOCIALES
LICENCIATURA EN LENGUA INGLESA.

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DOLLY GISELLY PEDRAZA ROMERO

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Tutor: Jairo Enrique Castañeda
M.Ed. with emphasis in English Didactics

UNIVERSIDAD DE SAN BUENAVENTURA, BOGOTÁ
FACULTAD DE CIENCIAS HUMANAS Y SOCIALES
LICENCIATURA EN LENGUA INGLESA.

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Abstract

A foreign language acquisition requires fostering the development of speaking skills through adequate listening comprehension, motivation and other emotional factors that are coherent with the sociocultural context, determining the social identity of the learner (Boxer & Cohen, 2004). This document shows a research project carried out with a group of three teenage students. The objective of this study was to understand the factors that affect the development of the speaking skills of three teenage students using personal narratives as the main instrument.

The results of this research shows two categories of the factors in common that affect the speaking development of a foreign language in the students. The researchers found that the factors that may affect negatively the performance in oral exercises are: The teacher's lack of ability to engage and motivate students to speak in English; students have a structural vision of the language, thinking that grammatical structures are more important than speaking; they expect to receive all the guidance from the teacher, but they do not want to develop a self-learning process; The students' lack of vocabulary and difficulty to understand the language, and finally the lack of student's confidence to speak in English. Students do not feel safe or able to interact in a second language because of the possibility of making mistakes. All these factors create a barrier between students and the language that do not let express themselves orally in different contexts.

Keywords: Foreign language , Speaking Skills, Emotional Factors, Affective Factors.

Resumen

La adquisición de un segundo idioma requiere fomentar el desarrollo de habilidades para hablar a través de una adecuada comprensión auditiva, motivación y otros factores emocionales que sean coherentes con el contexto sociocultural, determinando la identidad social del alumno (Boxer y Cohen, 2004). Este documento muestra un proyecto de investigación llevado a cabo con un grupo de tres estudiantes adolescentes. El objetivo de este estudio fue comprender los factores que afectan el desarrollo de las habilidades de expresión oral de tres estudiantes adolescentes utilizando narrativas personales como el instrumento principal.

Los resultados de esta investigación muestran dos categorías de los factores en común que afectan el desarrollo del habla de un segundo idioma en los estudiantes. Los investigadores encontraron que los factores que pueden afectar negativamente el rendimiento en los ejercicios orales son: la baja motivación que proviene del docente e involucrar a los estudiantes para que hablen en clases de inglés; los estudiantes tienen una visión estructural del lenguaje, pensando que las estructuras gramaticales son más importantes que la habilidad para hablar; esperan recibir toda la guía del maestro, pero no quieren desarrollar un proceso de autoaprendizaje; la dificultad para comprender el lenguaje oralmente y la falta de vocabulario; la actitud de los profesores y, finalmente, la deficiencia de la confianza de los estudiantes para hablar en inglés, los estudiantes no se sienten seguros ni pueden interactuar en un segundo idioma debido a la posibilidad de cometer errores. Todos estos factores crean una barrera entre los estudiantes y el lenguaje que no permite expresarse oralmente en diferentes contextos.

Palabras claves: Adquisición de una segunda lengua, habilidades orales, factores emocionales, factores afectivos.

Chapter 1: Project Summary

Project Title

Factors that affect the development of the speaking skills in a foreign language of three teenage students

Faculty and Academic Program

This research proposal belongs to the *Facultad de Ciencias Humanas y Sociales* and it is part of *Programa de Licenciatura en Lengua Inglesa*.

Group and Research Line:

Research Group: *Tendencias Actuales en Educación y Pedagogía – TAEPE*

Research Line: *Formación y Práctica Pedagógica*

Topic

Development of speaking skills

Project Tutor

Jairo Enrique Castañeda-Trujillo

Researchers

Jennifer Lucia Aponte Martínez

Dolly Giselly Pedraza Romero.

Chapter 2: Introduction

Although English language teachers' goal is to help their students acquire a second language, this process is not as easy as it seems (Krashen, 1982). A foreign language acquisition process requires meaningful interactions in the target language-- natural communication-- in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding.

In most schools, English is still taught as a subject to memorize, following the "classical" method (Calderón Mora, 2005). This implies the communicative competence of the learner is actually hampered by such a way of teaching: the "practice of formal, de-contextualized speech creates transference problems that hinder acquisition" (Kagan, 1995, p. 3). Kagan's view of language acquisition is comprised of three main groups of parameters, working in a complex interaction: Input, Output, and Context variables. Our research is based mainly in the second group, particularly in terms of its Functional/Communicative features.

From the researchers' experiences, there is a linkage between speaking skills and emotional motivation that causes, in some cases, frustration and, in others, a feeling of embarrassment while they are exposed to public testing, that impedes students to show their progression in this skill. In this sense, Krashen (1985) confirms that integral motivation relates better to "aural-oral" skills (p. 28), which are the foundational principle of the Functional/Communicative aspect of language acquisition. With this in mind, our main concern revolves around the understanding of such factors that are affecting the speaking

skills development in three teenage students while they learn English as a Foreign language.

In order to fulfill the main objective of this research, the researchers decided to use the narratives as the main source of information, since they allow identifying the factors that affect the students' learning process from their experiences according to the speaking development ability. The methodology implemented in this research is the qualitative approach. The case-study methodology provided rich information about individual communicative and learning features, processes, and strategies each learner used.

This research paper is divided into eight chapters. The first one presents a brief description of the research. In the second chapter we make the introduction to the research. In the third chapter, the researchers present the problem description about the factors that affect the speaking development in three teenage students and the objectives that support this project. Chapter four presents a compilation of a twofold theoretical framework to encompass these ideas: on one side, we analyze the communicative competence, and on the other, the factors affecting the speaking skills development, as an academic interest in the process of learning a second language in three teenage students. Chapter five explains the research design describing the type of study: the case study and the data collection instruments: the narrative inquiry; followed by the chapter six showing the results and data analysis from the student's narratives where we carry out a process of codification and categorization to interpret the data. Finally, the chapter seven presents the conclusion of the research and chapter eight describes the limitations and further research.

Chapter 3: Project Description

This chapter describes the project and sketches the research approach, including its objectives and a review of previous research on the topic.

Problem Statement

This research considered the practices of the acquisition of foreign language from the perspective of the factors that affect the speaking development of three teenage students. The researchers focused on three teenage students, and carried out a multiple case study with three learners from different institutional contexts from high school. One of them goes to a public institution, while the other two go to a private school, and all of them required extracurricular private lessons in a second language, and the researchers were their tutors. All of them present difficulties in the acquisition of a second language specially in their speaking development skill.

Even so the development of the speaking skills is central to the acquisition of the second language (Caicedo, 2015; Mazouzi, 2013; Nazara, 2011; Tuan & Mai, 2015). In this case, three teenage students' speaking skills are significant because they are necessary for the students' lives; however, there are some difficulties that do not allow developing those skills, being an obstacle in their L2 learning process. Usually, teenagers are asked to produce "before they have sufficient competence to express their ideas" (Krashen, 1982, p27). In which emotional obstacles can be presented derived from a forced situation, accompanied by the demotivation.

Research question.

What factors that affect the development of speaking skills are present in the discourse of three teenage students as they narrate their experiences in their English classes?

Objectives**General Objective**

Understand the factors that affect the development of the speaking skills of three teenage students, from personal narratives.

Specific Objectives.

To identify, within three teenage students' narratives, the personal circumstances that have made difficult for them to improve their speaking skills in the English language.

