

**UNIVERSIDAD INTERNACIONAL DE LAS
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SCHOOL OF EDUCATION AND FOREIGN LANGUAGES

**ANALYSIS OF THE INFLUENCE OF SOME AFFECTIVE AND
LINGUISTIC PRINCIPLES IN THE DEVELOPMENT OF THE
SPEAKING SKILL OF EIGHTH GRADE STUDENTS AT
COLEGIO NOCTURNO DE CARTAGO DURING THE
SECOND QUARTER OF 2019**

Thesis Submitted to Obtain the Bachelor in English with Concentration in Teaching

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Acknowledgments

First, I want to thank my Lord for everything because "*Every good gift and every perfect gift is from above, and cometh down from the Father of lights, with whom is no variableness, neither shadow of turning.*" (James 1:17)

Second, I thank the Administrative Board of Hospicio de Huérfanos de Cartago and COVAO for the opportunity provided for the development and personal and professional growth of this server.

Finally, I thank at Colegio Nocturno de Cartago and its students for allowing me to carry out this research, and in some way be part of such an important institution.

Dedication

Now unto the King eternal, immortal, invisible, the only wise God, be honor and glory for ever and ever. Amen.

1st Timothy 1:17

I want to dedicate this work to my Creator and my family:
my wife, my daughters, and my mother for all their support to achieve this goal.

Thank you, my Lord, for giving me the strength and perseverance to never give up and finish the project.

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Thank you, Dara Isabella, for being that pearl of wisdom that makes me understand the love of God.

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Abstract

Peraza, P. (2019). *Analysis of the Influence of some Affective and Linguistic Principles in the Development of the Speaking Skill of Eighth Grade Students at Carthage Night School During the Second Quarter of 2019*. Thesis Submitted to Obtain a Bachelor in English with Concentration in Teaching. Universidad Internacional de las Américas.

Thesis Tutor: MSc. Catalina Guerrero Troyo.

Keywords: Affective principles, Linguistic principles, Motivation, Adults, Oral expression.

The present research analyzes the influence of affective and linguistic principles in the development of the Speaking Skill of Eighth Grade Students at Carthage Night School During the Second Quarter of 2019.

The methodological approaches were made from a mixed research approach (qualitative-quantitative). The techniques chosen for the collection of the information were an unstructured observation and a survey (through a self-administered questionnaire).

The main conclusions of the research were the aspects that could help in the development of the ability to speak in students, among which are that English teachers must have a constant attitude of support towards their students and that they use the appropriate development techniques in their lessons; especially sequential techniques (step by step). In addition, it must be provided the adequate environment for learning through the use of positive affirmations, positive comments before mistakes, friendly treatment, emotional, verbal or nonverbal response, to encourage students to speak; as this allows the development of the students' confidence and the possibility of assuming greater risks in their learning process, resulting in the necessary motivation that allows students not to be afraid to express themselves orally.

Resumen

Peraza, P. (2019). *Analysis of the Influence of some Affective and Linguistic Principles in the Development of the Speaking Skill of Eighth Grade Students at Colegio Nocturno de Cartago During the Second Quarter of 2019*. Tesina presentada para obtener el Bachillerato en Inglés con énfasis en Enseñanza. Universidad Internacional de las Américas.

Tutora de Tesina: MSc. Catalina Guerrero Troyo.

Palabras Claves: Principios afectivos, Principios Lingüísticos, Motivación, Adultos, Expresión oral.

La presente investigación analiza la influencia de los principios afectivos y lingüísticos en el desarrollo de la habilidad de hablar en estudiantes de octavo año en el Colegio Nocturno de Cartago durante las clases de inglés en el segundo cuatrimestre de 2019.

Los planteamientos metodológicos se realizaron desde un enfoque de investigación mixto (cualitativo-cuantitativo). Las técnicas elegidas para la recopilación de información fueron una observación no estructurada y una encuesta (a través de un cuestionario autoadministrado).

Las principales conclusiones de la investigación fueron los aspectos que podrían ayudar en el desarrollo de la habilidad de hablar en estudiantes, entre los cuales están que los profesores de inglés tengan una actitud constante de apoyo hacia sus alumnos y que usen las técnicas apropiadas para el desarrollo de sus lecciones; especialmente técnicas secuenciales (paso a paso). Además, debe proporcionarse un entorno adecuado para el aprendizaje mediante el uso de afirmaciones positivas, comentarios positivos antes de los errores, tratamiento amable, respuesta emocional, verbal o no verbal, para alentar a los estudiantes a hablar, ya que esto permite el desarrollo de la confianza del estudiante y la posibilidad de asumiendo mayores riesgos en su proceso de aprendizaje, lo que resulta en la motivación necesaria que permite a los estudiantes no tener miedo de expresarse oralmente.

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CHAPTER I

INTRODUCTORY FRAMEWORK

It is considered of vital importance that every professional in the Teaching of English requires a research capacity and a fervent desire to know deeply his scope of work, that allows reaching the foreseen objectives and effect in the education given to the student population. Therefore, this chapter will develop the problem statement, objectives of the investigation, the justification of the study, the antecedents, and scope that guide the investigative work.

1.1. Problem Statement

It is not a secret that proficiency in a second language is a requirement in the current era. The market increasingly demands this type of skill as a fundamental requirement in different jobs or positions in different companies. Therefore, the teaching-learning processes should be more comprehensive and contemplate different aspects for its proper development and reach of pedagogical goals. This forces the teacher to investigate the internal (affective) and contextual (linguistic) processes that influence the good development of the students, in such a way that it facilitates the acquisition of a second language.

The diversity of personalities, personal characteristics, life stories, and level of English, among others, are found in a classroom, where the teacher, as an artist, must use all his personal, professional, and vocational skills to achieve the educational objectives. One of the most important skills that all people want to acquire when learning a second language is speaking, but this ability is influenced by various aspects, such as affective and linguistic; since it is considered necessary to inquire about the influence of these elements in the development of the oral communication skill.

These are the reasons why it is considered important to find the answer to the research question. In the present investigation, it is sought to deepen the affective and linguistic principles proposed by Douglas Brown, analyzing their repercussion in the development of the speaking skill in eighth graders students at Colegio Nocturno de Cartago during the English Classes in the second term of 2019. Therefore, the problem of the investigation is, what is the influence of the affective and linguistic principles in the development of the speaking skill in eighth-grade students at Colegio Nocturno de Cartago during the English Classes in the second term of 2019?

1.2. Objectives of the Investigation

The objectives of the research constitute the specific purposes for which it is investigated and where the scope and limitations of the study are specified. The objectives are divided into general and specific. The general objective is the main goal of the research and raises, in a broad way, how far it will go. On the other hand, the specific objectives express specific goals that are necessary to achieve by the general objective.

1.2.1. General Objective

To analyze the influence of the affective and linguistic principles in the development of the speaking skill in eighth-grade students at Colegio Nocturno de Cartago during the English classes in the second term of 2019.

1.2.2. Specific Objectives

- 1.2.2.1. To recognize the influence of the Language Ego, the Self-Confidence, the Risk-Taking, and the Language-Culture Connection in the development of the speaking skill.
- 1.2.2.2. To examine the influence of the Native Language, the Interlanguage, and the Communicative Competence in the development of the speaking skill.
- 1.2.2.3. To evaluate whether the improvement in affective and linguistic principles influences the development of speaking skills.

1.3. Justification of the Study

Currently, the world has entered a new reality in which human potential itself becomes the main agent of economic growth. Liberating this spirit and potential will be the final goal that must be conquered. Faced with this new reality, people react to the challenge of taking their rightful place at the center of the scene, as the only source of inspiration and innovation in the world.

The way to success is to release the human potential and providing an adequate environment in which to do it, the motivations and preferences of individuals will be increasingly important. There is no single recipe for everyone that leads to understanding how to release this spirit, enthusiasm, and potential. For education, the concept of knowledge in society has implications of great value and scope. This contributes to human development in all its expressions and it is an indispensable condition to participate in the collective construction of a more prosperous and happy life for all people. It is education precisely the

one in charge of promoting the dispositions of each one, taking advantage in their favor, and also in favor of society, the diversity of the inherited gifts.

On the other hand, society has undergone a vertiginous change; thus, it requires rethinking the conception of the teaching-learning process that is a legacy of the industrial era. Therefore, it is imperative that a new vision of education is reconsidered since it is a vision developed together with the circumstances of the moment.

Consequently, education cannot be compared to a physical or manufactured product, but as a service provided to the student population. But, as with other services, the nature of this service is difficult to describe, as well as the methods to evaluate its quality (Blanco, 2008). The human being today has devised different approaches, methods, and models; however, it should not be reduced to only one dimension, but to a holistic vision that integrates all many aspects, because the success of the teaching-learning process depends on many factors.

It is in the educational center space where all these factors are combined, so they have an impact on the processes of teaching, learning, and coexistence among the different actors. For the student population, it is also a place where skills are learned and developed, relationships of friendship and affection are built, and where ethics, values, emotions, cognitive and behavior are strengthened.

Moreover, the document *The Treasure Within, Report to UNESCO of the International Commission on Education for the Twenty-first Century*, headed by Delors (1996), states that education throughout life is based on four pillars,

- Learning to know, learning to recognize their own knowledge daily, combining internal and external factors.
- Learning to do, emphasizes the practical application of learning.

- Learning to live together, refers to the critical skills to lead a life free of discrimination, with equal development opportunities for everyone, their families, and their communities.
- Learning to be, which emphasizes the skills they need people to develop their potential.

This conception of education means a more integral and complete view of the teaching-learning process. Increasingly, the current demands in educational scenarios are very relevant, especially because of the role and transcendence that the acquisition of a second language has taken, since this provides a competitive advantage if you know how to manage and use it. English teachers must be committed to continuously respond to the demands of an environment that is increasingly dynamic, turbulent, and unpredictable. When analyzing the national reality, in contrast to the international demands, one must not forget to take into account the limitations that are faced, as well as the behavior of the students in an integral way (physical, mental, emotional, and spiritual).

Therefore, the development of research that allows a deeper approach to the different populations and contexts where it is possible to venture, is considered fundamental. This type of study brings with it, a series of benefits that enrich the theory and practice of education as such, as they clarify the direction of possible interventions to be carried out and that can represent a starting point for new research. Also, through research is possible to satisfy the intellectual concerns that commonly arise in the teacher within an educational institution and considering that they work with human beings, there is no formula that gives the guidelines to follow in the professional practice.

In this way, researching and addressing the issue is essential, since it mobilizes the human being to develop in an integral way. That is why this subject is considered an essential axis within the professional and personal training of any educator, especially English teachers. Since it is considered essential the form or method that an English teacher manages his work, it will help to enhance the skills and the skills of the educational community, from a model that allows to successfully meet the proposals of the work plan.

1.4. Antecedents

This section presents the contributions in the area of research that precedes the current study, both internationally and nationally. In this sense, after the bibliographic search in various national and international university institutions, it was possible to find studies related partially to the subject, both on affective and linguistic principles. Therefore, it is considered that the present research is a pioneer at a national and international level since the study correlates the affective and linguistic principles established by Brown (2001) and how they influence the development of the speaking skills, in the context of Costa Rican Technical Education and with an adult population.

From the documentary inquiry, it was found that Nisreen Basem Yaseen, in 2018, carried out the research *Factors Negatively Affecting EFL Students' Speaking Skills at Jordanian Private Schools*, to opt for the Master's Degree in English Language and Literature, in the Faculty of Arts and Sciences, Middle East University, Jordan. Specifically, the objectives of this investigation were to investigate the factors that contribute to creating difficulties in English speaking skills of grade 10 EFL students, in Jordanian private schools; and, also to investigate the obstacles that teachers encounter while teaching speaking skills, from both, supervisors and teachers' point of view.

With respect to the conclusions, this investigation showed that (1) An analysis of the overall results of the study elucidated that there are many factors that affect grade 10 EFL students' speaking skills in Jordanian private schools. (2) Results of the grade 10 EFL students' questionnaire indicated that inhibition, anxiety, fear of peer judgment, lack of self-confidence, lack of vocabulary and topical knowledge, and lack of encouragement by the surrounding environment, are the most affecting factors that affect the students' speaking proficiency from their point of view. (3) The experts, who are viewed as efficient elements in the teaching process, have conveyed in their opinions that teaching methods are significant in teaching speaking. They stressed that there is an urgent need for more teacher training on communicative approaches and methodologies of teaching speaking skills. Furthermore, they have also stressed that the lack of motivation by students and the lack of encouragement from the surrounding environment, in addition to students' fear and anxiety while performing a speaking task, hinder students' speaking proficiency. (4) All in all, these results prove that affective factors, in addition to teachers' roles, play a leading part in forestalling the process of learning to speak English efficiently.

For its part, in 2017, Pilar Ferradas Belda conducted a study called "Internal and external factors affecting foreign language learning (English). A group study," to opt for the Master's degree in English Studies at the University of Jaén, Spain. This study tried to focus on the kind of factors that affect the learning process of an L2 in a group of students in the 3rd year of Compulsory Secondary Education (hereafter, CSE) in a bilingual high school (Ferradas, 2017).

The conclusions of this study were: (1) Regarding external factors, students considered instrumental orientation, formative or educational reasons, and recreational purposes (in this order), as the most influential on their learning of English. (2) The internal factors that got the

lowest means, were language anxiety and frustration, implying that a small part of the group has these feelings during their learning process. (3) As for the external factors, a negative familiar atmosphere, followed by a negative classroom atmosphere and integrative orientation are the ones with the lowest means. (4) The relationship between motivation in English and recreational purposes, feeling good when the teacher praises them, frustration when they do not succeed in classroom activities, and the raising of their self-esteem when they can help other classmates in English, were the more chosen reactions by the students, demonstrating that this group of students really cares about their learning of English and have negative feelings when they do not get the desired objectives; whereas they show clearly positive reactions when they get the target goals. (5) Teachers admitted that they praise their students when they perform successfully in the English class. Trying to improve the students' motivation and help them not to feel frustration when they do not understand something in English, are the other two most chosen ways by teachers to help their students overcome handicaps in the English classroom and other subjects in English.

On the other hand, Fabio Torrico presented, in 2015, the research "Drama techniques to enhance speaking skills and motivation in the EFL secondary classroom" to opt for the Master's degree information of the secondary education teacher compulsory, baccalaureate, professional education and language Teachings at the Complutense University of Madrid, Spain. The purpose of this study was twofold. Its objective was to analyze the impact of dramatic activities on the development of students' oral expression skills and motivation. In fact, the two variables were connected, since the improvement of speech skills can be achieved by increasing the interest and motivation of the students. He also considered that this could be achieved by using the different techniques and strategies that have been discussed previously. In addition, the author considered that the objectives could be met only through an appropriate

classroom environment, where the student is at the center of the learning process and where a climate of trust, stress, and support, is provided (Torrico, 2015).