To determine the factors that the three teenage students have in common from their narratives that made it difficult their speaking skill development in L2.

Rationale

In a globalized world, the acquisition of a second language turns out to be not an option, it is a mandatory skill as it becomes "a marketable commodity on its own" in terms of work and the necessity of a cultural communication (Heller, 2003, p. 474) In this context, oral production plays a significant role as the top foundational language skill (Caicedo, 2015; Mazouzi, 2013; Nazara, 2011; Tuan & Mai, 2015): it represents the most immediate communicative function of language.

The role of output in teenage second language acquisition, and especially of spoken output, is mainly related to the quantity and quality of foreign language input obtained in

conversational situations with native speakers (Krashen, 1982). In the context of this research, with no native speakers readily available, such role is modulated by the skills and strategies of the teacher, and by the social environment in the classroom (Mazouzi, 2013). However, the fact remains that the most immediate proof of language acquisition is “knowing how to speak and understand” (Chomsky, 1986), this is evident in the acquisitions of the first language. In the words of Collier, “second language acquisition depends to the influence from other factors than was oral development in our first language” (1995, p. 4). This research seeks to identify those factors in the narratives of the three participants in the case study.

Literature Review

Table 1.
Specialized Analytic Summary No. 1

Year	June, 2013
Bibliographic References.	Mazouzi, M. S. (2013). Analysis of Some Factors Affecting Learners' Oral Performance.
Document type	Master's Thesis.
Description	Mazouzi's dissertation focuses on motivation, self-esteem, and anxiety as factors in the development of the speaking skills in a foreign language. She correlated data gathered from questionnaires “administered to a sample of 28 students and 08 teachers at the middle school and one interview with 05 pupils at Nara middle school.” (Mazouzi, 2013, p. iii) Her

	results showed that the correlation was positive for motivation and self-esteem, and negative for anxiety regarding the students' oral production.
Conclusions	<p>“All learners' attitudes agree toward the significance of emotions in their abilities in boosting their level of achievement in oral performances” (Mazouzi, 2013, pp. 78–79) We believe she means that emotions affect speaking performance.</p> <p>“Whenever we tried to understand pupils' reluctance to speak in the classroom, we found ourselves confronted with a psychological factor that prevented them from using their oral English” (Mazouzi, 2013, p. 80). We assume that “oral English” means “spoken English”, and, hence, the first conclusion is reinforced, although in a negative way: negative emotions hamper English speaking.</p>

Table 2 .Specialized Analytic Summary No. 2

Year	2015
Bibliographic References.	<p>Tuan, N. H., & Mai, T. N. (2015). Factors Affecting Student's Speaking. Asian Journal of Educational Research, 3(2). Retrieved from http://www.multidisciplinaryjournals.com/wp-content/uploads/2015/03/FACTORS-AFFECTING-STUDENTS%E2%80%99-SPEAKING.pdf</p>

Document type	Research Article
Description	<p>The article asserts the speaking skill as the most important of the four skills (listening, speaking, reading, and writing); it also shows evidence that English taught as a subject that relies on memorization of grammar and vocabulary might seem successful, but then the students would fail to communicate by speaking in L2. They identify six factors affecting the speaking skill: performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (motivation, confidence, and anxiety), listening ability, topical knowledge (contextualized vocabulary and structures), and feedback during speaking activities.</p>
Conclusions	<p>The results of the study showed many problems with the student's speaking skills: (1) they spoke very little or not at all; (2) they could not think of anything to say; (3) they used Vietnamese instead of English when they discussed in groups or in pairs; (4) their participation was low or uneven; (5) they did not have motivation to express themselves; (6) they were fearful of criticism or losing face; (7) they had a habit of translate the information in the textbook into Vietnamese before they speak; (8) they looked at their textbook when they speak.</p> <p>The results also show that the factors affecting students' speaking performance were ranked as follows: (1) topical knowledge; (2) listening ability; (3) motivation to speak; (4) teachers' feedback during speaking</p>

	activities; (5) confidence; (6) pressure to perform well and (7) time for preparation.
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Table 3.*Specialized Analytic Summary No. 3*

Year	2015
Bibliographic References.	Bustamante Benavides, B. A., Blass Canda, J., & Calero Fuentes, N. M. (2015). Methodological factors that affect the development of both listening and speaking skills in the students of 10th and 11th grades from María Mazzarello Private School during the second semester in 2014. Universidad Nacional Autónoma de Nicaragua, Managua.
Type of Document.	Undergraduate Thesis.
Description	Research deals with methodological factors affecting the development of both listening and speaking skills in 10 th - and 11 th -grade students at the Maria Mazzarello private school, who were graded “low-level” in English. They had difficulties in understanding and solving both listening and speaking tasks in L2. The research points to the methodological approach to

	<p>teaching ESL/EFL as the main culprit, along with a lack of proper strategies and assessment, and the misuse of didactic resources.</p> <p>This research will contribute to provide some solutions to this problem. It means that both students and teachers will get benefits from this research to improve the teaching and learning English.</p>
Conclusions	<p>The main conclusion of the study is that methodological factors affecting the student's speaking and listening skills include (1) inadequate ways of applying the teaching strategies; (2) inappropriate use of didactic resources to develop listening and speaking skills; and (3) lack of effectiveness in the assessment of the skills. (Bustamante Benavides et al., 2015, p. 67)</p> <p>Their recommendations include to apply different teaching strategies: increase the practice in listening and speaking skills, according to the students' level; use a variety of methods and techniques to make the students more self-confident; avoid correcting the student's errors during the listening and speaking tasks.</p> <p>Also, they propose some formulaic solutions like providing specific vocabulary the students need in listening and speaking activities beforehand. They also suggest that the teacher should use technological resources to "increase the interest of students" (Bustamante Benavides et al., 2015, p. 69).</p>

Table 4.*Specialized Analytic Summary No. 4*

Year	2011
Bibliographic references	Nazara, S. (2011). Students' perception on EFL speaking skill development. JET (Journal of English Teaching), 1(1), 28–43.
Type of document	Journal Article
Description	Fear of social rejection appears as the main factor hampering the speaking skills of the author's surveyed students.
Conclusions	<p>Although the opportunity the students got for improving speaking in class was appropriate, and albeit materials were exciting, and activities were varied and interesting, they thought that the time provided was too limited and the learning facilities needed to be improved. They wanted to learn to use English in a natural way during the classes. Some of them didn't speak English in the classrooms because of fear of their teachers and of their class fellows' laughing.</p> <p>The students should be given motivation, encouragement, some psychological training, reassurance, and counseling for removing their shyness. The teachers also need to find more friendly ways to correct the students' errors. In short, providing a friendly and conducive environment in the classroom should be made a priority.</p>

Chapter 4: Theoretical Framework

According with the rationale section, the researchers will focus on foreign language within a social context, hence, the theoretical framework starts with Hymes' theory of 'communicative competence', which sought to replace Chomsky's theory of 'linguistic competence' by shifting the focus language production from the infinite possibilities an individual may utter, to the finite and learned socially acceptable production that actually happens. "While, for Chomskyans, humans are born with the capacity for acquiring linguistic competence, communicative competence is learned and thus can be more or less complete or flexible" (Johnstone & Marcellino, 2011, p. 60). The first section ahead elaborates on how this model evolved to support second language pedagogy (Canale & Swain, 1980).