The conclusions of the work were the following: (1) While working on the drama project, students have demonstrated their willingness and desire to communicate. They knew how this language is indispensable today in everyone's career and in future life projects. The drama activities offered the perfect tools to accomplish that, involving both the intellectual and the emotional sphere of the student, and aiming to create a meaningful, pleasant, and low-stress atmosphere. In addition, they provided a variety of language functions by recreating authentic communicative contexts. In this environment, students had the opportunity to work in groups and to participate in a context of cooperative learning.

(2) The participants enjoyed the classroom environment created through the activities and most of them lost their inhibitions and fears. Above all, the respondents showed little concern for grades or exams, as they concentrated more on learning through practice. The data showed an improvement in students' communication skills, particularly speech and vocabulary. Drama techniques revealed to be, in fact, powerful instruments for developing a contextual and authentic use of language, as well as critical thinking and creativity. (3) Drama techniques make the learning process a pleasant and useful experience, overcoming the academic aspect of the conventional lesson structure and bringing real-life externally directly to the classroom.

In 2009, Carine Strel Halpern presented the research called "An investigation of linguistic, cognitive, and affective factors that impact English language learners' performance on a state standardized reading achievement test" for the degree of Doctor of Philosophy in the College of Education at the University of Central Florida, Orlando, Florida, USA. The purpose of this study was to investigate linguistic, cognitive, and affective factors that impact

adolescent ELLs' performance on a state standardized reading achievement test. The principal results were: (1) The multiple regression analyses yielded two statistically significant models of reading achievement with English proficiency and reading comprehension strategies as predictor variables. (2) Linked to the first finding, is the second finding which was revealed through a closer examination of the two prediction models. Only L2 proficiency made statistically significant unique contributions to the models. In the case of the first model that contained four predictor variables, overall language proficiency, and three individual categories of reading strategies, L2 proficiency contributed to all but 3.5% of the variance in reading achievement.

(3) The non-significance of the reading strategies in the prediction models is inconsistent with much of the prior research that found positive relationships between strategy use and comprehension through the collection of think-aloud or interviews and through self-report measures of reading strategies. It does, on the other hand, align with a recent study that found significant correlations among four different self-report measures of metacognitive awareness of strategies, but low correlations between the main self-assessment instrument under investigation and reading achievement. (4) There are several factors that have led to the result that none of the strategy categories made a significant contribution to the prediction model. (5) The interview data suggest that the students possessed very little metacognitive competency. (6) The last major finding of this study was expected and lies in the high probability that affective factors played an important role in the scores the participants obtained on the FCAT.

Specifically, testing anxiety which was expressed in terms of not wanting to fail, nervousness due to the high stakes nature of the test, participants' insecurity about their

language abilities, as well as frustration over the a long time it took them to complete the test, may have taken attention away from the task at hand.

Among the investigations carried out at a national level that explore to some extent the subject matter in question, are the following.

In 2017, Priscilla Guevara Arceyuth conducted the research "*Personality and Social Factors that Interfere in Oral Communication of First and Third Grade Students at Santa Monica School during the Scholar Year 2017*" to opt for the bachelor's degree in English Teaching, at the Universidad Internacional de las Américas, San José, Costa Rica. This research aimed to: To analyze some strategies to overcome personality and social factors that presented a negative impact when communicating in English to others during the second language acquisition learning process.

Among the main conclusions of this investigation are that (1) Some aspects mentioned by the students were minimal visual contact and memorization of the speech, which obstructed effective and natural communication. In addition, body language and excess of energy (they were everywhere, making them obvious, they were nervous when they spoke in front of the class), made it clear that they did not know how to handle the nervousness and seemed lost when they spoke in English. They mentioned that they always memorized the speeches and, sometimes, due to nervousness, they got lost during the speech because they usually forgot or did not fully understand the subject they were talking about.

(2) Taking into account some aspects, the research could conclude that the students have never applied an anxiety questionnaire and, due to that, the previous teachers could not train them individually on the areas that each student needed to improve and how to do it. The students had no idea how to present a speech or had heard about criteria such as eye contact, body language, and elocution, which are important when speaking or speaking with someone

to achieve natural communication. (3) The students needed a complete explanation of how to act in front of people and techniques on how to overcome nervousness and anxiety. When doing the anxiety questionnaire, the students realized the importance of preparing the speech in advance and preparing to deliver any speech. This questionnaire not only helped the researcher to collect information but also provided the students with a guide on what to focus on when speaking and thus helping them to know themselves better.

(4) After doing this questionnaire, it was also important to know how they performed in front of people and to know the level of English they had. The students performed a preliminary test, in which the results showed that the students had problems with respect to speaking skills and aspects such as eye contact, body language, balance, and mechanics (grammar). These results were obtained through an assessment evaluation tool, which allowed the researcher to conclude that the students had serious problems with verbal skills (elocution, organization, and mechanics) and non-verbal skills (eye contact, body language, and balance) when speaking or performing oral activities. (5) Grammar and vocabulary were also an ability to improve since students spoke too much in Spanish during English classes, so this was not useful for them to develop speaking skills. The students were not motivated to speak due to the activities applied, as there were very few speaking activities to practice.

In 2014, Miguel Angel Barquero Fallas, developed the research called "Analyzing methodological and environmental factors that hinder student English academic performance in the tenth grade at Liceo San Miguel de Desamparados during the first trimester of 2014" for opting for the Bachelor's Degree in English Teaching, at the International University of the Americas, San José, Costa Rica. The objective of the research was to analyze methodological and environmental factors that hinder student English academic performance in tenth grade at Liceo San Miguel de Desamparados during the first trimester of 2014.

The most relevant conclusions of the investigation were the following. (1) The most important aspect observed in this study reveals that teachers are not engaging their students effectively during the learning process by using techniques that are truly meaningful to them; therefore, students cannot demonstrate good performance when learning this language. (2) Family history such as socioeconomic status is an important predictor for student's performance in high school. Also, other factors were that students spent their free time in leisure activities instead of academic activities. (3) Motivation played an important role in the learning process; for that reason, it must be present not only in the students but also in the teachers, who are the main characters of this high school. To learn a second language in a meaningful way, a teacher must develop skills and the desire to learn English by letting them know the importance of mastering this universal language, not only to pass exams but also because it is a tremendous advantage for their future.

(4) The relationship between the teacher and the student should always be within a framework of respect and trust; therefore, students will work comfortably by knowing that the teacher will support them, which is motivating for them, especially when they work orally and pronounce words that are usually difficult to pronounce. (5) Teachers must use the most appropriate techniques and offer an excellent classroom environment to strengthen the motivational levels necessary to learn this language effectively.

(6) An ideal teacher is not only the one who has appropriate strategies and methods; also, he/she must see the learning-teaching process as an essential and indispensable part of the students' school life. Alternatively, a teacher has to promote the personal development of the students and, in the meantime, has to encourage the permanent commitment to learning this language by making those lessons meaningful to their students. In other words, the teaching of a language requires many teaching skills; in this sense, it is necessary for teachers

to prepare and update with the innovation of new methods in instructional practice. In these implications, it is necessary to be responsible for the proper planning to take the students towards a meaningful and successful learning process of English.

(7) If a teacher provides students with adequate educational support and strategies that really work, especially activities that somehow involve some type of technology, those students will be motivated to take a dynamic and meaningful approach to their studies when learning this language. (8) The perception of the students reveals that teaching a lesson with multimedia resources, videos, technological material, suitable environment, and multimodal approach, would be more pleasant and acceptable for them.

In 2013, Pablo Daniel Valverde Castillo conducted the research called "*Strategies to Stimulate Intrinsic Motivation Towards the Speaking Skills in 6th Graders at Brisas del Virilla School During the Second Semester of 2013*" for the bachelor's degree in English Teaching, at the International University of the Americas, San Jose, Costa Rica. The objective of the research was to stimulate intrinsic motivation towards the speaking skills, in 6th graders students at Brisas del Virilla School, during the second semester of 2013.

The conclusions as a result of the investigation are listed as follows. (1) There is a joint relationship with the theory of the hierarchy of needs and with Maslow's beliefs based on the levels of standard motivation. This shows that not being able to access basic needs creates a negative impact on the levels of satisfaction and stimulation of motivation. Therefore, this leads to the phenomenon of demotivation. (2) Primary needs, such as shelter, are present on the table since a good and comfort environment are necessary within the home for the intellectual and psychic development of the being. Regarding financial matters, income is a fundamental aspect to analyze, since it covers certain needs such as water, electricity, studies, etc.

(3) The most motivated the students are intrinsical, the most likely they are to succeed in different ways. The test instrument is related to the understanding of how motivated the student is about the achievement of objectives and personal fulfillment. That is, how much stimulated they are to be someone. (4) With regard to the strategies applied to stimulate motivation, it is important to take into account the interests of the students and implement them within the instruction to make it easier and more attractive for them. Then, the internalization is carried out and the student creates his own integration of the received information.

(5) Not only is it important to teach the subjects that are supposed to be taught, but also to know the interests of students in general, because, in this way, this situation can be turned into an oral activity. (6) Another strategy is to point out the strengths of the students and encourage them to believe they can do it. It is important to make students experience or feel a sense of success often so that they create confidence and trust within them. This leads to exceptional performance.

Likewise, in 2013, Wendy Maria Rosales Corrales developed the research called *“Analysis of the Indirect Affective Strategies in the English Learning Process of Students with Different Levels of Proficiency of First Grade of Centro Educativo Bilingüe Llama del Bosque during Third Quarter of 2013,”* to opt for the Bachelor's Degree in English Teaching, at the Universidad Internacional de las Américas, San José, Costa Rica. The objective of the research was to analyze the indirect affective strategies to work with students with different levels of proficiency in first grade from Centro Educativo Bilingüe Llama del Bosque during the third quarter of 2013.

The conclusions as a result of the investigation were the following. (1) There is an effective difference between students of the same grade. These very different results were

classified into three levels; beginners, intermediate, and advanced. (2) Students of the same academic degree may have different levels of proficiency in English, as verified by the general observation and the previous exam applied to the students. (3) It can be affirmed that the affective strategies of Oxford work satisfactorily, in order to improve the learning process of the students to a foreign language. In addition, it effectively levels these students to obtain a general level of the group, according to the CEF theory, through the application of the Krashen entry hypothesis. (4) Oxford's affective strategies successfully improved the motivation of students in first grade English classes at Llama del Bosque Bilingual Educational Center during its application in the third quarter of 2013. (5) Motivation can improve the learning process, and Oxford's affective strategies along with Krashen's input hypothesis really improved the students' learning process.

Finally, Dinier Amador Serrano conducted the research called "*Affective and Emotional Factors that interfere in Oral Communication in Seventh Graders at Liceo de Frailes*" for opting for the bachelor's degree in English Teaching at International University of the Americas, San Jose, Costa Rica. The objective of the research was to analyze the affective and emotional factors that interfere in Oral Communication in Seventh Graders at Liceo de Frailes.

The conclusions as a result of the investigation were the following. (1) Students have problems to create an oral expression of their ideas within the classroom and this situation is derived from two main phenomena: the influence of these affective elements on the students and the inadequate prevention when the teacher creates activities for students to participate in a communication exercise. (2) It can be said that students have problems to control the agents that surround them in the classroom and, for that reason, their level of proficiency in English is not as high as they will want. The three affective factors studied during the observation reveal

that students need help to change the negative effects of these agents in positive reinforcement to develop a better study environment and to create a balance between them to avoid the appearance of stressful and confusing factors in future learning experiences.

(3) The affective factors that the students have to control are not presented individually, but as a group that must be addressed from the beginning to the end of the class to avoid interference during the internalization of the subject, since students must learn English as a second language. (4) The influence provided by the activities developed by the teachers within the classroom is closely related to the affective factors and how they interact in the students' heads during the classes. (5) Some students had great difficulty making a satisfactory oral production in English if they were asked to do it in front of the class or if the rest of the classmates paid attention.

(6) The activities presented by the teacher are mostly repetition exercises in which students participated in memorization instead of in the internalization of the current subject. (7) Those simulations applied by the teacher have both advantages and disadvantages; for example, they are a good option for beginners who have their first experience with the language or if the teacher wants to present a new topic for the students, but they cannot be adopted for each subject and explanation that the teacher decides. Students need the implementation of new techniques related to their current social, educational, and environmental situation, a new perspective applied during the exercises will encourage students to be more confident and take risks, so they can participate in the classes, while they enjoy and acquire the language.

1.5. Scope

The study will be aimed at eighth graders students at Colegio Nocturno de Cartago. There are 6 groups of eighth graders, to a total of more than 154 students. The focus will be on how the affective and linguistic principles affect the development of oral expression in the process of learning English. The level of influence on students will be studied to determine their actions and retain the knowledge provided in the classroom; in a real-time class.

During the time elapsed in the development of the research work, it is possible to elucidate a series of obstacles or factors that could affect the research process. The first aspect to consider is the knowledge of the subject. When entering a field, what should be focused on, is to maximize the learning time and get fast results that motivate you to continue researching. In another sense, not having an experience the researcher had to find out how he can acquire a minimum knowledge to be able to enter without problem in the study.

Another factor is to recognize the importance and significant contribution to the research area. It is clear that a topic that generates passion must be followed. However, one cannot limit to just that. The researcher's intention is that his work deserves to be valued in the scientific community. For this reason, the work seeks to resolve and provide knowledge on an important topic in the field of research.

A third aspect to consider is the practical applicability of the subject. The researcher believes that the research will receive more support as more potential of application has or more contributes to the development of potentially practical studies. One of the main challenges that the topic has practical applicability in the development of the research area.

A fourth factor is a search that the research is different and original. With research, the necessary differentiation and originality are sought according to the purpose of the study.

Therefore, a relevant topic was sought in relation to the researcher's personal experience, attractive, and with a novel contribution.

CHAPTER II

THEORETICAL FRAMEWORK

This chapter presents the theoretical aspects of underpinning research on Education, English Teaching, Motivation, Affective and Linguistics principles, and speaking skill.

2.1. Education

2.1.1. Educational System

The Costa Rican Educational System is administered by the "Consejo Superior de Educación" and it is structured in four levels: preschool, general basic, diversified, and superior. The Preschool level is the stage that covers children from four to six years old. Its objective is to develop both physical, social, psychomotor and intellectual potentialities. General basic education includes eleven compulsory years that are divided into two cycles: primary and secondary. The primary level covers children from six to twelve years old, it is offered free of charge in state schools, although it is also taught in private institutions. The level corresponding to secondary school includes children from 12 to 18 years old.

The objective of the basic general cycle is for students to develop skills and acquire knowledge about diverse subjects such as natural sciences, exact sciences, social science, Spanish language, foreign languages (usually English or French), technology and art, among others. The level of diversified education is taught in high schools, colleges or institutes. When the student finishes high school from basic general education, he may choose to continue his studies in this stage in two or three years, secondary: academic, artistic or technical, all with different categories and characteristics that cover many areas of knowledge.

The objective of this cycle is the specialization of the student according to their preferences and the preparation for possible university studies.

Higher education (university) in this country is not free, but it is accessible, offering various scholarships and financing possibilities. There are private and public institutions. The courses that are taught have a varied duration, depending on the nature of the institution.