On the other hand, and almost paradoxically, oral production in teaching a foreign language must not be overemphasized, particularly in early stages of language acquisition, "as it generates a degree of stress which can hamper learning" (Weideman, 2003, p. 37), an observation already confirmed by various authors as compiled by Canale and Swain, claim that "receptive skills should be emphasized at the early stages of introductory classes [for adolescent and adult second language learners] but that production skills should not" (1980, p. 11). Those assertions, by themselves, evidence the relevance of speaking skills in the second language acquisition process, and led the researchers to explore the factors affecting the speaking skill development, as presented in the second section of this chapter.

Communicative competence.

The acquisition of communicative competence is “the ultimate aim in language learning” (Canale & Swain, 1980, p. 28). Setting aside a merely linguistic approach to the study of foreign languages, and accepting that a language is mainly acquired for communicational purposes, Hymes’ “ethnography of communication” (1964) emerged as a key theory for understanding and conceptualizing the L2. It encompasses “the need to investigate directly the use of language in contexts of situation so as to discern patterns proper to speech activity [...] It must take as context a community, investigating its communicative habits as a whole” (Hymes, 1964, pp. 2–3).

This research requires such ethnographical context since the social and psychological factors affecting the use and acquisition of a second language are the main analytical focus, considered at least as relevant as the merely linguistic ones.

The communicative competence, as a contextual process, transcends the grammatical rules of the language —the ‘linguistic competence’—, because a speaker determines not only what to say, but also when to speak, and when not to; to whom, where and in which way. The communicative competence considers the attitudes, values and motivations related to the language, its features and uses.

The concept also includes the relationship between language and other codes of communicative behavior (Hymes, 1996). Hymes’ original theory included four parameters to explain the social production of language utterances: ‘grammaticality’ —whether (and to what degree) something is formally possible—; ‘feasibility’ —whether (and to what degree) something is feasible—; ‘appropriateness’ —whether (and to what degree)

something is appropriate—; and ‘occurrence’ —whether (and to what degree) something is done— (Hymes, 1996).

This theoretical framework was updated by Canale & Swain (1980), who initially distinguished between ‘communicative competence’ and ‘communicative performance’ — following Chomsky’s distinction derived from Saussure’s *langue et parole* (Chomsky, 1965)—. For Canale & Swain, the communicative competence was initially defined as the “relationship and interaction between grammatical competence, or knowledge of the rules of grammar, and sociolinguistic competence, or knowledge of the rules of language use” (Canale & Swain, 1980, p. 6). Later in their paper, they included the performance dimension as “strategic competence” (p. 11).

In a reviewed publication, the model finally reached a four-dimensional form that the researchers chose as the theoretical framework to follow. A summary of it by Juhász (2015) is as follows:

- grammatical competence: the mastery of lexical items and rules of morphology, syntax, semantics, and phonology in order to be able to form utterances
- sociolinguistic competence: the mastery of sociocultural rules of use and rules for discourse
- strategic competence: verbal or non-verbal communication strategies that may be taken advantage of to compensate for breakdowns in communication due to insufficient language proficiency, unsatisfactory competence, or performance variables

- discourse competence: the ability to combine linguistic structures into larger, meaningful units, i.e., creating cohesive and coherent texts (Juhász, 2015, p. 20)

Grammatical competence

This competence concerns a mastery of the language code, either verbal or non-verbal: vocabulary, word formation, sentence formation, pronunciation, spelling, and semantics are included in it. It embodies the knowledge and skill required to accurately understand and express the literal meaning of utterances (Canale, 1983, p. 7).

Sociolinguistic competence

This competence involves the internalization of sociocultural rules of language use, and addresses the extent to which utterances are produced and understood *appropriately* depending on the sociolinguistic context. Such appropriateness is twofold, conceived as appropriateness of meaning and appropriateness of form.

The former represents a coherence or congruence between the social situation and the communicative function, attitude or idea being expressed or received: they may be deemed proper in meaning, as they seem to make sense in the situation. The latter has to do with the contextual adequacy of the utterance in the sociolinguistic context: it may be deemed proper in form as it seems to maintain a fitting customary sociolinguistic protocol (Canale, 1983, p. 7). Canale uses a waiter's expressions as negative example: if a waiter politely commands the clients to order the dish he wants, it would be improper in meaning; if the waiter of a fine restaurant impolitely treats a customer as a bum by using some sort of cockney slang, it would be improper in form.

Discourse competence

It is related with the mastery of combining grammatical forms and meanings to achieve a unified spoken or written text. It deals with cohesion in form and coherence in meaning on each different type of text: cohesion is understood as structural linkage which facilitates interpretation of a textual sequence, either spoken or written; coherence has to do with the relationship among different meanings in the text. The author's revision of literature leads him to posit that the discourse competence is intertwined with the grammatical and sociolinguistic ones, since it is not clear that all rules of discourse must be distinguished from rules of grammar and sociolinguistic rules; he admits that the interaction among them is "suggestive of the complexity of the communicative competence" (Canale, 1983, pp. 9–10).

Strategic competence

It refers to a mastery of verbal and non-verbal communication strategies that may be used as compensatory mechanism in case of limiting conditions in communication or in case of insufficient competence, either grammatical, sociolinguistic, or discursive. It includes the use of reference sources, grammatical and lexical paraphrasing, request for repetition, clarification, slower speech, and other ways to solve problems in addressing strangers when unsure of their social status or in finding the right cohesion devices (Canale, 1983, pp. 11–12).

Factors that affect the speaking skill development in older learners

Following the works of Shumin (2002) and Gholami, the researchers considered four main factors affecting the development of the speaking abilities in adolescents: age or maturational constraints, the aural medium or listening comprehension, the sociocultural

context, the affective factors, and motivation. The age factor will not be further elaborated since, for the purpose of this paper, adolescent learners will be included in the same category as adults, and considered “older acquirers” as their abilities are communicatively comparable (Krashen, 1982, p. 40). Besides, the communicative approach that constitutes the focus of this research cannot be stalled by the ‘fossilization’ phenomenon mentioned by Shumin as “the permanent cessation of foreign language development” (2002, p. 205), and instead Krashen’s vision that adults “retain the natural language acquisition capacity” (1982, p. 41) will be considered.

However, the issues in oral communication for foreign language learners are complex: Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Diversity in interaction involves not only verbal communication, but also paralinguistic elements of speech such as pitch, stress, and intonation. In addition, nonlinguistic elements such as gestures and body language/posture, facial expression, and so on may accompany speech or convey messages directly without any accompanying speech (Shumin, 2002, p. 204). The teachers’ mistake, says the author, lies on assuming that “spoken-language skills can be developed simply by assigning students general topics to discuss or by getting them to talk on certain subjects” (p. 204-205), while these skills do require explicit instruction and practice. The highlighted factors are presented below.

The ‘aural medium’ and listening comprehension

This category covers Kagan’s *Input* variable, and hence, its first characterization is that it should be “comprehensible, developmentally appropriate, redundant, and accurate” (Kagan, 1995, p. 2). As Shumin states:

Listening plays an extremely important role in the development of speaking abilities. Speaking feeds on listening, which precedes it. Usually, one person speaks, and the other responds through attending by means of the listening process. In fact, during interaction, every speaker plays a double role —both as a listener and as a speaker. [...] The fleetingness of speech, together with the features of spoken English —loosely organized syntax, incomplete forms, false starts, and the use of fillers— undoubtedly hinders learners' comprehension and affects the development of their speaking abilities. (Shumin, 2002, p. 205)

Sociocultural context

“To speak a language, one must know how the language is used in a social context” (Shumin, 2002, p. 206). This implies that nonnative speakers must acquire also cultural norms in order to appropriately choose the correct form for each situation, as well as an understanding of the non-verbal communication system attached to them.

Motivation

According to Gholami, Allahyar, & Rafik-Galea (2012), the social context also influences the learner's attitude and motivation, which are strictly necessary to learn a language. Understanding motivation as an internal individual reason, a need or desire for doing something, the authors distinguish between *instrumental* and *integrative* motivations. The first one refers to the interest in using the language to obtain practical benefits, while integrative motivation involves a desire of social interchange and cultural integration through a personal interest in the people and culture represented by the other language (p. 1417). As Ellis states, positive attitudes towards the foreign language, its speakers and its culture can be expected to enhance learning (Ellis, 1994, p. 200). Budianto (2011) also lists

a series of practices suggested for the teacher to engage in order to foster student's motivation: freedom from fear, understanding, varied activities, love (affection), belonging, achievement and actualization, grouping and individualization, and possibility of success (p. 65-66).

Emotional or affective factors

Shumin synthesizes the affective factors related to L2 or foreign language learning as follows: "emotions, self-esteem, empathy, anxiety, attitude, and motivation". The author emphasizes the anxiety feeling produced by speaking a foreign language in public, "which is associated with feelings of uneasiness, frustration, self-doubt, and apprehension" (Shumin, 2002, p. 206). The author also remarks situations like being "tongue-tied or lost for words in an unexpected situation, which often leads to discouragement and a general sense of failure." (p. 206) However, the author's conception of older learners being easily ashamed seems to come from a Chinese cultural bias: "They are very cautious about making errors in what they say, for making errors would be a public display of ignorance, which would be an obvious occasion of « losing face» in some cultures, as in China." (p. 206) This observation clearly contradicts or ignores data from western studies, which prove that older learners have shorter 'silent periods' as they have acquired "conversational competence" allowing them to modulate the quantity and quality of their input from native speakers (Krashen, 1982).

Chapter 5: Research Design

Since the main objective of this study is to identify the factors affecting the speaking skills development in three teenager students, the researchers followed a qualitative approach. As Merriam & Tisdell (2016) mention, qualitative research focuses on uncovering the meaning of a phenomenon for the human beings involved, rather than “determining cause and effect, predicting or describing the distribution of some attribute among a population” (p. 5-6). Pursuing the research question, the case study was carried out by categorical analysis of the factors affecting speaking skills development within the narratives from three teenage students. As a multiple case study, within-case analysis and cross-case analysis were completed.

The researchers collected both behavioral and performative data from the observation of three teenage students taking private lessons; in the multiple case study, the researchers also coded and analyzed their narratives to shed light on the factors affecting the speaking skills.

In this case study, the researchers compared the coded narratives as parallel data sets, both establishing common topics and highlighting individual differences. The case-study methodology provided rich information about individual communicative and learning features, processes, and strategies each learner used. The analysis also correlated the data to personal variables like personality traits, attitudes, goals, and interactions with the learning environment, seeking to better understand the “precise nature of their linguistic growth” (Johnson, 1992).

Context

This research took place in Bogotá, Colombia, and the narratives were recorded in the house of one of the participants; it was mid-low class household. The subjects took private English lessons there and the researchers were the teachers; they had a quiet space to take their reinforcement lessons, a room with a board, a computer, a table, and chairs to work, and with space enough to carry out various activities as well as ‘active breaks’. The content of the reinforcement lessons was based on the English subject as seen in their school classes. The subject’s parents established a routine of a two-hour reinforcement lesson every Saturday.

Participants

The three students who took part in the multiple case study are all in secondary school and had a common need for private reinforcement English lessons, mostly due to a difficulty in oral production. Their individual skills varied, as did their learning environments. One of them (Mariana) is in tenth grade, and she takes Technical English classes; she had the most compelling need to enhance her speaking level because of her school’s requirements: she goes to a public vocational technical institution (SENA, Colombia’s National Learning Service) and at school she takes five hours a week in English. The second girl (Ginna) is in ninth grade, and goes to a private school with intensive English classes; her regular English class hours exceed those of the other participants, and her teachers speak in English up to 75% of the time. The third student (Monica) is in tenth grade, and goes to a private school that offers few English hours but that expects the pupils to take private lessons.

Initial assessment interviews were carried out to determine their individual needs: Mariana needed to maintain the required technical level; Ginna said she couldn't understand her teacher's instructions, and that she didn't do well in her grammar and pronunciation; she said she didn't like speaking in English because she was ashamed. Monica said she built her sentences in her mother tongue and then translated them, all this during verbal communication; she said her English grades were acceptable, but her performance wasn't.

Data collection instruments.

The project called for a narrative inquiry, and five interviews were conducted with each of the participants after an initial unstructured group assessment conversation. Their narratives were recorded and categorically analyzed afterwards. According to Kvale and Brinkmann's categories (2009, cited in Barkhuizen, Benson, & Chik, 2014), the interviews were 'life stories', concerning a person's life story through his/her own retelling (p. 16). This kind of interview allowed the researchers to focus on the factors affecting foreign language learning experiences, while keeping the student's personal point of view. Kvale and Brinkmann (2009) argue that "the qualitative research interview attempts to understand the world from the subjects' points of view, to unfold the meaning of their experiences, to uncover their lived world prior to scientific explanations." (p. 1) Interviewing, thus, may be most suitable to be used for accessing personal perspectives on language learning and teaching in situated contexts. (Barkhuizen et al., 2014.)

In the authors' taxonomy, this research is a study of multiple narratives, similar to the 'biographical case study' except for the number of participants: individuals —multiple individuals' life stories— are studied, as the researchers elicit data from the participant and write them up as narratives for further analysis. A possible bias must be noticed as "it is in studies of this kind that we are most likely to find co-construction of narratives and co-authorship with participants" (Barkhuizen et al., 2014, p. 9).

Instructional design

Research narrative

To collect the information, in the present investigation narratives were used as an instrument allowing analyzing data from the student's experiences. The narrative instrument was made to identify the characteristics of the population and information about their English classes.

First, we chose a group of three teenage students and obtained information about the characteristics of the population and their experiences in the acquisition of English using the speaking development. Second, the students start to tell their different expectancies and learning in foreign language , and the researchers made diverse types of questions to acquire the information from the students. Third, from the narratives we identified the factors that affect the speaking development of the students as the motivation, the English structure, the teacher and student attitude etc. Finally, the research group made the systematization of the data.

According with our theoretical framework and based on the students' narratives we are going to emphasize-and clarify the difficulty that the teenage have in their speaking

skills acquisition. The three teenage students manifest the importance of the motivation in an English class, because they expressed few interest in the class for that reason; according to Gholami, Allahyar, & Rafik-Galea (2012), the social context also influences the learner's attitude and motivation, which are strictly necessary to learn a language. The narratives helped us to identify the aptitudes and attitudes of the students in the acquisition of a second language and the influence at the moment to interact with others.

Chapter 6: Results and Data Analysis

In order to collect the information for this research, we decided to use narratives taken from the participants through recordings, and then, these recordings were transcribed with the purpose of identifying the factors that affect their speaking development. To analyze the narratives, we carried out a process of codification and categorization (Corbin and Straws, 1998) to finally provide an interpretation of the data based on the literature revised in chapter 3. The next part of this chapter presents the results of such analysis and finally a discussion based on the results.

Narrative student 1

Who is Mariana¹?

Mariana is a teenager who is 15 years old and lives with her father and grandparents on her father's side, since her parents are separated; her mother lives in Barranquilla's city. Her social background is 2 and she is in ninth grade at a regular education school where Mariana receives 5 hours of weekly English classes, this school is near her house.