2.1.2. English Teaching in Costa Rica

The Costa Rican education system devotes great resources to teaching a second language, particularly English, and learning is incorporated into all schools. The results, however, do not reflect the national effort. The consequences of this poor performance are evident. As has been amply demonstrated, English is a factor that multiplies job opportunities and encourages better salaries, young people who fail to learn it enters the labor market with clear disadvantages. They also see reduced opportunities for academic improvement, for a large amount of information and knowledge circulating in that language and for its widespread use in postgraduate and research programs.

As the foreign language proficiency is substantially lower among those who come from public education centers, the low quality of their teaching accentuates socioeconomic inequalities, with consequences that can last for a lifetime. The difference is accentuated between rural and urban areas. Therefore, it is necessary to substantially raise the general quality of education through an adequate mix between better curricula, more dynamic and creative use of information and communication technologies, and effective analysis of the main factors that influence the appropriate development of the acquisition of a foreign language. A key factor is motivation, the affective and linguistic factors that influence.

Although the Ministerio de Educación Pública (MEP) executes new programs of study of English, with greater emphasis on interactive learning. That they are well-conceived and that can be reinforced with generalized access to digital platforms, the impact will be halfway if there is no substantial progress in the quality and competence in the classroom, and mainly in the reality of each individual in the classroom. The goals in relation to English proficiency are, in reality, a symptom of a broader challenge. But it is worth facing, because of the great importance of English as an instrument to acquire more knowledge and as a quick mobilizer of opportunities.

2.1.3. Motivation

Motivation is the necessary impulse to move people to the realization or achievement of a goal. Motivation is an important factor in the development and progress of a student because it depends on this attitude and behavior in relation to the study and achievement of the acquisition of a foreign language. When used properly, motivation can become a beneficial and favorable tool for the student, achieving through it increase or maintain performance in their studies. Broussard and Garrison (2004) broadly define motivation as, “The attribute that moves us to do or not to do something” (p. 106). Motivation implies an accumulation of beliefs, perceptions, values, interests, and actions that are closely related.

Due to the great importance of the application of this aspect in educational institutions, educators and the education system in general, it is necessary to study this topic and its elements, its influence on people as the key to success to improve the educational environment, the theories that have been raised for its improvement and the advantages and disadvantages of these.

2.1.3.1. Motivation in Education

Motivation in education is one of the essential aspects that must be taken into account in the education system, as it helps students to face the tasks and meet their challenges, which is necessary to achieve quality learning. Consequently, several approaches to motivation have focused on cognitive behaviors, non-cognitive aspects, or both (Lai, 2011). According to Gottfried (as cited by Lai, 2011), academic motivation is "The enjoyment of school learning characterized by an orientation of mastery, curiosity, persistence, task-endogeny, and the learning of challenging, difficult and novel tasks" (p. 5). Similarly, Turner (as cited by Lai, 2011) believes that motivation is synonymous with cognitive commitment, which he defines as "voluntary uses of self-regulated high-level learning strategies, such as attention, connection, planning and monitoring" (p. 5), to which is added the great variety of personalities and life stories that are concentrated in a classroom of an educational institution.

The existence of high interpersonal variability is the first question that must be borne in mind when talking about motivation in education. That is, each student has both a motive and a different motivational process. For this reason, there is no single strategy that motivates all students equally. According to Broussard and Garrison (as cited by Lai, 2011), motivation can be organized around three questions: (1) Can I do this task? (2) Do I want to do this task and why?, and; (3) What do I have to do to succeed in this task?

Can I do this task? This first question is developed in relation to self-efficacy, attributions, and self-esteem. According to Bandura (as cited by Lai, 2011), perceived self-efficacy is defined as "judgments about how well the courses of action required to face potential situations can be executed" (p.7). On the other hand, Eccles and Wigfield (2002) define self-efficacy as the confidence of an individual in his "ability to organize and execute a

determined course of action to solve a problem or perform a task" (p.101). In this way, effectiveness is the main determinant of effort, persistence and the establishment of objectives.

Do I want to do this task and why? Under this question, it is included expectancy-value, intrinsic motivation, and self-determination. Values are incentives or reasons to participate in an activity. The value of a given task or activity has four components: achievement value, which refers to the personal value of doing a task well; intrinsic value, which refers to the subjective interest or the enjoyment of performing a task; utility value, which refers to the extent to which the completion of the task is perceived to facilitate current or future objectives; and cost, which refers to the negative aspects of participating in a given task, such as anxiety and fear of failure (Eccles and Wigfield, 2002).

The notion of intrinsic motivation is closely related to intrinsic value. Intrinsic motivation refers to the motivation that is animated by personal enjoyment, interest or pleasure and is generally contrasted with extrinsic motivation, which is manipulated by contingencies of reinforcement (Guay et al., 2010). Also, self-determination has different types of regulatory mechanisms that can act as reinforcement. External reinforcement is related to the lowest level of self-determination, where behavior is regulated by a desire to reward or avoid punishment (Lai, 2011).

What do I have to do to succeed in this task? This third question is related to the attempt to connect motivation with cognition. People who are learning and self-regulating also control their own activities, evaluate their performance and experience reactions to the results of the evaluation. The value of the reaction in relation to the evaluation depends on the way in which successes and failures are perceived, and positive reactions are more likely to generate greater motivation than negative ones. In this way, self-regulation allows individuals to strengthen their own motivation through a series of self-regulation strategies, for example,

establishing appropriate and achievable objectives, applying learning strategies and monitoring and evaluating progress toward goals (Lai, 2011).

All this is related to volition, a force of will, similar to consciousness, discipline, self-direction, ingenuity, and effort. In such a way that, the motivation in the behavior is mediated by the volition. That is, motivation can lead to a decision to act, but the will is what determines whether those decisions are implemented. While motivation helps determine the objectives, the will supports the management and execution of those objectives. (Corno in Lai, 2011) Therefore, it is considered that there is no doubt that the affective aspect in learning plays an important role, for this reason, it is necessary to recognize the initial attitudes and motivations with the desire to know their influence and evolution during learning.

2.1.3.2. Motivation in Learning a New Language

In relation to attitudes, Gardner (as cited by Peris, 1996) states that there are three types of attitudes. That is attitudes toward society and people who speak the target language; attitudes towards the learning of that target language in particular; and attitudes towards languages and their learning in general terms. It can be said that the affective component contributes to learning at least to the same extent, and often to a greater extent, than cognitive skills. Inclusive, it can be affirmed that affective and personality states provide the essential engine for cognitive skills to come into play (Stern as cited in Peris, 1996).

Richards (as quoted in Peris, 1996) concludes in relation to the development of the interlanguage, that the role of affective factors is the following:

- Effective learning of standard English occurs either when the learner has as objective the integration as a member of the community that speaks that form of English (as is the case of the immigrant who has been successful), or when he wants to become

perceived as a person of the same status as standard speakers (as is the case of foreigners motivated to speak English without their native accent being noticed).

- Learning leads to a non-standard form of English when it is learned under circumstances that prevent the learner from becoming a member of the standard speaker community. So that, for example, in situations of social stratification linked to traits of color, race and other ethnic indicators, the non-standard dialect adopts a new function of ethnic identity and solidarity.
- The extreme case of non-integrative motivation occurs in pidgins and creoles, in which the learning process contributes to the separation of groups in contact while maintaining solidarity at the lower level. The progress towards standard English in a Creole situation reflects a change in the perception of one's class and one's own status, derived from social mobility.
- In the case of learning English as a foreign language, there are many interlanguage processes similar to those that have been described in other contexts, but they do not play any kind of social role for the learner. The limitations imposed on the acquisition of standard English are always individual (and reflect individual differences in motivation, perseverance, aptitude, etc.), and never social or group. (p. 153)

Clément (as cited by Peris, 1996) relate motivation not only to the attitude toward society and the target language, but also to the student's own image, overcoming the strictly social orientation, and adopting a psychological-social perspective, but incorporating a third element, which is group dynamics in the class situation, with which they propose a tripartite approach to motivation: integrative, linguistic and environmental.

In conclusion, according to Peris (1996),

The motivation would rest on two types of elements: one, extracurricular, represented by the presence of the L2 in society, and the contact of its members with it (either in the language of the community, or in the language of another, with presence in the media); another, intracurricular, which in turn would have two aspects: one, of contact with the L2 through the documents (graphics, audiovisual, etc.) of the classroom, and another, through classroom processes and group dynamics they represent. (p 154)

Finally, it can be pointed out that motivation is one of the most important psychological factors in interaction with other affective, cognitive and contextual factors in the process of acquiring a second language.

2.2. Principles

One of the research areas that have emerged most vigorously in the study of the reality of the classroom, the activities carried out by student groups, the functions adopted by the different members of the group -teachers and students- and the type of relationship established between them, of the varieties of classroom discourse, etc. We have also studied the processes, intrapersonal and interpersonal, that take place there, insofar as they are amenable to observation and analysis, they have been widely studied as an important variable in learned learning. These processes, diverse and complex, always have as their ultimate reason the intention of their protagonists to learn a new language, for this reason, it will delve into two principles that influence the teaching-learning process, namely: Affective and Linguistic Principles.

2.2.1. Affective Principles

These principles are characterized by emotional involvement. Reference is made to feelings about self, about relationships in a community of learners and about the emotional links between language and culture (Brown, 2001). Students to achieve a good performance in the teaching-learning process in a language need to feel motivated to achieve a good performance in the development of skills that include the acquisition of a second language. The affective principles are *Language Ego, Self-Confidence, Risk-Taking, and the Language-culture connection*.

2.2.1.1. Language Ego

According to Brown (2001), the Language Ego can be summarized in a well-recognized claim,

As human beings learn to use a second language, they also develop a new mode of thinking, feeling, and acting—a second identity. The new “language ego”, intertwined with the second language, can easily create within the learner a sense of fragility, a defensiveness, and raising of inhibitions. (p. 61)

This principle is very important since all students of a second language must be treated with affection and affection. For the lack of words or structure can leave the person defenseless in the communication process. For example, a highly intelligent adult can be extremely limited in a second language, as if it were a child. Students, especially adults, because they are highly skilled (in their mother tongue), during the acquisition of a second

language they feel fragile because their linguistic defense mechanism is precarious, which emotionally leaves them with a feeling of total helplessness.

According to Brown (2001), It can provide some relief to this situation and provide emotional support through the following recommendations:

1. Overtly display a supportive attitude to your students. While some learners may feel quite stupid in this new language, remember that they are capable adults struggling with the acquisition of the most complex set of skills that any classroom has ever attempted to teach. Your “warm and fuzzy” patience and empathy need to be openly and clearly communicated, for fragile language egos have a way of misinterpreting intended input.
2. On a more mechanical, lesson-planning level, your choice of techniques and sequences of techniques needs to be cognitively challenging but not over-whelming at an affective level.
3. Considering learners’ language ego states will probably help you to determine:
 - Who to call on.
 - Who to ask to volunteer information.
 - Who to correct a student s speech error.
 - How much to explain something.
 - How structured and planned an activity should be.
 - Who to place in which small groups or pairs.
 - How “tough” you can be with a student. (p. 62)

Therefore, students should be helped to understand that the confusion of developing that "second self" is a normal and natural process. Patience and understanding facilitate the process, in such a way that self-confidence is encouraged.

2.2.1.2. Self-Confidence

This principle is related to the student's ability to say "I can do it! " that is, it is related to self-esteem. The center, the basis of all learning is in the belief of the person in his ability to perform the task. According to Brown (2001), the Self-Confidence can be summarized as the "Learners' belief that they indeed are fully capable of accomplishing a task is at least partially a factor in their eventual success in attaining the task" (p. 62). Some people need some encouragement at the end of a certain activity, that is, they need to receive a prize as a merit to their effort. In our English classes, motivation is fundamental to the learning process. In the teaching of a second language is where you must give a double motivation since the student has to develop in a language that does not dominate and is not at the margin of making mistakes.

Every individual in the learning of a second language makes mistakes and here the teacher can be of great help so that the student is not discouraged by those "failures" that may impede their development within learning. It is important that the teacher helps the student to assimilate their mistakes and that the student feels that this is something very common in any person who learns a second language.

The learning or school performance of the student is greatly influenced by the teacher, if the teacher is authoritative and punishes, the student may not have a good school performance, but if the teacher understands the errors of their students and instead of punishing or making them feel bad, motivate them and try to help, then we can have a better

school performance on the part of the student; At the same time the student will acquire a higher level of self-confidence that will facilitate the learning process, in addition to the student's self-esteem will increase and this will not only be reflected in the classroom but also in all their social activities.

According to Brown (2001), the immediate applications of this principle are: (1) Broad verbal and non-verbal guarantees should be provided to students so that a teacher can affirm their belief in the student's ability. (2) Sequence techniques should be used, which are easier to do. Therefore, it is about starting logically with simpler techniques and concepts and then moving on to the next, more difficult step. This allows the student to increase their confidence, and take greater risks in their learning process.

2.2.1.3. Risk-Taking

This principle is related to the previous ones, its importance lies in making students take calculated risks when trying to use the language. If the above principles are satisfied, they provide the basis for taking risks. If students recognize their own ego fragility and develop a firm belief that they can do so, then they are ready to take the necessary risks (Brown, 2001).

The learning of a second language requires a double challenge for the student since he has to understand explanations in a language he does not know, in addition to having to express himself both orally and in writing without having any intervention in his language. For this reason, it is highly recommended that the student works within a cordial and relaxed environment. The teacher must always act as a motivator creating a good environment for the student to gain the confidence to participate. Most of the activities must be done in teams, since when living with their classmates the student socializes, makes friends, when seeing

their classmates as friends it is more likely that the student has greater learning and acquires the confidence to participate, besides that each day will attend class with great motivation.

According to Brown (2001), this principle is developed as follows:

- Create an atmosphere in the classroom that encourages students to test languages, to venture an answer, and not to wait for someone else to volunteer their language.
- Provide reasonable challenges in your techniques: do not make them too easy or too difficult.
- Help your students understand what calculated risk-taking is, so that some feel that they should let an earlier response slip away.
- Respond to students' risky attempts with a positive affirmation, praising them for trying and at the same time paying attention to their language in a warm but firm manner. (pp. 63-64)

2.2.1.4. The Language-culture connection

The human being is eminently a cultural being and the acquisition of language is definitely delineated by its surrounding environment. The language (oral, corporal, written) is nothing else than its indispensable tool for communication and therefore for the transmission of traditions and cultural uses from generation to generation. When two different languages are put in contact, the two cultures of origin are necessarily articulated and the uses of the language must be understood from that perspective to generate effective processes in the communicational interactions from the respect for the cultural actions of each one in particular. According to Brown (2001):

Language and culture are intricately intertwined. Any time you successfully learn a language, you will also learn something of the culture of the speakers of that language.