Mariana has been taking external reinforcements of English classes on Saturdays for a year and a half; she takes reinforcements about the same topics that she has studied in her school classes, but in this case it is more personalized, making use of different resources, strengthening her abilities and helping her with her weaknesses. Before, the young woman attended an English course on weekends, with an intensity of 2 hours, she has been

¹ The names used in this project are different from the real names of the students because they are minors.

encouraged to learn English with different classes and with a similarity to the academic development of her school; this, with the objective of encouraging students from different schools to see English as a useful and important tool for their lives, since in the community there is no expectation of learning a second language.

Mariana is a cheerful and very committed girl in class, who manages to concentrate easily, but who likewise lose focus for any reason, she is anxious and sometimes is bad tempered when the teacher wants to attract her attention.

Mariana expresses some of her ideas about her experiences in the English classes. She is a High school student with high expectancy about the English acquisition. She feels she is motivated to work in the English class when her work is recognized. She says: consider that one of the most beautiful experiences I have had in English has been the courses I have taken on Saturdays, because thanks to them I have learned new things in English” who has a strong interest in the when I grow up I want to study abroad, so English will help me to interact in the country where I want to be” She is aware of using and managing a second language to quality of the language and the importance of her future “English is going to help me in the future because communicate in another culture allowing her to interact through the development of her speech. For this reason, the development of speaking is one of the most important skills that a person must develop when learn a language.

Factors that affect Mariana’s speaking performance.

The student has a structural vision of the language not of a speaking development, she expresses her dissatisfaction with different aspects such as the influence of the teacher

when it comes to learning a foreign language. “I consider that the English teacher at the school is a person who has no authority, who is not willing to explain a topic that one does not understand very well.” The student expects to receive all the guidance from the teacher. “The teacher gives us a topic, explains it in advance and if one has a doubt, she does not help us in that”. She is a student that needs the help of the teacher all the time to be able to develop her skills in L2.

Mariana feels that she does not have the support of the teacher; she has difficulty with the developing of the class and the teacher’s attitudes. At the same time, the student does not have good rapport with her teacher. Showing that a factor that effects the speaking development is the motivation in the English class and the explanation from the teacher is not clear.

The student does not like her teacher manifesting “I asked her to explain me and she answers me: look at the notebook for the explanations”. The student wanted to have a Spanish explanation, she is unsatisfied with the English explanation of the teacher because she doesn’t understand “When she arrives she greets us in English and speaks all the time in English, but no one pays her attention, then writes on the board the activity that we are going to do and then only spends her time sitting” The student has little interest in her English class and difficulty in understanding the language orally.

We can identify that the student doesn’t express her opinion and the difficulties of the English class with her parents or in the school front of her English class and this is a factor that affect her learning process, “My partners and I have never said anything to the school or our parents, because, she arrived last term, because we had not passed this” there

is an academic gap due to the change of Teacher according to the student's perception. The student feels that the language interaction is not good and she doesn't understand or participate in class "With the teacher before it was different because she tried to give us the explanation in English and then she asked us if we had understood or not" the last teacher used the speaking as part of the communication difference from the current teacher. This is another factor that affects the student's learning. It doesn't contribute to the students' development of the speaking ability.

For Mariana, it is a clue to acquire the knowledge through the teacher explanations, she argues "The attitude of the teacher is important, because she is who gives us new knowledge, for that we go to school, it is not just that they dictate a class, is also that they know that we are learning" the student insist that one of the factors is the teacher's attitude as part of the student motivation to acquire the knowledge.

Mariana considers that her teacher's age influences the dynamics of the class. She expresses "She must be older than my grandmother, also her name is like that epoch, because her name is Ninfa. My grandma is 54 years old" The student considers that younger teachers are more dynamic and fun than middle aged teachers. The student says: "the classes of young teachers are fun and not so boring, because they want us to enjoy the classes"

Recalling her speaking in the English class, the student expresses that she has to build her dialogue with a partner and present it front of the classroom and share it, although it is difficult because sometimes they do not know what words to use. In this case an important factor that affect the speaking ability is the lack vocabulary; the construction and

production of dialogues in English class from the exemplification in not a way that guarantee the acquisition of new vocabulary in L2.

The student only produces orally based on the teacher's instructions. In this case creating short dialogues. It is important for her to use English in a conversational class, since it allows to improve her vocabulary and pronunciation in English and learn to hold conversations for a longer period of time, facilitating the acquisition of L2 and its interaction from orality or speaking with others.

Another factor that effects the speaking development is the time for the English oral production and the confidence to speak; as we had previously mentioned, Mariana manifested that her teacher arrives to the class, speaking in English but does not interact with the students, assigns tasks but she does not generate spaces and times for the development of speaking.

Narrative student 2

Who is Ginna?

Ginna is a teenager who is 14 years old and lives with her mother, sister, her grandparents and her aunt, since her parents are separated and her father lives in Barranquilla's city. Her social background is 2 and she is in ninth grade at intensive English school where she receives 5 hours of weekly English classes. Her English teacher is a Young women and Ginna likes her class because the teacher prepares her classes and she makes fun games and learning activities. The student takes English reinforcement on weekends, with an intensity of 2 hours, where she learns English with different classes and helps her with the different difficulties. Ginna is a shy girl in class but is outgoing in other

places; she does not like to express herself and that's why she does not actively participate in the different classes.

Ginna expresses her ideas regarding her second language acquisition process. She is studying in a Christian school and it has intensive English classes, she is motivated in her different class by the teacher, thanks to that she expressed: “The best experiences are when we do didactic things, games or talks in English. It motivates me because in my future it will help me a lot, and because I like it” she thinks that the English language will be important in her college career and in her life. “It helps me to finish my school year also, I want to study laws and practically for all the things we need to use English.

The English teacher in the school performs speaking classes with many activities and she feels motivated to learn the language and develop her speaking “What motivates me? The teacher makes us talk about different topics or also have to talk or guess or take a piece of paper and guess what the other is saying there and things like that”. the fact of watching movies, playing games among other activities creates a great motivation for her “I like that the teacher asks us questions, sometimes in the dialogues we have to do as an imitation of a film, the last film that we had to do was the ghosts of Scrooge. (If it is said like that? ... mm I do not know)”, this type of activities makes her interested in the class.

Factors that affect Gina’s speaking performance.

The student expresses joy when talking about playful classes; she has awareness about the need for language and learns easier through games of role “The best experiences are when we do didactic things or games in English or talks. It motivates me because in my

future they will help me a lot and because I like it". There is demotivation on the part of the student when she needs to understand something, but her teacher doesn't help her.

She is a student who likes that her teacher is aware of her learning process; the student feels has the support of the teacher in her process. Ginna considers that the teacher's attitude influences her own attitude. Her teacher transmits her state of mind and this makes her that she feels how her teacher feels. She depends on whether the teacher is okay or not "Well the teacher comes as good vibes and then eeeee as if it explains if you do not understand and say and do didactic classes and, and ... no lies that is very brief ... and that is motivated because we understand also if it is like that. And if a student doesn't understand, the teacher explains, and explains and explains until she thinks that we understand and do activities to see if we really understand".

At the same time, the student likes her teacher, however, the teacher does not explain clearly some topics. Showing that a factor that effects the speaking development is the motivation in the English class and the explanation from the teacher is not clear; the student looks at the structural part of English and insists on the influence of the teacher in order to learn: Ginna said: "I do not understand things about the perfect present because sometimes the teacher explains it very quickly or certain subjects with certain grammatical rules of the present perfect, explain them quickly and I do not understand them", for the students is important to understand the grammar of the language expressing: "because sometimes the teacher is explaining a grammatical rule of the perfect present and explains it quickly and thinks that everyone understood, but sometimes we say how -we did not understand ... and the teacher continues with the topic as nothing".

The student feels and think that if the teacher does not use resources like book and notebook is a didactic class, but she does not interact into the class; the teacher does not enhance activities that interest or motivate the student to interact in the English class, according to that Ginna Expresses “The teacher begins to dictate or be phrases or sentences or paragraphs and then we have to write well and the teacher checks if it is okay. She always develops a normal classes and sometimes we do didactic classes, but it's like what I told you and already”.

The speaking is important for her pronunciation and her speaking fluency, nevertheless manifests that she does not understand anything, she sees the speaking important for her life the students argues “the speaking classes are not important because the truth, that is, good if it is important because I can learn how not to speak well or pronounce well because the teacher likes to sometimes check my mistakes and tells me how it is not like that or Maybe... because in this way I can understand”.

Also the student expresses that the speaking activities are important to develop her abilities in communication specially in foreign language , but sometimes Ginna feels shy expressing: “well, I very shy at the moment of speak in front of many people, that is, I am an extroverted person, but at the moment of speak in front of many people, I feel uncomfortable”. She feels scared when she has to produce or speak in L2 and she feels insecurity. The students added “I would be ashamed and afraid to make a mistake, but I hope the things would be easier for me with the time”. Ginna is aware that with the practice she is going to be more secure about herself.

Narrative student 3**Who is Monica?**

Monica is a teenager who is 15 years old and lives with her parents, her older sister and her nieces. Her social background is 2 and she is in tenth grade at a regular education school, this young girl makes a technology study at the SENA institute by her school, so she takes 5 hours of English lessons and 1 hour of technical English.

Monica takes lessons in English on weekends, with an intensity of 2 hours, in these classes she strengthens her level of English and this is interesting for her. She has a good level of English and likes writing and comprehension activities.

One of her best experiences in English has been the recognition by her school for her good performance and interest in the area, so she wants to learn English because she wants to go abroad to study and it is for this reason that is fundamental to speak this language to be able to unwrap in a faster way using a second language, but also it is interesting and important to have an excellent verbal fluency.

Factors that affect Monica's speaking performance.

Monica presents now different factors that affect her learning process to communicate effectively in a second language; the first factor that effects the speaking development is that the student presents difficulties with the teacher. She has different problems with the teacher because she does not allow an exchange of ideas and knowledge in the English class, that is to say, there is no interaction between them. In this case, the student thinks that her bad relation with the teacher affects her learning process. Monica expresses "at the moment, I have had several problems with our teacher and that does not

allow me to understand the topics”. We can identify how this affects the relationship between the teacher and the student, taking into account that the empathy and attitude that the student takes in front of her English class are also affected.

A second factor is motivation; the student does not understand the teacher's explanation, Monica feels that the topics are confusing, and she does not see the teacher's interest to give a correct explanation in class, since the teacher must be a motivating entity and have an assertive attitude with her students, doing nice classes; otherwise there will be no interest on the part of the students. Monica argues: “I do not think she is a very good teacher, she lacks patience with students since not everyone is as agile to learn and my teacher does not use learning techniques; I think that is fundamental since, these techniques it motivates the student to improve”. The student considers that the lack of her teacher's skills to understand patiently learners' differences affect the students' motivation to learn.

Monica also manifests the teacher role as a third factors “the teacher plays a very important role, I think that her teaching and her way of teaching are important because if a student does not like English, maybe he or she will start to like through the way in which the teacher teaches and the methodology that she uses” For her an important aspect is the teacher's attitude and the different ways she uses to teach.

The teacher's attitude influences the student's attitude to learn. She said: “I consider that the attitude of the teacher is very important since, it influences the motivation of the student”. According to that, her behavior and attention depends on the teacher's encouragement. The student is interested in the class, if the teacher shows interest in what she does. With the above, Monica express a fourth factor, the dynamic activities in her

learning process. The student said “A playful activity for me is not just to copy exercises on the notebook or take notes of explanations, but in this type of classes they should show videos, listen to songs depending on the topic we are watching, make games etc.” Fun activities motivate students’ learning, nowadays students have a short attention span and we see them learn faster when the classes are presented in a playful way. Through games, songs, acting and dancing, children absorb a great deal of expressions and structures. She manifests that for her learning process need to use different types of activities that are going to help her to have a better acquisition of the language, Monica expresses “If the teachers use didactic and cognitive activities they help the student to learn more”

A fifth factor that affects the speaking development is the speaking practice, through speaking, the student learns to express herself and to use a second language. She is conscious about the importance to develop the speaking ability, she said “I would like teacher proposes classes where we can talk about a specific topic and in this way we can prepare us, that is, look for words or sentences that have to do with the subject, because the truth so far we have never used the speaking as a form of communication within the classes.” She tries to use the English language to communicate in her classes, but the teacher does not allow the interaction between them to communicate in foreign language all the classes and all the time.

The acquisition of vocabulary being our sixth factor, the student manifested this, since, Monica said that teachers could use different activities like the role play, guess, etc. In this way she can obtain more vocabulary, because that is an important action to communicate in a second language, if you don’t know vocabulary maybe you can’t communicate properly.

Factors in common during the speaking practice.

According with the previous narratives, we could find in common different factors that affect the speaking development and learning process of a second language of three teenage students. The factors that affect their speaking skills in the English language were grouped into two categories: student's aspects and teacher's aspects.

Table 5.

Factors that affect the speaking development in three teenage students.

Student's aspects

Factor	Student narrative evidence
<p>Motivation to work in the English classes using the oral ability.</p>	<p>I consider that one of the most beautiful experiences I have had in English has been the courses I have taken on Saturdays, because thanks to them I have learned new things in English (Mariana)</p> <p>English is going to help me in the future because when I grow up I want to study abroad, so English will help me to interact in the country where I want to be. (Mariana)</p> <p>It is demotivating for me, when I know that English is important for my future, but at this moment, I do not have a good teacher to teach me to speak it. (Ginna)</p> <p>I do not think she is a very good teacher, she lacks patience with students since not everyone is as agile to learn and my teacher does not use learning techniques; I think that is fundamental since, these techniques it motivates the student to improve. (Monica)</p>

	<p>What motivates me? The most is that the teacher makes us talk in class. (Ginna)</p> <p>The best experiences are when we do didactic things or plays in English or talks. It motivates me because in my future they will help me a lot and I like it. (Ginna)</p>
<p>The student has a structural vision of the language not of a speaking development.</p>	<p>I do not understand things about the perfect present because sometimes the teacher explains it very quickly or certain subjects with certain grammatical rules of the present perfect, teacher explains them quickly and I do not understand them. (Monica)</p> <p>Because sometimes she is explaining a grammatical rule of the perfect present and explains it, let's say fast or in his own way and thinks that everyone understood, but sometimes we say how -we did not understand ... and the teacher continues with the topic as nothing. (Ginna)</p>
<p>The student expects to receive all the guidance from the teacher.</p>	<p>What I do not like about English classes at the school is that the teacher gives us a topic, explains it in advance and if one has a doubt, it does not help us in that. (Mariana)</p> <p>I asked her to explain me and she answers me: look at the notebook for the explanations (Mariana)</p> <p>I say it because she does not explain us; Whether we understand it or not, it's not her problem, she continues with the class and</p>