This principle focuses on the complex interconnection of language and culture:

Whenever you teach a language, you also teach a complex system of cultural customs, values, and ways of thinking, feeling, and acting. (p. 64)

Some applications that can be done in the classroom are the following:

- Discuss cross-cultural differences with your students, emphasizing that no culture is “better” than another, but that cross-cultural understanding is an important facet of learning a language.
- Include among your techniques certain activities and material that illustrate the connection between languages and culture.
- Teach your students the cultural connotations, especially the sociolinguistic aspects, of language.
- Screen your techniques for material that may be culturally offensive.
- Make explicit to your students what you may take for granted in your own culture. (Brown, 2001, p. 64)

The understanding of cultural phenomena that affect foreign language learning can be very useful to reinforce effective communication in a foreign language from the principle of identity formed through the use of the mother tongue.

2.2.2. Linguistics Principles

These principles of language learning and teaching focus on the language itself and how students deal with these complex linguistic systems (Brown, 2001). The linguistic principles are *The Native Language Effect, Interlanguage, and Communicative Competence*.

2.2.2.1. The Native Language Effect

In the case of the first language, learning is unconscious and spontaneous, while in the case of the second language, learning is carried out through instruction, understood as planning of learning and teaching, with a specific methodology and with specific exercises and activities to achieve certain objectives. For example, in the case of children, they may acquire a greater competence of the second language in the long term, because learning develops unconsciously. In contrast, adults get more specific knowledge of grammatical rules, but they fail in the proper use of the language due to the lack of integration of that knowledge. Therefore, learning a second language for adults sometimes becomes continuous learning and readjustment of prior knowledge (Native Language). According to Brown (2001):

The majority of a learner's errors in producing the second language, especially in the beginning levels, stem from the learner's assumption that the target language operates like the native language. (...) The facilitating effects of the native language are surely as powerful in the process, or more so, even though they are less observable. (pp. 65-66)

According to Brown (2001), some classroom suggestions stemming from the Native Language Effect:

1. Regard learners' errors as important windows to their underlying system and provide appropriate feedback on them. Errors of native language interference may be repaired by acquainting the learner with the native language cause of the error.
2. Ideally, every successful learner will hold on to the facilitating effects of the native and discard the interference. Help your students to understand that not everything about their native language system will cause error.
3. Thinking directly in the target language usually helps to minimize interference errors. Try to coax students into thinking in the second language instead of resorting to translation as they comprehend and produce language. An occasional translation of a word or phrase can actually be helpful, especially for adults, but direct use of the second language will help to avoid the first language "crutch" syndrome. (p. 66)

It is important to understand the processes of acquisition of the mother tongue and see the similarities that exist with the processes of acquisition of the second language so that teaching professionals apply more useful and beneficial practices with their students and obtain more satisfactory results.

2.2.2.2. Interlanguage

Second language learners usually follow a systematic process, during which they need feedback (teacher, peers, and self) to eliminate logical errors and achieve competence.

According to Brown (2001),

Second-language learners tend to go through a systematic or quasi-systematic development process as they move towards complete proficiency in the target language. The successful development of interlanguage is partially the result of the use of comments from others. (p.67)

Interlanguage, in fact, is the kind of language produced by second language students who are in the process of learning a language. However, Brown (2001) points out a series of aspects to be taken into account in this regard.

While the interlanguage of second language learners varies considerably between systematic and unsystematic linguistic forms and underlying rules, one important concept for the teacher to bear in mind is at least some of the learner's language may indeed be systematic. In other words, in the mind's eye of learners, a good deal of what they say or comprehend may be logically "correct" even though, from the standpoint of a native speaker's competence, its use is incorrect. (p. 67)

There is a continuum process from the source language through successive learning stages to the acquisition of the target language. This process is marked at every stage by systemic influence from the source language. It also represents an accretion of elements from the target language. According to Brown (2001), there are general classroom implications deserve the attention:

- Try to distinguish between a student's systematic interlanguage errors and other errors; the former will probably have a logical source that the student can become aware of.
- Teachers need to exercise some tolerance for certain Interlanguage forms that may arise out of a student's logical developmental process.
- Don't make a student feel stupid because of an interlanguage error, quietly point out the logic of the erroneous form.
- Your classroom feedback to students should give them the message that mistakes are not "bad" but that most mistakes are good indicators that innate language acquisition abilities are alive and well. Mistakes are often indicators of aspects of the new language that are still developing.
- Try to get students to self-correct selected errors; the ability to self-correct may indicate readiness to use that form correctly and regularly.
- In your feedback on students' linguistic output, make sure that you provide ample affective feedback – verbal or nonverbal – to encourage them to speak.
- As you make a judicious selection of which errors to treat, do so with kindness and empathy so that the student will not feel thwarted in future attempts to speak. (p. 68)

2.2.2.3. Communicative Competence

Communicative competence is the most important linguistic principle of learning and teaching. According to Brown (2001):

Communicative goals are best achieved by paying due attention to the use of language and not only to use, to fluency and not only to the accuracy of the language and authentic contexts, and to the eventual need of students to apply classroom learning. to contexts not tested in the real world. (p. 69)

Since the objective in the classroom is the possibility that the person can communicate in the language they are learning, in this process attention must be paid to the grammar, but without neglecting other important components. It must ensure that students have the opportunity to gain fluency in English, without having to be constantly careful with small mistakes.

Although there are many applications of the principle in the language classroom, Brown (2001) considers it important to consider the following "rules" of teaching in the classroom:

- Remember that grammatical explanations of drills of exercises are only part of a lesson or curriculum; give grammar some attentions, but do not neglect the other important components (e.g., functional, sociolinguistic, psychomotor, and strategic).
- Some of the pragmatic (functional and sociolinguistic) aspects of language are very subtle and therefore very difficult. Make sure your lesson aims to teach such subtlety.
- In your enthusiasm for teaching functional and sociolinguistic aspects of language, do not forget that the psychomotor skills (pronunciation) are an important

component of both. Intonation alone conveys a great deal of pragmatic information.

- Make sure that your students have opportunities to gain some fluency in English without having to be constantly wary of little mistakes. They can work on errors some other time.
- Try to keep every technique that you use as authentic as possible: use language that students will actually encounter in the real world and provide genuine, not rote, techniques for the actual conveyance of information of interest.
- Some day your students will no longer be in your classroom. Make sure you are preparing them to be independent learners and manipulators of language “out there”. (pp. 69-70)

2.3. Speaking skill

For learners develop oral expression is of great importance because when they have a good performance within this ability certain affective principles can grow, this is because in our society a person who speaks and masters a second language is highly valued; which can result in better employment options and quality of life in general. The student who presents some difficulty to express himself orally is someone who will feel unmotivated, regardless if he has a good performance in other skills, all this because our society immersed in a globalized world is increasingly demanding of people who speak a second language.

Oral ability is strongly linked to auditory ability, but the auditory ability is less stressful for a student than oral ability. When the learner listens to a dialogue he remains passive-receptive trying to analyze what he hears, but when the student has to speak or express

ideas, it is at the moment, and there is not much time to think what he means, in this skill, the student is highly active and that is why sometimes he is intimidated when he sees that he does not have a good fluency in the language, this may be due to problems of pronunciation, vocabulary, grammar or simply does not understand the indications that are given by the teacher in a second language.

Therefore, it is necessary that the teacher can help his students by constantly motivating them not to feel afraid to express themselves orally and to tell them that it is normal for a person who is making mistakes to make mistakes.

2.3.1. Definition

The ability to speak is an oral expression in a language, interest to manifest the individual's feelings, according to Burns and Joyce cited by Torcky (2006) Speaking [...] is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (p. 30). Through this skill of speech, oral information can be transmitted using the same code, with this skill the practice is important to improve the vocabulary of students throughout the formation process.

2.3.2. Development

How does an adult acquire a second language? The problem arises with the presumption that an adult acquires a second language in the way a child acquires a first language. This leads one to wonder why, if both children and adults have access to the same Language Acquisition Device, adults do not learn a language as easily, and in the same amount of time, as a child does. Because “[Lenneberg] suggested that between the age of two

and puberty the human brain shows the plasticity, which allows a child to acquire his first language” (Klein cited by Navarro, 2009, p. 123). The development or acquisition process of the language is carried out in the early stages of a child while an adult is not in an initial stage with respect to the language. If both children and adults no acquire a language in the same way, what are the implications for a classroom?

Assuming that adults can acquire a language in the same way as a child, the teacher's task in the classroom will be to provide comprehensible input, not teach. It would seem that if a child acquires his native language by hearing that language a lot, and without thinking about it, the child would gradually assimilate it until he uses it efficiently.

But, in relation to adults, the traditional approach is more grammatical and analytical. Due to the cognitive abilities of this type of learners, the explicit teaching of grammar has been very widespread. In this context, the teacher focuses more on the teaching of some content than on the importance of learning itself, so the student occupies a second plane in the methodology, related to this Brewster, Ellis, and Girard cited by Navarro (2009) comments that "the teacher is like a driver, [...] the teacher controls the actions in the classroom, does a lot of the talking by explaining, giving directions and asking lots of questions which pupils answer" (pp. 123-124)

In the same way, this implies that an adult who moves to another country follows the same process. If that is the case, then all the teachers have to do is expose their students to the language, and the acquisition will take place. This means that teachers neither have to teach nor that students have to learn. According to Klein cited by Navarro (2009) “one difference between first and second language acquisition is that the former is an intrinsic component of a child’s overall cognitive and social development, whereas in second language acquisition this development has already been more or less completed” (p. 122)

Therefore, adults who come to classes are in a different situation from children who acquire their first language, adults who do not acquire the language while they are actually living in a community in which the language is spoken. In this way, it is possible to specify that most adults do not have the time to pick up the language gradually as a child does, therefore, students can benefit from a conscious and constant learning process.

2.3.3. Learning Strategies

There are six learning strategies:

- ***Cognitive strategies*** are related to the manipulation of language material directly, through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganization of information for the development of schemes (structures of knowledge), practicing in naturalistic settings, and practicing structures and sounds formally. (Oxford, 2003)
- ***Metacognitive strategies*** are related to the person's ability to identify their own preferences and needs for learning style, the ability to plan for an L2 task, collect and organize materials, organize a study space and a calendar, monitor errors, evaluate the success of a task and evaluate the success of any type of learning strategy, all these strategies are employed to manage the learning process in general. (Oxford, 2003)
- ***Memory-related strategies*** allow students to link one L2 element or concept to another, allow students to learn and retrieve information in an ordered chain, recovery through sounds, images, a combination of sounds and images, movement of the body, mechanical means or location. (Oxford, 2003)

- *Compensatory strategies* allow the learner to recover the knowledge that is missing. These compensatory strategies are used to speak and write, which are intended only for the use of language and should not be considered strategies of language learning (guess the context when listening and read, use synonyms, use gestures or pause). (Oxford, 2003)
- *Affective strategies* allow the student to identify the mood and level of anxiety, talk about feelings, reward themselves for good performance and use deep breathing or positive self-esteem. (Oxford, 2003)
- *Social strategies* help the student to work with others and understand the target culture, as well as the language, through the elaboration of questions to obtain verification, ask for clarifications, ask for help to perform a language task, talk with a partner of native conversation and explore cultural and social norms. (Oxford, 2003)

2.3.4. Assessment

The assessment is today perhaps one of the issues with greater prominence in the educational field, and because it is not a new issue at all, but because administrators, educators, parents, students and the whole society as a whole, are more aware than ever of the importance and repercussions of evaluating or being evaluated.

However, the first aspect to clarify regarding the evaluation in the classroom is to understand what "assessment" means and how it differs from what is known as a "test".

According to Brown (2001)

A test is an instrument or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified criteria. Tests are almost always identifiable time periods in a curriculum when learners muster all their faculties peak performance, knowing that their responses are being measured and evaluated. Tests can be useful devices among other procedures and tasks designed to assess students. The assessment encompasses a much wider domain than tests. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher makes an assessment of the student's performance. Written work – from a jotted-down phrase to formal essays to journals – is performance that ultimately is assessed by self, teacher, and possibly other students. Reading and listening activities usually require some sort of productive performance that the teacher then assesses. A good teacher never ceases to assess students, whether those assessments is incidental or intended. (pp. 401-402)

In this way, assessment, by actually prescribing the objectives of education, determines, to a large extent, what students learn and how they learn it, what teachers teach and how they teach it, the contents and methods; in other words, the product and the process of education, consciously or unconsciously, the educational activity of students and teachers are to some degree channeled by the assessment. Consequently, Brown (2001) comments “[...] you might be thinking, if you make assessments every time you teach something in the classroom, does all “teaching” involves assessment? The answer is qualified “yes”.” (p. 402) Certainly, during practical informal activities, teachers are offering some feedback, and it would be unwise not to admit that this is a form of evaluation. The best thing to do is to distinguish the informal evaluation, which is involved in all the incidental and unplanned

evaluation training, and in the feedback on the tasks designed to obtain the performance, but not for the purpose of registering results and making fixed judgments about the competition. of a student.

Informal evaluation is called formative evaluation: it is to evaluate students in the process of "training" their skills and abilities to help them continue that process of growth. Formative evaluation often involves observing the learning process, as opposed to the product. On the other hand, a formal evaluation is usually called summative: they are exercises or experiences specifically designed to take advantage of a store of skills and knowledge, generally within a relatively short time limit. They are systematic and planned sampling techniques, built to give teachers and students evaluation of student performance, this type of evaluation tends to focus on the products of learning: an objectively observable performance that can be evaluated somewhat independently of the process that a student has gone through to reach the final product. It should be added that most formal evaluations are what we normally call tests. (Brown, 2001)

CHAPTER III

METHODOLOGICAL FRAMEWORK

Research is a rigorous and systematic process, which aims to solve problems, ensuring the production of knowledge or finding solutions. Therefore, in this chapter, the methodological aspects underlying the research will be presented, namely the type of research subjects, sources of information, data collection instruments, validation of instruments, the phases of research, and operationalization of the objectives.

3.1. Research Approach: Mixed (Qualitative – Quantitative)

The approach used for this research is mixed, Qualitative – Quantitative. According to Baptista, Fernández, and Hernández (2010) the mixed approach or mixed research is:

(...) The systematic integration of quantitative and qualitative methods in a single study in order to obtain a more complex “photograph” of the **phenomenon**. These can be combined in such a way that the quantitative and qualitative approaches retain their original structures and procedures ("part of the mixed methods"). Alternatively, these methods can be adapted, altered or synthesized to conduct research and deal with the costs of the study ("modified form of mixed methods"). (p. 546)

Therefore, it can be indicated that the mixed methods are combined at least in a quantitative and a qualitative component in the same study or research. With this, it can be clarified that neither approach is better than the other, they only constitute different approaches to the study of a **phenomenon**, and that the controversy between the two visions has been incorrect and unnecessary. Therefore, it can be bluntly pointed out that a **phenomenon** can be approached from these two perspectives.

However, all phenomena are so complex and diverse that the use of a single approach, both quantitative and qualitative, is insufficient to deal with that complexity presented by the **phenomena**. Also, the mixed approach has a number of advantages: First, it achieves a broader and deeper perspective of the **phenomenon**. Second, it produces more significant and varied data. Third, it develops theoretical creativity through the diversity of procedures. Fourth, its inquiries are more dynamic. Fifth, it more solidly supports scientific inferences. Sixth, it allows a "better exploration and exploitation" of the data. Finally, it allows opportunities to develop new research skills or competencies (Baptista, Fernández, and Hernández, 2010).