	<p>we are left without understanding the subject (Monica)</p>
<p>Difficulty in understanding the language orally and Lack of vocabulary.</p>	<p>What I do not like about English classes at the school is that the teacher gives us a topic, explains it in advance and if one has a doubt; it does not help us in that. (Mariana)</p> <p>I never investigate on my own, because I forget. (Mariana)</p> <p>We had to build our dialogue with a partner and present it front of the classroom and share it, although it is difficult because sometimes we do not know what words to use. (Mariana)</p> <p>I would like the teacher to propose classes where we have to talk about a specific topic and in this way we can have it ready, that is, look for words or sentences that have to do with the subject, because the truth so far we have never used the speaking as a form of communication within the classes. (Monica)</p> <p>The teacher made us activities by completing the sentence, say objects in English using different letters. (Monica)</p>
<p>Confidence to speak in English</p>	<p>We had to build our dialogue with a partner and present it in front of the classroom and share it, although it is difficult because sometimes we do not know what words to use and I was afraid about making a mistake. (Mariana)</p>

	<p>Well, I'm really very shy at the moment of speaking in front of many people, I am like most of all more extroverted, but at the moment of speaking in front of many people I feel uncomfortable. (Ginna)</p> <p>Then I would be ashamed and afraid to make a mistake, but sometimes things would be easier for me. (Ginna)</p>
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The main themes that emerged from the narratives of these three teenage students based on the factors that affect their speaking development are: motivation to work in the English classes using the oral ability, the student has a structural vision of the language not of a speaking development, the student expects to receive all the guidance from the teacher, difficulty in understanding the language orally and Lack of vocabulary and confidence to speak in English. In these narratives we can demonstrate how these factors can be an obstacle for the students in the process of acquiring a foreign language.

In the development of the theoretical framework, we can identify the different factors that affect the students' learning process in the acquisition of a foreign language, especially in the development of the ability of speaking, and the relationship between students' experiences and the theory.

Motivation to work in the English classes using the oral ability.

The motivation is focused on the development of the abilities to speak a foreign language, having a direct relationship between this factor and the acquisition of a foreign language (Mazouzi, 2013). Students will have better results in their apprenticeship teaching

process if they have positive attitudes toward the foreign language being motivated to learn. (Ellis, 1994).

The motivation to work in the English classes in an oral way is presented in the three teenage student's narratives, expressing their demotivation for the lack of activities, where they can use the speaking ability and the oral interaction, the students narrates that they would like the teacher will propose classes where they have to talk and interact in an oral way using different kinds of activities, resources and vocabulary.

The student has a structural vision of the language not of a speaking development

Oral production in teaching a second language must not be overemphasized, particularly in early stages of language acquisition, "as it generates a degree of stress which can hamper learning" (Weideman, 2003), it involves the acquisition of grammar rules to be able to express students' ideas.

Also includes the relationship between language and other codes of communicative behavior (Hymes, 1996). Hymes' original theory included four parameters to explain the social production of language utterances, one of them is the 'grammaticality; in this case the author highlights the importance of the grammatical acquisition to be able to produce a speaking development and the students can give a reason about something expressing his/her ideas in a correct way using the proper grammar rule.

Mariana, Ginna and Momica expressed in their narratives the importance for them to understand the topics explained by the teacher, to have security at the time to participate orally. For Canale & Swain, the communicative competence was initially defined as the "relationship and interaction between grammatical competence, or knowledge of the rules of grammar, and sociolinguistic competence, or knowledge of the rules of language use". It

is related with the mastery of combining grammatical forms and meanings to achieve a unified spoken or written text.

The student expects to receive all the guidance from the teacher.

In the sociolinguistic competence named in the theoretical framework refers on the sociocultural rules of language use and addresses the extent to which utterances are produced and understood appropriately depending on the sociolinguistic context. It involves how students understand the meaning of something and in which way, the three teenage students involved in this research expects to receive all the guidance from the teacher because they need to understand and comprehend the new language, in this case the English. Being a second language the students still the teacher guidance because is part of their learning process.

Moreover the strategic competence includes the use of reference sources, grammatical and lexical paraphrasing, request for repetition, clarification, slower speech, and other ways to solve problems in addressing strangers when unsure of their social status or in finding the right cohesion devices (Canale, 1983, pp. 11–12). The teenage students' narratives expressed the necessity of the students to make questions related to what did they not understand about a topic? and they hope to receive the guidance from the teacher, giving them a correct answer about their doubts in order to enrich their knowledge.

Difficulty in understanding the language orally and Lack of vocabulary.

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions, Mariana, Ginna and Monica expressed in their narratives that they feel they do not know enough vocabulary to express themselves or create dialogues in foreign language.

It should be said based on the discourse competence, it deals with cohesion in form and coherence in meaning on each different type of text: cohesion is understood as structural linkage which facilitates interpretation of a textual sequence, either spoken or written; coherence has to do with the relationship among different meanings in the text. The students refer the important of the use of English in their life, and for this reason they want to continue study taking extra classes that will help them acquire more vocabulary in the moment they have to speak.

Confidence to speak in English

Budianto (2011) lists a series of practices suggested for the teacher to engage in order to foster student's motivation: freedom from fear, understanding, varied activities, love (affection), belonging, achievement and actualization, grouping and individualization, and possibility of success. Mariana, Ginna and Monica feel very shy and uncomfortable at the moment of speaking in front of many people, sometimes they can feel ashamed and afraid to make a mistake.

With respect to the emotional or affective factor, Shumin synthesizes the affective factors related to foreign language or foreign language learning as follows: "emotions, self-esteem, empathy, anxiety, attitude, and motivation". The author emphasizes the anxiety feeling produced by speaking a foreign language in public, "which is associated with

feelings of uneasiness, frustration, self-doubt, and apprehension” (Shumin, 2002, p. 206). It is necessary that the teenage students understand that from the error we learn.

Table 6.

Factors that affects speaking development in three teenage students.

Teacher’s aspects.

Factor	Student narrative evidence
Teacher’s attitude.	<p>The teacher if it is important to learn in English classes because if the teacher comes from bad temper to one does not make you want to learn. (Ginna)</p> <p>I consider that the attitude of the teacher is very important since it influences the motivation of the student. (Monica)</p> <p>The attitude of the teacher is important, because she is who gives us new knowledge, for that we go to school, it is not just that they dictate a class, is also that they know that we are learning. (Mariana)</p> <p>When the teacher is in a bad mood she starts screaming at everyone and like to get even with one. (Ginna)</p> <p>I have had several problems with our teacher at the moment and that not allows the understanding of the topics. (Monica)</p>

	<p>The motivation of a student, I think is the person that teaches him/her and the way he does it, because if a student does not like English, maybe he/she will start to like it as long as he understands it (Monica)</p> <p>I consider that the attitude of the teacher is very important since it influences the motivation of the student. (Monica)</p>
<p>Teachers' skills to promote speaking activities:</p>	<p>The teacher does not put us to practice orally in the class, they were just like small dialogues that we did in groups and nothing else. (Mariana)</p> <p>I would like the teacher to propose classes where we have to talk about a specific topic and in this way we can have it ready, that is, look for words or sentences that have to do with the subject, because the truth so far we have never used the speaking as a form of communication within the classes. (Monica)</p> <p>This type of activities helps us to improve our vocabulary, our pronunciation and form us in a long conversation and long arguments in English and to let go a little more and feel more safe to speak. (Ginna)</p>
<p>Teachers' roles</p>	<p>There is demotivation on the part of the student when we need to understand something, but her teacher does not help her. (Ginna)</p> <p>I consider that the English teacher at the school is a person who has no authority, who is not willing to explain a topic that one does not understand very well (Mariana)</p>