3.1.1. Mixed design: Sequential Exploratory Design (Comparative Exploratory Design)

For the purposes of this investigation, a Sequential Exploratory Design will be used. According to Baptista, Fernández, and Hernández (2010), the Sequential Exploratory Design "implies an initial phase of collection and analysis of qualitative data followed by another where quantitative data is collected and analyzed" (p. 564). The Sequential Exploratory Design has two modalities: derivative and comparative. In this case, the modality chosen as part of the design is the Comparative Sequential Exploratory Design. According to Barrantes (2013), the Comparative Sequential Exploratory Design "in whose first phase, qualitative data is collected and analyzed, to explore a problem and develop a database; and then, quantitative data is collected and analyzed, and another database is developed" (p. 247). Therefore, an explanation of each approach and the techniques that will be used for the development of the **phenomenon** investigation should be made.

3.1.2. Qualitative Approach

Starting from a phenomenological paradigm, one works under a qualitative approach, which is characterized precisely by its perspective and purpose rather than by the procedure carried out; since its methodology then allows an approach to the study population, getting to know and see the situations from their own perspectives (Pérez, 2000). Thus, from this approach, Pérez (2000) points out that “it tries to penetrate with a rigorous and systematic character in the phenomena of daily life, explore them, analyze them, and reflect on them to show their complexity” (p. 25), which facilitates the interpretation of the facts.

As García, Gil, and Rodríguez (1999) mention, this type of research “seeks to know the meanings that individuals give to their experience, the important thing is to apprehend the process of interpretation by which people define their world and act accordingly. The phenomenologist tries to see things from the point of view of other people, describing, understanding and interpreting” (p. 42). Therefore, this approach allows an approach to the subject in a specific population, exploring, and knowing the aspects that make up your reality. This is important, since after this approach you can really understand and relate your experiences with what theorists pose about this subject; to finally perform an analysis and determine conclusions about it.

The tasks and the meaning of phenomenology are summarized according to Van Manen (cited by Mélich, 1994) as follows:

- The phenomenological research is the study of vital experience, the world, and everyday life.
- It is the explanation of the **phenomena** given to consciousness. Being aware implies a transitivity, an intentionality.

- The phenomenological research is the study of essences.
- It is the description of the lived, existential meanings. Phenomenology seeks to explain the meanings in which we are immersed in our daily lives.
- It is the scientific-human study of **phenomena**.
- It is the attentive practice of meditations.
- It is the exploration of the meaning of the human being: what is being in the world?

Since this approach seeks to discover what is related to the vital experience, to know the elements that affect it, and the relationship that exists between the environment and the human being, it can be deepened to analyze the sense of the existence of people, not merely stay in the results of an investigation, but approach to understand and extract knowledge from of the various situations that life presents.

3.1.3. Quantitative Approach

The quantitative approach, which aims to collect, process, and analyze data variables or questions, using the method of causal correlational analysis, giving importance to the measurable; the researcher not involved with the problem, analyzes it from the outside, allowing you to have greater neutrality and objectivity. Briones (2002) states that the quantitative "(...) research is directly based on the explanatory paradigm. This paradigm (...) preferably uses the quantitative or quantifiable information to describe or try to explain the phenomena studied in the ways it can be done at the level of logical structure (...)" (p. 17)

In the quantitative approach, it is allowed to formulate hypotheses about the problem being studied and different tools such as statistics are used to analyze reality. Hernández, Fernández, and Baptista (2010) indicate that quantitative research,

(...) is sequential and probative. Each stage precedes the next (...) order is strict, but, of course, can redefine any phase. Part of an idea that limited and, once defined, objectives and research questions are derived, literature is reviewed and a framework or theoretical perspective is constructed. Questions are set hypotheses and determine variables; a plan for testing (design) develops; variables are measured in a given context; the measurements obtained are analyzed (often using statistical methods), and a number of conclusions regarding the set (s) hypothesis. (p. 4)

Together Blaxter, Hughes, and Tight (2002) emphasize that quantitative research “(...) as the term suggests, it is for the collection and analysis of data numerically. It tends to put the emphasis on representative data sets and relatively large-scale and often, we believe, erroneously presents it or perceived as a simple assembly of the facts” (p. 10). This approach is useful because the researcher is considered to be more objective in relation to the findings of the investigation. In addition, it can be used to test hypotheses for its ability to measure data using statistics.

Accordingly, the scope of the research is descriptive. Baptista, Fernandez, and Hernandez (2010) state that,

Descriptive studies seek to specify the properties, characteristics, and profiles of individuals, groups, communities, processes, objects or any other phenomenon subject

to analysis. That is only intended to measure or collect information independently or jointly on the concepts or variables to which they relate, i.e. its aim is not to indicate how they relate. (p. 80)

The usefulness of descriptive studies is the ability to accurately display the dimensions of a phenomenon, event, community, context, or situation. The investigator should be able to clarify and define what is measured and what or who the data (Baptista et al, 2010) will be collected.

In the quantitative approach, the researcher uses his designs to analyze the certainty of the hypotheses formulated in a particular context or to provide evidence regarding the guidelines of the research (if there are no hypotheses) (p.128). Consequently, for the purposes of this research, a non-experimental, transectional or transversal, correlational-causal design is chosen. As Baptista et al (2014) point out, the non-experimental research,

It could be defined as the research that is carried out without deliberately manipulating variables. That is, these are studies in which we do not intentionally vary the independent variables to see their effect on other variables. What we do in non-experimental research is to observe phenomena as they occur in their natural context, to analyze them (The SAGE Glossary of the Social and Behavioral Sciences, 2009b) (p. 152)

Similarly, non-experimental designs are subdivided into longitudinal and transectional or transverse designs. Transectional or cross-sectional research designs collect data in a single moment, in a single time (Liu, 2008 and Tucker, 2004). Its purpose is to describe variables and

analyze their incidence and interrelation at a given time. It is like "taking a picture" of something that happens (Baptista et al.2014, p. 154). Consequently, in order to make the design even more explicit, it is important to point out that the research is transectional correlational-causal. In this regard, Baptista et al (2014) "A correlational-causal design can be limited to two categories, concepts or variables, or even encompass such complex models or structures. [...]" (p. 158)

3.2. Information Sources

3.2.1. Study Population

The first source of information for the realization of this work is the eighth graders at Colegio Nocturno de Cartago, besides such study will be carried out during the English classes in the second term of 2019. In the same way. depending on the level of information provided by the information sources, they can be primary or secondary.

3.2.2. Primary Sources

The primary sources contain new and original information, the result of intellectual work. They are primary documents: books, scientific and entertainment magazines, newspapers, newspapers, official documents of public institutions, technical and research reports from public or private institutions, patents, technical standards. Primary sources provide testimony or direct evidence on the research topic, are written during the time being studied or by the person directly involved in the event and offer a point of view from inside the particular event or period of time that is being studied.

3.2.3. Secondary Sources

Secondary sources contain organized, elaborated information, the product of analysis, extraction or reorganization that refers to original primary documents. They are secondary sources: encyclopedias, anthologies, directories, books or articles that interpret other works or investigations. The registration of sources of information in academic work supports the activity of research and serves as a basis to establish premises that argue the questions of scientific or professional criticism.

3.3. Analysis of Categories

3.3.1. Qualitative Procedure

3.3.1.1. Discovery in process

The data analysis is a process in continuous progress; so that even the first steps of it could be taken as information collected, they can be taken in parallel, each of them with their own activities and procedures. In this way, it can be ensured that both, data collection and analysis, are interwoven in the process. Now, in order to perform the analysis of the data obtained, the analysis in progress was used, which according to Taylor and Bogdan (1992), it is broken down into three stages:

1. Discovery in progress. At this stage, the data obtained from the focus groups and the in-depth interviews were examined in an exhaustive and detailed manner, paying attention to all the information that emerged.
2. Data coding. According to Taylor and Bogdan (1992), "coding is a systematic way of developing and refining the interpretations of the data" (p. 167). In this stage, the information or data obtained is coded into different categories, gathering them at points of analysis and developing or refining the essentials. Once the information

was coded in detail, the interpretation and deep analysis of it were carried out, confronting the findings with the theory and generating results and conclusions of the study performed.

3. Relativization of discoveries. This stage corresponds to the validation that should be given to the data and to the study prepared, so that it has credibility.

3.3.2. Quantitative Procedure

3.3.2.1. Operationalization of the objectives

The following tables present the operationalization of the objectives proposed to fulfill the research work. This operationalization covers the following aspects: category of analysis, conceptual and operational definition, indicators and instruments for gathering information.

Table 1
Specific Objective 1

| | |
|--------------------|--|
| General Objective | To analyze the influence of the affective and linguistic principles in the development of the speaking skill in eighth-grade students Colegio Nocturno de Cartago during the English Classes in the second term of 2019. |
| Specific Objective | To recognize the influence of the Language Ego, the Self-Confidence, the Risk-Taking and the Language-Culture Connection in the development of the speaking skill. |
| Analysis Category | Language Ego, Self-Confidence, Risk-Taking, and Language-Culture Connection |

| | |
|-------------------------|--|
| Conceptual definition | Principles that are characterized by a large proportion of emotional involvement. (...) feelings about oneself, about relationships in a community of learners and about the emotional links between language and culture. (Brown, 2000) |
| Operational Definition: | For purposes of the present work, it will be understood as factors those that are characterized by a large proportion of emotional involvement. |
| Indicators: | <ul style="list-style-type: none"> • Language Ego • Self-Confidence • Risk-Taking • Language-Culture Connection |
| Instrumentation: | Self-administered questionnaire: ítems 1-15 |

Table 2**Specific Objective 2**

| | |
|--------------------|---|
| General Objective | To analyze the influence of the affective and linguistic principles in the development of the speaking skill in eighth-grade students at Colegio Nocturno de Cartago during the English Classes in the second term of 2019. |
| Specific Objective | To recognize the influence of the Native Language Effect, the Interlanguage and the Communicative Competence in the development of the speaking skill. |
| Analysis Category | Linguistics principles: Native Language Effect, Interlanguage, and Communicative Competence. |

| | |
|------------------------|---|
| Conceptual definition | Linguistics principles: Principles centered on language itself and on how learners deal with these complex linguistic systems. (Brown, 2000) |
| Operational definition | For the purposes of the present work, it will be understood as linguistics principles, the whole centers on language itself and on how learners deal with these complex linguistic systems. |
| Indicators: | <ul style="list-style-type: none"> • Native Language Effect • Interlanguage • Communicative Competence |
| Instrumentation: | Self-administered questionnaire: ítems 16-20 |

Table 3**Specific Objective 3**

| | |
|------------------------|---|
| General Objective: | To analyze the influence of the affective and linguistic principles in the development of the speaking skill in eighth-grade students at Colegio Nocturno de Cartago during the English Classes in the second term of 2019. |
| Specific Objective: | To evaluate whether the improvement in affective and linguistic principles influences the development of speaking skills. |
| Analysis Category: | Influences over the development of speaking skills |
| Conceptual definition: | Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 2000). |

| | |
|----------------------------|--|
| Operational Definition: | For purposes of the present work, it will be understood as speaking skills how the interactive process of constructing meaning that involves producing and receiving and processing information. |
| Indicators: | <p>Affective principles</p> <p><u>Language Ego</u>: (1) Shows openly a supportive attitude to their students. (2) Choice of techniques and sequences of cognitively challenging techniques. (3) Take into account the language of the students.</p> <p><u>Self-Confidence</u>: (1) Provide broad verbal and non-verbal guarantees to students to affirm their belief in their ability. (2) Use of sequence techniques.</p> <p><u>Risk-Taking</u>: (1) Creating an atmosphere in the classroom that encourages students to test languages. (2) Provide reasonable challenges in the techniques. (3) Understanding the taking of calculated risks. (4) Response to the students' attempts with a positive affirmation.</p> <p><u>Language-Culture Connection</u>: (1) Discussion of intercultural differences with students. (2) Inclusion among the techniques of certain activities and material that illustrates the connection between language and culture. (3) Teaching students, the cultural connotations, especially the sociolinguistic aspects, of language. (4) Take care that the techniques do not contain culturally offensive material.</p> <p>Linguistic Principles</p> |

| | |
|--|---|
| | <p><u>The Native Language Effect</u>: (1) Provide appropriate comments on interference errors in the native language. (2) Help students understand that not everything related to their native language system will cause errors. (3) Convince students to think directly in the target language to minimize interference errors.</p> <p><u>Interlanguage</u>: (1) Try to distinguish between a student's systematic interlanguage errors and other errors. (2) Tolerance for certain forms of interlanguage that may arise from the logical development process of a student. (3) Quietly point out the logic of the wrong form of interlanguage. (4) Understand that mistakes are not "bad," as most errors are good indicators that innate language acquisition skills are in process. (5) Correct the students' selected errors. (6) About the students' linguistic results, one must ensure that they provide a wide emotional response, verbal or non-verbal, to encourage them to speak. (7) Make a judicious selection of the errors to be dealt with, doing it with kindness and empathy, so that the student does not feel frustrated in future attempts to speak.</p> <p><u>Communicative Competence</u>: (1) Pay attention to grammar, without neglecting other important components (e.g., functional, sociolinguistic, psychomotor, and strategic). (2) Subtly teach the pragmatic aspects (functional and sociolinguistic). (3) Remember the psychomotor skills (pronunciation). (4) Ensure that students have the opportunity to gain</p> |
|--|---|

| | |
|------------------|---|
| | fluency in English without having to constantly beware of small mistakes. (5) Ensure that students are prepared to be self-taught. |
| Instrumentation: | Self-administered questionnaire: items 21-48 |

3.4. Data Collection Instruments

After the appropriate research design and population have been selected according to the study problem, the next step is to collect the appropriate data or information about the attributes, concepts, or variables of the sampling/analysis units or cases (participants, groups, phenomena, processes, organizations, etc.) (Baptista et al., 2014). The techniques chosen for the collection of information are an unstructured observation and a survey (through a self-administered questionnaire).

3.4.1. Qualitative Technique: Unstructured observation

The observation through the senses is the oldest method used by researchers to describe and understand nature and the human being. The observation aims to describe, explain, understand, and discover patterns. It is an instrument that is given to the human being, which uses the information that the senses capture and allows learning. Scientific observation is the first step of the scientific method.

For purposes of this investigation, an unstructured observation, a resource is taken from the qualitative research, but adjusted to the needs of this process of inquiry, will be carried out. This type of observation is made when the problem is not very limited and it is desired to make an exploratory or diagnostic observation, where the variability of information, **phenomena**, and behaviors that may be of interest for the purpose of the investigation is sought (Taylor and Bogdan, 1992). In this observation, the researcher seeks to find from the

very basic information of the context to significant aspects related to the research according to the criteria of the researcher.

3.4.2. Quantitative Technique: The survey

The survey is defined by Rojas (as cited by Martinez, 2004) as "(...) a technique to obtaining empirical information on certain variables they want investigated to make a descriptive analysis of the problems or phenomena (...)." (p. 21) for various reasons, the technical survey is undoubtedly the quantitative information gathering technique most widely known and used by researchers.

Consequently, La Torre, Llatas, Odar, Paico, and Rojas (2007) point out that the survey "(...) is one of the most commonly used in social science research tools. For its implementation, the survey uses questionnaires as the main means of obtaining information. Thus, surveys can be performed for the individual respondent process itself answers on paper" (p. 8).

The survey conducted for the purpose of this investigation is classified as partial, because it does not cover all the statistics that make up the collective units; direct, because the statistical unit is observed through the proposed research recorded in the questionnaire; and about facts, since it is performed on events that have already occurred (La Torre et al, 2007).

Accordingly, the questionnaire is self-administered because the instrument is delivered to the participant and he responds directly. It is important to note that due to the low level of English that the study population has and in order to obtain the most accurate information possible, the questionnaire is implemented in Spanish.

3.4.3. Validation of instruments

For the validation of the instrument, it is exposed to the review of experts, professionals in the field (professors of the International University of the Americas) to ensure its relevance.

3.4.4. Probabilistic sampling: Cluster Sampling

Probabilistic sampling represents a type of statistical sample, but in this case, the method focuses on analyzing and studying specific groups of the statistical population by using random selection. In addition, probabilistic sampling has as the main requirement that the population studied, have an equal opportunity to be selected.

For the purposes of the present investigation, the type of probabilistic sampling selected is the Cluster Sampling, which according to Hernández (2012) , "In the sampling of clusters the sample of units of a population is selected not by extracting the units individually, but in groups of units called conglomerates" (p. 18). It is also important to indicate that five students from each of the six eighth grade groups assigned to the research will take the questionnaire.

3.5. Collection Data Process and Data Analysis

To carry out the research, the structure established by Barrantes (2006) was followed, which establishes the following phases.

3.5.1. Preparatory Phase

This is the first phase of the investigation, from which the concerns and questions that aim to guide the entire process emerge. This phase is composed of two stages and its final product is the research project.

Reflective Stage. This stage refers to the moments in which the questions on the subject were generated and where the justification for the decision to carry out the work was born. Once this process is completed, Barrantes (2006) mentions that "the researcher can have the theoretical framework that he will finish developing during the course of the investigation" (p. 150); in this section the concepts that support the research, the existing relationship between them and the theoretical foundation or justification of the different authors dealing with the subject was developed, for which a bibliographic search was carried out in different libraries: Universidad de Costa Rica Library, Universidad Nacional Library, Universidad Internacional de las Américas Library, National Library; in addition, electronic sources were reviewed in both Spanish and English, from which those that were considered pertinent were selected, as well as summaries that supported and facilitated the conformation of the theoretical framework, this being the final objective of this stage. Once the main elements were defined, the research was designed.

Stage of Research Design. For Barrantes (2006) this phase is "an attempt to bring order to the set of **phenomena** in such a way that it makes sense and can communicate this way to others" (p. 151); that is, it gives a logical order to all the information that gives structure to the research and action in the successive phases. At first, the work that guides the steps to be followed in the investigation is planned; the design scheme based on Barrantes (2006) is made, and then completed with the information obtained in the previous phase. Subsequently,

the information will be provided to the tutor, so that it can be reviewed and approved in order to start the next phase: fieldwork.

3.5.2. The phase of fieldwork

Once the previous phase is concluded, the researcher has sufficient inputs to enter the field and start the data collection process, this being the final product of this phase, which is composed of two stages.

Access to the field. This is the process by which the researcher accesses the information. This is the stage in which authorization is requested to carry out the investigation in a specific place and time (Barrantes, 2006). MSc. Ricardo Torres, Principal of Colegio Nocturno de Cartago, will be contacted and will be informed about the procedure to be followed to obtain the entrance permits to the School, which consists in the delivery of a request letter. In this letter, the objectives of the investigation are detailed, as well as the schedule of activities, and participants.

Data Collect. It is the phase in which the techniques for data collection are applied to the population. During this one, the researcher must take into account fundamental aspects such as the duration of the chosen techniques; in addition, during this process, the researcher continues making important decisions and even modifying or redesigning the work already prepared (Barrantes, 2006).

CHAPTER IV

DATA ANALYSIS

In this chapter, the data analysis is presented and the results are reflected from the unstructured observation and the three categories that were previously established, such as the influence of the Language Ego, Self-Confidence, Risk-Taking, and Language-Culture Connection in the development of the speaking skill; the influence of the Native Language Effect, the Interlanguage and the Communicative Competence in the development of the speaking skill; and, the evaluation of whether the improvement in affective and linguistic principles influences the development of speech skills.

4.1. Introduction

Initially, an unstructured observation was made to the six eighth grade groups and it lasted two weeks. In addition, it was investigated with different officials and school authorities. Likewise, 30 questionnaires were delivered to students, specifically to 5 students of each group, these questionnaires are in the end those used in the realization of the present investigation.

The questionnaire applied consisted of three parts, which referred to the three major categories, such as: the influence of the Language Ego, Self-Confidence, Risk-Taking and Language-Culture Connection in the development of the speaking skill; the influence of the Native Language Effect, the Interlanguage and the Communicative Competence in the development of the speaking skill; and, The evaluation of whether the improvement in affective and linguistic principles influences the development of speech skills.

The data are presented below as follows: first, the analysis performed according to the observation made. Second, the analysis taking into account the most relevant information provided by the questionnaires according to the criteria of the students.

4.1.1 Observation analysis

4.1.1.1 General Information

Colegio Nocturno de Cartago is a public high school, part of the educational offer of the Ministry of Public Education of Costa Rica and belongs to the Regional Office of Education of Cartago. The school was founded in the 1940s, specifically in 1944. The precursors of the school were Monsignor Víctor Manuel Sanabria, Manuel Mora, Dr. Rafael Ángel Calderón, and Mr. José Figueres Ferrer.

The school has a population of around 1700 students enrolled, with an age range between 15 years old and older. The student population comes from all the regions of Cartago, inclusive some come from San José. Within the information obtained from the counselor of the eighth-grade level, the population is characterized by a large homosexual population and some transsexuals. This population is studying because they have failed in other systems and they have the dream to study, but due to several reasons they could not, for example, look after children, economic situations, health situations: epilepsy, depression, hip problems, gluten intolerance; situations that were not supported in the previous schools.

4.1.1.2 Population characteristics

The student population is characterized by a lot of absenteeism due to the change of work schedule, mothers who have no one to take care of their children, although they have the CEN-CINAI program; they also argue that their children are sick, a large number of reported

assaults, despite constant coordination with the public force. Also, there is a high consumption and sale of drugs, the school seeks to address this problem with preventive projects in coordination with IAFA, and through individual work sessions and with small groups. In general, the population has economic difficulties and with their academic projects, they seek to overcome their current condition.

The groups considered in the research are 8-4, 8-5, 8-6, 8-7, 8-8, and 8-9; which are distributed as follows:

Table 4

Students enrolled

| | Students enrolled | | | | | |
|---------------------------|-------------------|--------|-------|----------|--------|--------|
| | Initially | | | Actually | | |
| Groups | Male | Female | Total | Male | Female | Total |
| 8-4 | 20 | 18 | 38 | 9 | 9 | 18 |
| 8-5 | 18 | 19 | 37 | 11 | 15 | 26 |
| 8-6 | 20 | 21 | 41 | 13 | 12 | 25 |
| 8-7 | 21 | 25 | 46 | 15 | 17 | 32 |
| 8-8 | 18 | 26 | 44 | 10 | 16 | 26 |
| 8-9 | 21 | 21 | 42 | 11 | 16 | 27 |
| Total | 118 | 130 | 248 | 69 | 85 | 154 |
| Dropout percentage | | | | 41,52% | 34,61% | 37,90% |

These groups of students are characterized by being people who mostly work during the day and study at night; so they are people who have work schedules that make it difficult for them to study or prepare for their academic tasks, have bad study habits, and have not succeeded in other educational systems; therefore, their main need and interest is to improve

their economic life. Adults are characterized by being more disciplined, but, at the same time, they have greater cognitive difficulty, while young people are undisciplined, which prevents them from achieving academic goals; however, it can be indicated that in general, students remain in school.

This shows that despite the fact that the Costa Rican education system devotes a great number of resources to the teaching of a second language, particularly English, and learning is incorporated in all levels, the results do not reflect the national effort. The consequences of this poor performance are obvious. As it has been amply demonstrated, English is a factor that multiplies employment opportunities and fosters better wages; the young people who do not learn it, if they manage to enter the labor market, will have clear disadvantages. As a result, they see reduced opportunities for academic, personal, labor, and professional improvement. Since a foreign language competence is substantially lower among those coming from public education centers, the low quality of their teaching accentuates socioeconomic inequalities, with consequences that can last a lifetime.

4.1.1.3 Motivation

Although, they are very resilient people; it is important to note that students have many difficulties with the language in general, especially in English, since the instructions and the theory must be repeated several times. However, this does not ensure that they are understood, for which it is necessary to repeat and request them to explain it in their own words with the aim of evaluating if the content is being assimilated. It can be indicated that the knowledge in the language is almost null. Whereby, motivation in education is one of the essential aspects that must be taken into account in the education system, as it helps students to face the tasks and meet their challenges to achieve quality learning.

Consequently, several approaches to motivation have focused on cognitive behaviors, non-cognitive aspects, or both (Lai, 2011). According to Gottfried (as cited by Lai, 2011), academic motivation is, "The enjoyment of school learning characterized by an orientation of mastery, curiosity, persistence, task-endogeny, and the learning of challenging, difficult and novel tasks" (p. 5). Similarly, Turner (as cited by Lai, 2011) believes that motivation is synonymous with cognitive commitment, which he defines as, "voluntary uses of self-regulated high-level learning strategies, such as attention, connection, planning and monitoring" (p. 5), to which is added the great variety of personalities and life stories that are concentrated in the classroom of an educational institution.

Furthermore, motivation is the impulse to move people to the realization or achievement of a goal; as it is an important factor in the development and progress of students because they depend on this attitude and behavior in relation to the study and achievement of the acquisition of a foreign language. When used properly, motivation can become a beneficial and favorable tool for students, since achieving it increases or maintains performance in their studies. Broussard and Garrison (2004) broadly define motivation as, "The attribute that moves us to do or not to do something" (p. 106). Motivation implies an accumulation of beliefs, perceptions, values, interests, and actions that are closely related. Therefore, it is considered that motivation, in education, is one of the essential aspects that must be taken into account in the educational system, since it helps students to face the tasks and their challenges, which is necessary to achieve quality learning. The existence of a high interpersonal variability is the first question that must be taken into account when talking about motivation in education. That is, each student has a different motivational process. For this reason, there is no single strategy that motivates all students equally. Especially, when it comes to adults who acquire a second language.

As it is well known, in the classroom each student is different according to the internal factors and the reality that surrounds them. At the same time, each person has needs and interests and these end up determining the teaching-learning process, both inside and outside the classroom. As teachers of second languages, we must know in detail the role played by affectivity in learning. The set of personal factors that influence the learning of a second language has traditionally been classified into two variables: cognitive and affective. The latter covers all those phenomena that are related to the feelings, experiences, and emotions of the student (for example, mood, motivation or anxiety).

4.1.1.4 Teacher's methodology

Usually, regarding the methodology used, the teacher makes a masterful explanation of each topic and then performs practices found in the book. The level of instruction is basic, most of the lessons are mostly in Spanish since the bases and the knowledge of the students in the English language are very few. Therefore, the teacher argues that her lessons should be developed in this way in order to advance a little; otherwise, if she speaks only in English, the students would not understand anything and there would be little learning and much frustration due to the ephemeral understanding about it.

It is believed that after seeing it in class, the students have very low knowledge of the language, they require the acquisition of basic vocabulary, do not have effective management of the basic grammatical structures, do not have basic command management, greetings, and instructions in English. In addition, they feel a lot of worry, anxiety, fear, and resistance in relation to the language. Added to this, the series of problems around each student (family, economic, social, cognitive, and health) must be mentioned, as well as the short time of the lessons, due to poor institutional planning, disorder, constant and improvised meetings,

interruptions due to different institutional activities, as they hinder the normal development of the classes. It is considered that all skills must be developed, but due to the characteristics of the population, it should be given greater emphasis on writing and reading.

Therefore, the development of oral expression is of great importance for students because when they perform well within this capacity, certain affective principles can grow; since, in our society, a person who speaks and masters a second language is highly valued and this can result in better employment options and quality of life, in general. The student who does not acquire the ability to express himself orally is someone who will feel unmotivated, regardless of whether he has a good performance in the other skills. All this because our society is immersed in a globalized world that increasingly demands people who speak a second language.

The ability to speak is an oral expression in a language and interest to manifest the individual's feelings. According to Burns and Joyce (as cited by Torcky, 2006), Speaking [...] “is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking” (p. 30). Through this skill of speech, oral information can be transmitted using the same code, so practice is important to improve the vocabulary of students throughout the formation process. Oral ability is strongly linked to the auditory ability, but the auditory ability is less stressful for a student than the oral ability. Therefore, it is necessary that the teacher can help his students by constantly motivating them not to feel afraid to express themselves orally and to tell them that it is normal for a person to make mistakes.

4.1.1.5. Andragogy

Based on the observations made, the following statements can be generated. First, learning a foreign language in adulthood presents difficulties well-known to those who have gone through the experience. When these are not taken into account by those in charge of their linguistic training, the result is frustration and impotence on the part of all the participants in the process. The problem arises with the presumption that an adult acquires a second language in the way a child acquires a first language. According to Klein, "[Lenneberg] suggested that between the age of two years and puberty the human brain shows plasticity, which allows a child to acquire his first language" (cited by Navarro, 2009, p.123). The process of development or acquisition of a language takes place in the early stages of a child, while in adults is not in an initial stage with respect to language. If both, children and adults, do not acquire a language in the same way, the communication and performance needed in a foreign language of an adult require other demands in terms of time and skills to develop, as the oral methodology is not totally beneficial for an adult. The adult needs written help, in this case, the learning of a language that is not their own, as it is facilitated by written exercises and reading, but it that does not mean that you should not look for that skill to develop.

Second, motivation in adult education is one of the most important aspects that must be taken into account. A teacher who helps students to face the tasks and meet their challenges is necessary to achieve quality learning. All this is related to volition, a force of will, similar to consciousness, discipline, self-direction, ingenuity, and effort. In such a way that, motivation in behavior is mediated by volition. That is, motivation can lead to a decision to act, but the will is what determines whether those decisions are implemented. While motivation helps to determine the objectives, the will supports the management and execution of those objectives (Corno in Lai, 2011). Therefore, it is considered that there is no doubt that the affective aspect

in learning plays an important role; for this reason, it is necessary to recognize the initial attitudes and motivations with the desire of knowing their influence and evolution during learning.

Finally, the affective elements have a significant influence on adult learning, especially in the case of adults, and are intensified in the acquisition of another language because motivation is closely related to intrinsic value. Intrinsic motivation refers to the motivation that is animated by personal enjoyment, interest, or pleasure and is generally contrasted with extrinsic motivation, which is manipulated by contingencies of reinforcement (Guay et al., 2010).