	<p>What I do not like about English classes at the school is that the teacher gives us a topic, explains it in advance and if one has a doubt; it does not help us in that. (Mariana)</p> <p>I asked her to explain me and she answers me: look at the notebook for the explanations. (Mariana)</p> <p>When she arrives she greets us in English and speaks all the time in English, but no one pays her attention, then writes on the board the activity that we are going to do and then only spends her time sitting.(Mariana)</p>
<p>Teachers' lack of scaffolding techniques.</p>	<p>I do not think she is a very good teacher, she lacks patience with students since not everyone is as agile to learn and my teacher does not use learning techniques; I think that is fundamental since, these techniques it motivates the student to improve. (Monica)</p> <p>I consider that the English teacher at the school is a person who has no authority, who is not willing to explain a topic that one does not understand very well. (Mariana)</p> <p>The teacher does not put us to practice orally in the class, they were just like small dialogues that we did in groups and nothing else. (Monica)</p>

The teacher's attitude

In this factor, the teenage students were affected taking into account their teachers' attitude because they are not interesting in the class if the teacher does not show interest too.

Diversity in interaction involves not only verbal communication, but also paralinguistic elements of speech such as pitch, stress, and intonation. In addition, nonlinguistic elements such as gestures and body language/posture, facial expression, and so on may accompany speech or convey messages directly without any accompanying speech (Shumin, 2002, p. 204). The teachers' mistake, says the author, lies on assuming that "spoken-language skills can be developed simply by assigning students general topics to discuss or by getting them to talk on certain subjects" (p. 204-205).

It includes the motivation factor that affects the speaking development in the three teenage students; All the participants consider that their teacher attitude influence their on their learning since a good attitude makes students learn while a bad attitude hinders learning.

According to Gholami, Allahyar, & Rafik-Galea (2012), the social context also influences the learner's attitude and motivation, which are strictly necessary to learn a language. It is a clue to acquire the knowledge through the teacher explanations, the three students argue "The attitude of the teacher is important, because she/he is who gives us new knowledge and the motivation to continue" they expressed their demotivation for the teachers' attitude without interest for the English class.

Teachers' skills to promote speaking activities:

According with the arguments of the three students about the opportunity to practice the speaking skill we can identify that the lack of her teacher's skills to understand patiently learners' differences affect the students' motivation to learn.

(Shumin, 2002, p. 204). The teachers' mistake, says the author, lies on assuming that "spoken-language skills can be developed simply by assigning students general topics to discuss or by getting them to talk on certain subjects" (p. 204-205), while these skills do require explicit instruction and practice

Teachers' role

Budianto (2011) lists a series of practices suggested for the teacher to engage in order to foster student's motivation: freedom from fear, understanding, varied activities, love (affection), belonging, achievement and actualization, grouping and individualization, and possibility of success. The three teenage students say that their teachers do not give enough explanations or support.

Teachers need to play a number of different roles during different speaking activities, some of them are: prompter, participants and feedback provider. Teachers should be good animators when asking students to produce language.

Teachers' lack of scaffolding techniques.

Scaffolding involves the temporary support teachers provide for students to develop a skill. Bruner (1978) described the concept of scaffolding as a platform designed to support and stimulate language development where teachers need to use different

techniques to develop a class. Mariana and Monica say that their teachers do not help them to learn new words in order to face production activities successfully.

Taking into account the strategic competence named in the literature review, it refers to a mastery of verbal and non-verbal communication strategies that may be used as compensatory mechanism in case of limiting conditions in communication or in case of insufficient competence, either grammatical, sociolinguistic, or discursive. It includes the use of reference sources, grammatical and lexical paraphrasing, request for repetition, clarification, slower speech, and other ways to solve problems in addressing strangers when unsure of their social status or in finding the right cohesion devices (Canale, 1983, pp. 11–12).

Chapter 7: Conclusions and Implications

The investigation had the objective of understanding the factors that affect the development of the oral expression skills of three adolescent students in different context and experiences. The data collection process was carried out from the data provided in five narratives, centered on the descriptive experiences of each student's English classes.

There, the three teenage students described their English classes, such as the teachers, the methodologies they used, the different activities they had to develop inside and outside the classroom, their achievements, frustrations as well as their social environment and their necessity to learn a foreign language.

After gathering all the previous data, the researchers found common factors that affect the three teenage students speaking development, from two categories: students' aspects and teachers' aspects.

From the first one the we found common factors like: motivation to work in the English classes using the language orally, the student has a structural vision of the language not of a speaking development, the student expects to receive all the guidance from the teacher, difficulty in understanding the language orally and lack of vocabulary, the teachers' attitude and his/her role; and the confidence to speak in English.

From the second category, the factors that emerged were teachers' attitude, teachers' skills to promote speaking activities, teachers' roles and teachers' lack of scaffolding techniques. All of these creating a barrier and fear to be able to express themselves orally in different contexts.

The researchers identified some circumstances that lead to the factors that affect the speaking development in the three teenage students, these were: the social background, the hourly intensity of the English classes, their family nucleus, the time that each one of the students dedicate to practice the English language and the personal point of view about their English teachers. It involves the factors that affect the students' learning and improve their speaking skill taking into account that the characteristics of the students can influence the learning of a language.

The factors named above affected the three teenage students in their learning process and the motivation to continue acquiring a second language, due to the fact that the affective dimension has an enormous importance in the learning languages, and learning a language sometimes can be an arduous and frustrating labor. The teacher has to take certain measures to improve motivation, training, attitude and emotional. If they learn the language in class, it is important to create a learning environment relaxed and trustworthy, avoid situations in which the students can feel ridiculous or their self-esteem threatened.

This research may have implications for other people, such as students, who are preparing to be a teacher, since in this way they can identify their shortcomings and the student's difficulties in the development of an English class. The teachers can identify the factors that affect their students learning process to apply new strategies to help them and in this way contribute to improving learning environments, assessing the methodology and strategies used.

Chapter 8: Limitations and Further Research

Throughout this study, there were three important limitations. One was during the data collection. The interviews: there were easier to do with Mariana and Monica because they studied at the same school and handled similar schedules, although they were at different levels; On the other hand, Gina studied in a different school, so she had time difficulties to attend the proposed interviews for the investigation because of her schedule. To carry out interviews with Gina, we needed other moments and different spaces and time for example the meetings with her were at night or even by skype. This limitation delayed the advance of collecting data.

The vocabulary used by the three teenage students was the second limitation, because they used a non-formal vocabulary, it was so difficult to translate to the English language, and at the same time, they gave short answers to the different questions we asked in the interviews.

Another important limitation was that one of us did not meet the three students, because who conducted the interviews and had the personal approach was only one of the researchers, thanks to the fact that one of us was their private classes teacher on Saturdays and she had the opportunity to see the students process, their way of thinking, speaking and acting. If both researchers would have had the possibility to observe and interact with the three students in their process the registration and the data analysis would have been facilitated in a shorter period, however it was possible to carry out this analysis satisfactorily.

This research may help future researchers to search in different contexts and environments other factors that affect the speaking development, whether in children under 10 years old or adults over 40 years old in order to help them improve their process of acquiring a second language. The participants of this research were 14 and 15 years old. It would be interesting if it could be carried out in people of the same age but in schools where the level of English is higher and their teachers are bilingual. That is to say that not only they receive English classes, but they also use the second language to develop science, social studies, mathematics and other different areas; in order to know if there are other factors or personal circumstances that directly affect speaking development.

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