4.1.2. Survey: Questionnaire

As follows, it can be found the data presented, taking into account the most relevant information provided by the questionnaires according to the criteria of the students. In the stages or categories of analysis, only the indicators that presented a relevance higher than 50% will be exposed according to the criteria of the people surveyed.

4.1.2.1. The influence of the Language Ego, the Self-Confidence, the Risk-Taking, and the Language-Culture Connection in the development of the speaking skill

In this section, the opinion of the students at Colegio Nocturno de Cartago is shown with respect to the influence of Language Ego, Self-Confidence, Risk-Taking, and Language-Culture Connection in the development of the speaking skill.

Table 5
The influence of the Language Ego, the Self-Confidence, the Risk-Taking, and the Language-Culture Connection in the development of the speaking skill.

| In relation to the influence of the Language Ego, the Self-Confidence, the Risk-Taking and the Language-Culture Connection in the development of the speaking skill. | Always | Sometimes | Never |
|---|---------------|------------------|--------------|
| Students to achieve good performance in learning in a language need to feel motivated. | 93,33% (28) | 6,66% (2) | - |
| All students of a second language should be treated with affection. | 56,66% (17) | 30% (9) | 13,33% (4) |
| In English classes, a double motivation must be given since the student has to develop in a language that does not dominate and in which he makes mistakes. | 66,66% (20) | 23,33% (7) | 10% (3) |
| It is important that the teacher helps the student to assimilate their mistakes and learn that it is something very common in anyone who learns a second language. | 93,33% (28) | 6,66% (2) | - |
| The student's learning, performance, and motivation are influenced by the teacher. | 50% (15) | 46,66% (14) | 3,33% (1) |
| As a student he/she dares to use and learn the second language. | 66,66% (20) | 26,66% (8) | 6,66% (2) |
| It is recommended that the student work in a friendly and relaxed environment. | 93,33% (28) | 6,66% (2) | - |
| The teacher must act as a motivator to create a good environment for the student to gain the confidence to participate. | 83,33% (25) | 13,33% (4) | 3,33% (1) |
| When you learn a second language, you also learn another culture, values, and ways of thinking, feeling and acting. | 63,33% (19) | 33,33% (10) | 3,33% (1) |

Source: Peraza, 2019. Questionnaire applied to students at Colegio Nocturno de Cartago.

For the purposes of this section, the analysis of the aspects that exceed the Arithmetic Mean will be made, which in the case of this study is 66.66%. In the above table, it can be seen the influence of Language Ego, Self-Confidence, Risk-Taking, and Language-Culture Connection in the development of the speaking skill, that 93.33% of the participants believed that students always need to feel motivated to achieve a good performance in learning in a language.

On the other hand, 66.66% of the population questioned, believe that always in English classes a double motivation should be given, since the student has to develop in a language that does not dominate and in which he/she makes mistakes. Likewise, 93.33% of the questioned population consider that it is always important that the teacher helps the student to assimilate their mistakes and learn that it is very common in anyone who learns a second language.

Also, 93.33% of the population questioned, believe that it is recommended that the student always works in a friendly and relaxed environment. Finally, 83.33% of the population surveyed indicated that the teacher must always act as a motivator to create a good environment for the student to gain the confidence to participate. Thus, students, especially adults, because they are very skilled, during the acquisition of a second language feel fragile because their linguistic defense mechanism is precarious, which leaves them emotionally with a feeling of total helplessness. According to Brown (2001), "The new" "language ego" intertwined with the second language can easily create in the student a sense of fragility, a defensive attitude, and an increase in inhibitions "(p. 61). The lack of words or structure can leave the person defenseless in the communication process, so it is important that all students of a second language be treated with affection.

This type of motivation is the force that drives things to happen and persist in realization. In the school context, motivation is based on the contents that are worked, how they are presented, the method that is used, and the activities that are carried out, among others. However, there is one aspect of motivation that has to do with goals that are sought or intended. All of them are complex learnings for the adult who is acquiring the language and the attitude of the teachers to these learnings must be to encourage him to learn, make him see what he is learning, make him see the progress he has made, assess the efforts, praise him

when he does something correctly, stimulate you to acquire new learning. Nevertheless, all this must be done respecting the pace of learning.

This is related to the student's ability to say "I can do it! " that is, it is related to self-esteem. The center, the basis of all learning, is the belief of the person in his ability to perform the task. According to Brown (2001), Self-Confidence can be summarized as the "Learners' belief that they indeed are fully capable of accomplishing a task is at least partially a factor in their eventual success in attaining the task" (p. 62). Some people need some encouragement at the end of a certain activity; that is, they need to receive a prize as a merit to their effort. In our English classes, motivation is fundamental to the learning process. In the teaching of a second language teachers must give a double motivation, since the student has to develop in a language that does not dominate and is not at the margin of making mistakes.

The learning of a second language requires a double challenge for the student, since he has to understand explanations in a language he does not know, in addition to having to express himself both, orally and in writing, without having any intervention in his language. For this reason, it is highly recommended that the student works within a cordial and relaxed environment. The teacher must always act as a motivator creating a good environment for the student to gain the confidence to participate. Most of the activities must be done in teams, since when working with their classmates, the student socializes, makes friends, and when seeing their classmates as friends it is more likely that the student has greater learning and acquires the confidence to participate, besides that each day will attend class with great motivation.

4.1.2.2. The influence of the Native Language Effect, the Interlanguage and the Communicative Competence in the development of the speaking skill

In this section, the opinion of the students at Colegio Nocturno de Cartago is shown with respect to the influence of Native Language Effect, Interlanguage, and Communicative Competence in the development of the speaking skill.

Table 6
The influence of the Native Language Effect, the Interlanguage and the Communicative Competence in the development of the speaking skill

| In relation to the influence of the Native Language Effect, the Interlanguage and the Communicative Competence in the development of the speaking skill | Always | Sometimes | Never |
|---|-------------|-------------|-----------|
| Learning a second language (English) for adults becomes continuous learning and readjustment of knowledge in relation to the native language (Spanish). | 60% (18) | 36,66% (11) | 3,33% (1) |
| For successful development, second language students require the comments and advice of others. | 50% (15) | 50% (15) | - |
| The goal in the classroom is the possibility that the person can communicate in the language they are learning, in this process, you must pay attention to grammar. | 56,66% (17) | 40% (12) | 3,33% (1) |

Source: Peraza, 2019. Questionnaire applied to students at Colegio Nocturno de Cartago.

In this section, it is not possible to analyze the aspects that exceed the Arithmetic Mean, which in the case of this study is 66.66%, since none of the statements exceeded 60%, the most significant aspects are retaken from 50%. In the previous table, it can be observed the influence of Native Language Effect, Interlanguage, and Communicative Competence in the

development of the speaking skill. 60% of the participants consider that always to learn a second language (English) for adults becomes a continuous learning and readjustment of knowledge in relation to the native language (Spanish). On the other hand, 50% of the questioned population consider that for successful development, second language students always require the comments and advice of others. Finally, 56.66% of the population surveyed indicate that the goal in the classroom is always the possibility that the person can communicate in the language they are learning, in this process you must pay attention to grammar.

In the case of the first language, learning is unconscious and spontaneous, while in the case of the second language, learning is carried out through instruction, understood as planning of learning and teaching, with a specific methodology and with specific exercises and activities to achieve certain objectives. Adults get more specific knowledge of grammatical rules, but they fail in the proper use of the language due to the lack of integration of that knowledge. Therefore, for adults to learn a second language sometimes becomes a continuous learning and readjustment of prior knowledge (Native Language). According to Brown (2001), “The majority of a learner’s errors in producing the second language, especially in beginning levels, stem from the learner’s assumption that the target language operates like the native language” (p. 65). There is a continuum process from the source language through successive learning stages to the acquisition of the target language. This process is marked at every stage by systemic influence from the source language. It also represents an accretion of elements from the target language.

4.1.2.3. Evaluation of whether the improvement in affective and linguistic principles influences the development of speech skills

In this section, the opinion of the students at Colegio Nocturno de Cartago is shown regarding the Evaluation of whether the improvement in affective and linguistic principles influences the development of speech skills.

Table 7
Evaluation of whether the improvement in affective and linguistic principles influences the development of speech skills

| In relation to the Evaluation of whether the improvement in affective and linguistic principles influences the development of speech skills | Always | Sometimes | Never |
|---|-------------|------------|-----------|
| The teacher shows a supportive attitude towards his students. | 86,66% (26) | 10% (3) | 3,33% (1) |
| The teacher takes into account the language of the students. | 83,33% (25) | 13,33% (4) | 3,33% (1) |
| The teacher uses sequence techniques (step by step). | 86,66% (26) | 13,33% (4) | - |
| The teacher creates a classroom environment that encourages students to try the language. | 80% (24) | 16,66% (5) | 3,33% (1) |
| The teacher provides reasonable challenges in the activities. | 70% (21) | 20% (6) | 10% (3) |
| The teacher responds to students' attempts with positive affirmations. | 83,33% (25) | 16,66% (5) | - |
| The teacher is careful that the activities do not contain culturally offensive material. | 83,33% (25) | 10% (3) | 6,66% (2) |
| The teacher provides appropriate comments to students about errors in the native language (Spanish). | 76,66% (23) | 20% (6) | 3,33% (1) |
| The teacher tries to distinguish between basic and important errors. | 80% (24) | 20% (6) | - |

| | | | |
|---|-------------|------------|-----------|
| The teacher is tolerant of mistakes made by students. | 83,33% (25) | 16,66% (5) | - |
| The teacher silently points out the logic of the mistakes made. | 76,66% (23) | 20% (6) | 3,33% (1) |
| The teacher understands that mistakes are not "bad." | 80% (24) | 20% (6) | - |
| The teacher corrects the mistakes of the students. | 80% (24) | 20% (6) | - |
| The teacher provides an emotional response, verbal or nonverbal, to encourage students to speak. | 70% (21) | 30% (9) | - |
| The teacher kindly treats mistakes so that the student does not feel frustrated when speaking in future attempts. | 90% (27) | 6,66% (2) | 3,33% (1) |
| The teacher pays attention to grammar, without neglecting other important components. | 86,66% (26) | 6,66% (2) | 6,66% (2) |
| The teacher subtly teaches the practical aspects of the language. | 93,33% (28) | 6,66% (2) | - |
| The teacher corrects pronunciation. | 96,66% (29) | 3,33% (1) | - |
| The teacher wants students to have the opportunity to gain fluency in English. | 90% (27) | 6,66% (2) | 3,33% (1) |
| The teacher wants students to be prepared to learn for themselves. | 86,66% (26) | 6,66% (2) | 6,66% (2) |

Source: Peraza, 2019. Questionnaire applied to students at Colegio Nocturno de Cartago.

In relation to the previous table, it can be pointed out with respect to the most significant aspects of Language Ego that 86.66% of the population surveyed consider that the teacher always shows a supportive attitude towards their students. In addition, 83.33% believe that the teacher always takes into account the language of the students. The Language Ego is a sense of inferiority when one tries to learn a new language. In general, adults are excellent communicators in their own language. However, this confidence disappears when learning another language. It is common for people to assume a defensive attitude while trying to communicate with limited tools. According to Brown (2001), "As human beings learn to use a

second language, they also develop a new mode of thinking, feeling, and acting—a second identity. The new “language ego”, intertwined with the second language, can easily create within the learner a sense of fragility, a defensiveness, and raising of inhibitions” (p. 61).

This experience only gets worse as the person ages. Children already have a limited cognitive ability compared to adults, so when they communicate in a new language, they have much lower expectations in terms of speaking and communicating. For adults, who often have complex and abstract ideas to share, it is frustrating to have to just talk about worldly subjects in a second language. Learning a language implies changes in oneself. This means that the ego is often threatened when acquiring a language. The intensity of this only increases when one learns a language as an adult compared to a child. As such, teachers need to support adults during this experience. Therefore, students should be helped to understand that the confusion of developing that “second self” is a normal and natural process. Patience and understanding facilitate the process, in such a way that self-confidence is encouraged.

Similarly, the most important aspect regarding Self-Confidence, is that 86.66% of the population surveyed believe that the teacher always uses sequence techniques (step by step). The learning or school performance of the student is greatly influenced by the teacher, if the teacher is authoritative and punishes, the student may not have a good school performance; however, if the teacher understands the errors of the students and instead of punishing or making them feel bad, motivate them and try to help, then we can have a better school performance on the part of the student. At the same time, the student will acquire a higher level of self-confidence that will facilitate the learning process; in addition, the student's self-esteem will increase and this will not only be reflected on the classroom, as well as in all their social activities. Therefore, sequence techniques should be used, as they are easier to do. It is about using simpler techniques and concepts and then moving on to the next step, more

difficult. This allows the learner to increase his confidence and take greater risks in his learning process (Brown, 2001).

On the other hand, the most significant aspects mentioned by the people surveyed regarding Risk-Taking, is that 80% believe that the teacher always creates a classroom environment that encourages students to try the language. Also, 70% believe that the teacher always provides reasonable challenges in the activities. In the same way, 83.33% believe that the teacher always responds to students' attempts with positive affirmations. If students recognize their own fragility and develop a firm belief that they can do it, then they are ready to take the necessary risks. The teacher must create an atmosphere in the classroom that encourages students to venture into another language, must provide reasonable challenges in their techniques, and must respond to students' risky attempts with a positive affirmation, congratulating them for trying and at the same time paying attention to the use of language in a warm, but firm way (Brown, 2001).

Regarding Language-Culture Connection, 83.33% consider that the teacher is always careful that the activities do not contain culturally offensive material. The human being is eminently a cultural being and the acquisition of language is definitely delineated by his surrounding environment. The language (oral, corporal, written) is nothing else than his indispensable tool for communication and therefore for the transmission of traditions and cultural uses from generation to generation. When two different languages are put in contact, the two cultures of origin are necessarily articulated, and the uses of the language must be understood from that perspective to generate effective processes in the communicational interactions respecting the cultural actions of each one in particular. Therefore, the teacher must be careful that cultural issues are not offensive to students according to their cultural context. Consequently, the teacher should discuss intercultural differences with their students,

teaching students cultural connotations, especially sociolinguistic aspects of language, through the inclusion of activities and material that illustrates the connection among languages and culture. This understanding of cultural phenomena, that affects the learning of foreign languages, makes it possible to reinforce effective communication in a foreign language, based on the principle of identity formed through the use of the mother tongue (Brown, 2001).

In relation to The Native Language Effect, 76.66% of the population surveyed, believe that the teacher always provides appropriate comments to students about errors in the native language (Spanish). The teacher should consider that interference errors in the native language can be repaired by familiarizing the student with the cause of the error in the native language, helping the students to understand that not everything related to their native language system, will cause errors. Therefore, the teacher should make it easier for the student to think directly in the language. However, it is important to remember that an occasional translation of a word or phrase can actually be useful, especially for adults (Brown, 2001). Therefore, it is important to understand the processes of acquisition of the mother tongue and see the similarities that exist with the processes of acquisition of the second language, so that teaching professionals apply more useful and beneficial practices with their students and get more satisfactory results.

Regarding Interlanguage, 90% of the people surveyed, consider that the teacher always kindly treats the mistakes, so that the student does not feel frustrated when speaking in future attempts. 83.33% believed that the teacher is always tolerant of mistakes made by students. Likewise, 80% considered that the teacher always tries to distinguish between basic and important errors; always understand that mistakes are not "bad;" and, that always corrects the mistakes of the students. On the other hand, 76.66% believe that the teacher always silently points out the logic of the mistakes made. Finally, 70% think that the teacher always provides an emotional response, verbal or nonverbal, to encourage students to speak.

The teacher should try to distinguish among systematic errors between a student's language and other errors; the first one will probably have a logical source that the student can become aware of. These errors must be treated with a certain tolerance due to the logical development process of a student silently pointing out the logic of the error, through feedback. Understanding that mistakes are good indicators that innate language acquisition skills are alive and well. In addition, these errors should be treated with kindness and empathy, so that the student does not feel frustrated in future attempts to speak (Brown, 2001).

Finally, in relation to the Communicative Competence, 96.66% of the people surveyed indicated that the teacher always corrects pronunciation. 93.33% believe that the teacher always subtly teaches the practical aspects of the language. 90% believe that the teacher always looks for students to have the opportunity to gain fluency in English. Finally, 86.66% think that the teacher always pays attention to grammar, without neglecting other important components and always looks for students to be prepared to learn by themselves. Communicative competence is the most important linguistic principle of learning and teaching.

The teacher should pay attention to grammar, pragmatic aspects, and pronunciation, since intonation alone transmits a large amount of pragmatic information, using a language that students really find in the real world for the transmission of information of interest. For students, developing oral expression is of great importance because when they have a good performance within this capacity, certain affective principles can grow, this because a person who speaks a second language is highly valued. Therefore, it is necessary that the teacher can help his students by constantly motivating them, so that they are not afraid to express themselves orally and tell them that it is normal for a person who makes mistakes to make mistakes.

But, in relation to adults, the traditional approach is more grammatical and analytical. Due to the cognitive skills of these types of students, the explicit teaching of grammar has been very widespread. In this context, the teacher focuses more on the teaching of certain content than on the importance of learning itself, so the student occupies a second place in the methodology. Brewster, Ellis, and Girard, cited by Navarro (2009) comment that "The teacher is like a driver, [...] controls the actions in the classroom, talks a lot explaining, giving instructions and asking many questions that students answer" (pp. 123-124). Therefore, adults who come to classes are in a different situation, students can benefit from a conscious and constant learning process.

4.1.3. Proposals for Teachers

Below, there are a series of recommendations raised as questions that are proposed to teachers for the development of their English classes. These questions arise as a result of the aspects evaluated negatively according to the results and analysis.

Table 8
Proposals

| Negatively evaluated aspects | Proposals (Questions) |
|---|--|
| In English classes, you feel fragile easily, with a defensive and inhibited attitude. | Who are the learners that you are teaching? What is their ethnic, linguistic, and religious heritage? What are their native languages, levels of education, and socioeconomic characteristics? What life's experiences have they had that might affect their learning? What are their intellectual capacities, abilities, and strengths and weaknesses? How would you describe the personality of any given learner? the most encompassing of all questions: Why are learners attempting to acquire the second language? What are their purposes? Are they motivated by the achievement of a successful career, or by passing a foreign language requirement, or by wishing to identify closely with |
| You feel limited or helpless in English classes, due to lack of words or structure. | |
| During English classes you feel helpless. | |
| It is considered a person with the | |

| | |
|--|--|
| <p>ability to perform tasks during English classes.</p> | <p>the culture and people of the target language? Beyond these categories, what other emotional, personal, or intellectual reasons do learners have for pursuing this gigantic task of learning another language? These and other questions focus attention on some of the crucial variables affecting both learners' successes in acquiring a foreign language and teachers' capacities to enable learners to achieve that acquisition (Brown, 2006).</p> |
| <p>At the end of a certain activity you need to receive a prize as a merit to your effort.</p> | |
| <p>The student's learning, performance and motivation is influenced by the teacher.</p> | |
| <p>In your mind, much of what you say or understand can be logically "correct," although its use is incorrect.</p> | <p>No simpler a question is one that probes the nature of the subject matter itself. What is it that the learner must learn? What is language? What is communication? What does it mean when we say someone knows how to use a language? What is the best way to describe or systematize the target (second) language? What are the relevant differences (and commonalities) between a learner's first and second language? What properties of the target language might be difficult for a learner to master? Are the learners attempting to acquire the second language within the cultural and linguistic milieu of the second language; that is, in a "second" language situation in the technical sense of the term? or are they focusing on a "foreign" language context in which the second language is heard and spoken only in an artificial environment, such as the modern language classroom in an American university or high school? How do intercultural contrasts and similarities affect the learning process? These profound questions are of course central to the discipline of linguistics. The language teacher needs to understand the system and functioning of the second language and the differences between the first and second language of the learner. It is one thing for a teacher to speak and understand a language and yet another matter to attain the technical knowledge required to understand and explain the</p> |
| <p>The source language (Spanish) influences the acquisition of the second language (English).</p> | |
| <p>The teacher includes among the techniques certain activities and material that illustrates the connection between language and culture.</p> | |

| | |
|---|--|
| | <p>system of that language—its phonemes, morphemes, words, sentences, and discourse structures (Brown, 2006).</p> |
| <p>Most of the activities must be done in teams, since the student is more likely to have more learning and gain confidence to participate.</p> | <p>A part of the second language acquisition successfully takes place outside any educational context or classroom or teacher, in such "natural" environments, do all people learn a language equally successfully? If not, what are the ingredients for success? In what has come to be called "instructed" SLA. many questions arise. What are the effects of varying methodological approaches, textbooks, materials, teacher styles, and institutional factors? Consider the amount of time spent in classrooms learning a second language: is there an optimal length of time required for successful mastery? Should the learner be exposed to three or five or ten hours a week in the classroom? Or a five-to-seven-hour day in an intensive language program? And how "active" should a learner be outside of the classroom? How can a person ensure success in language learning? What cognitive processes are utilized in second language learning? What kinds of strategies are available to a learner, and which ones are optimal? How important are factors like frequency of input, attention to form and meaning, memory and storage processes, and recall? What is the optimal interrelationship of cognitive, affective, and physical domains for successful language learning? When in the life of a learner does second language learning take place? One of the key issues in second language research and teaching is a cluster of questions about differences between children and adults in learning a second language. Common observation tells us that children are "better" language learners than adults; however, research shows it to be an overgeneralization, if not downright questionable. If so, in what way does the age of learning make a difference? How do the cognitive and emotional developmental changes of childhood and young adulthood affect language acquisition? (Brown, 2006)</p> |
| <p>The teacher chooses challenging techniques and activities.</p> | |

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations resulting from the research process and the results derived from the information collected after the analysis. The conclusions are presented or outlined in the corresponding order based on the specific objectives set forth above, such as (1) The influence of the Language Ego, the Self-Confidence, the Risk-Taking, and the Language-Culture Connection in the development of the speaking skill, (2) The influence of the Native Language Effect, the Interlanguage and the Communicative Competence in the development of the speaking skill, and (3) Evaluation of whether the improvement in affective and linguistic principles influences the development of speech skills.

5.1. Conclusions

5.1.1. The influence of the Language Ego, the Self-Confidence, the Risk-Taking, and the Language-Culture Connection in the development of the speaking skill

The most significant conclusions related to this objective are the following. (1) Most participants believe that students always need to feel motivated to achieve good performance when learning a language, (2) The majority of the population surveyed believes that in English classes a double motivation should be given, since the student must develop a language that he does not dominate and in which he makes mistakes, (3) The majority of the population questioned considers that it is important that the teacher helps the student to assimilate their mistakes and learn that it is very common in someone learning a second language, (4) The majority of the population surveyed believes that the student should work in a friendly and relaxed environment, (5) The majority of the population surveyed believes that the teacher

must act as a motivator to create a good environment for the student to gain the confidence to participate.

Moreover, (6) Adults, being very skilled in their mother tongue, during the acquisition of a second language feel fragile because their linguistic defense mechanism is precarious, which leaves them emotionally with a feeling of total helplessness, (7) Due to the lack of words or structure, you can leave the person defenseless in the communication process, so it is important that all students of a second language be treated with affection, (8) In the school context, motivation has to do with the goals that are sought or intended, (9) The center, the basis of all learning is the belief of the person in his ability to perform the task, (10) In English classes, motivation is fundamental to the learning process. When teaching a second language it should be given a double motivation, since the student has to develop in a language that he does not dominate and is not outside of making mistakes, and (11) The teacher should always act as a motivator creating a good environment for the student to gain the confidence to participate.

5.1.2. The influence of the Native Language Effect, the Interlanguage and the Communicative Competence in the development of the speaking skill

The most significant conclusions related to this objective are the following. (1) Most participants consider that learning a second language (English) for adults becomes continuous learning and needs a readjustment of knowledge in relation to the native language (Spanish), (2) The majority of the population questioned believes that for successful development, second language students always require the comments and advice of others, (3) The majority of the population surveyed indicates that the objective in the classroom should be the possibility that the person can communicate in the language they are learning, and in this

process it should paid attention to grammar, and (4) There is a continuous process from the source language through successive learning stages to the acquisition of the target language. This process is marked at each stage by the systemic influence of the source language.

5.1.3. Evaluation of whether the improvement in affective and linguistic principles influences the development of speech skills.

The most significant conclusions related to this objective are the following. (1) The majority of the population surveyed believes that the teacher showed a supportive attitude towards their students, (2) As human beings learning to use a second language, they also develop a new way of thinking, feeling, and acting: a second identity, (3) Learning a language implies changes in oneself. This means that the ego is often threatened when it acquires a new language, (4) Teachers should support adults during the experience to understand that the confusion of developing that "second self" is a normal and natural process. Patience and understanding facilitate the process, in such a way that self-confidence is encouraged, (5) The majority of the population surveyed believes that the teacher used sequence techniques (step by step). Therefore, sequence techniques should be used, as they are easier to do. It is about using simpler techniques and concepts and then moving on to the next step, more difficulty. This allows the students to increase their confidence and take greater risks in their learning process.

Furthermore, (6) Most respondents believe that the teacher created a class environment that moves students away to evaluate the language, (7) Most respondents believe that the teacher offered reasonable challenges in the activities, (8) Most respondents believe that the teacher responded to the students' attempts with positive affirmations, (9) If students recognize their own fragility and develop a firm belief that they can do it, then they are ready to take the

necessary risks, (10) The majority of the population surveyed considered that the teacher was careful that the activities he planned did not contain culturally offensive material, (11) The majority of the population surveyed believes that the teacher provided appropriate comments to students about errors related to the native language (Spanish), (12) Most of the respondents consider that the teacher kindly treated errors, so that the student did not feel frustrated to speak in future attempts, (13) Most respondents believe that the teacher tolerated the mistakes made by the students, (14) Most of the people surveyed consider that the teacher tried to distinguish between basic and important errors, (15) Most respondents believe that the teacher silently pointed out the logic of the mistakes made.

In addition, (16) Most respondents think that the teacher provided an emotional response, verbal or nonverbal, to encourage students to speak, (17) The majority of respondents indicate that the teacher corrected pronunciation, (18) Most respondents believe that teacher subtly teaches the practical aspects of language, (19) Most respondents believe that the teacher sought that students have the opportunity to acquire fluency in English, (20) Most respondents think that the teacher paid attention to grammar, without neglecting other important components, looking for students to be prepared to learn for themselves, and (21) It is necessary that the teacher can help his students constantly motivating them, so that they are not afraid to express themselves orally and tell them that it is normal for a person to make mistakes.

5.2. Restatement of the Research Question

The following research question was established at the beginning of the investigation:
What is the influence of the affective and linguistic principles in the development of the

speaking skill in eighth-grade students at Colegio Nocturno de Cartago during the English Classes in the second term of 2019?

According to the results obtained, it could be established that the affective principles are the most significant and that most influence the development of the speaking skill. The data collected demonstrated that the attitude of support towards the students, the use of the appropriate techniques, positive affirmation, positive comments when making a mistake, kind treatment, emotional, verbal or nonverbal response, can be used to encourage the students to speak and to develop the student's confidence and the possibility of taking greater risks in the learning process. This allows students to pay attention to grammar, without neglecting other important components, looking for students to be prepared to learn by themselves, and with the necessary motivation to allow students to not be afraid to express themselves orally and understand that it is normal to make mistakes.

5.3. Recommendations

According to the information obtained through the investigation, some recommendations that could help in the development of the speaking skill in eighth-grade students at Colegio Nocturno de Cartago will be mentioned as follows.

English teachers are recommended to have a constant supportive attitude towards their students and to use the appropriate techniques for the development of their lessons; especially sequential techniques (step by step). In addition, they must provide an adequate environment for learning through use of positive affirmations, positive comments before errors, kind treatment, emotional response, verbal or nonverbal, to encourage students to speak, since this allows the development of student's confidence and the possibility of assuming greater risks in

their learning process, which results in the necessary motivation that allows students not to be afraid to express themselves orally.

For *future researchers*, it is recommended with this topic that the development of other skills such as writing and reading can be addressed. When working with adults you must pay attention to grammar without neglecting other important components.

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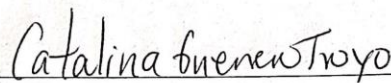
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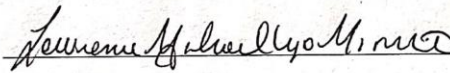
ANNEXES

Tribunal Examinador

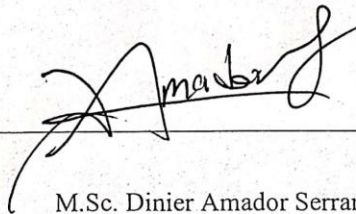
Esta Tesina fue aprobada por el Tribunal Examinador de las Carreras de Inglés de la Universidad Internacional de las Américas, como requisito para optar por el grado de Bachiller en Inglés con énfasis en Enseñanza.



MSc. Catalina Guerrero Troyo
Tutora



MSc. Lawrence Vega Miranda
Lector



M.Sc. Dinier Amador Serrano
Director de las Carreras de Inglés

Carta del Director de Carrera

San José, 23 de agosto de 2019

Señores
Universidad Internacional de las Américas
Estimados señores:

El suscrito M.Sc. Dinier Amador Serrano, Director de las Carreras de Inglés, hace constar que ha revisado la Tesina del estudiante, Pablo Josué Peraza Artavia, portador de la cédula de identidad no. 1-1104-0536, que ha titulado: *Analysis of the Influence of some Affective and Linguistic Principles in the Development of the Speaking Skill of Eighth Grade Students at Colegio Nocturno de Cartago During the Second Quarter of 2019.*

La mencionada Tesina, responde a los requisitos exigidos en la Guía que nuestra carrera tiene para estos casos. Por tanto, se autoriza al autor para que lo presente ante el tribunal examinador nombrado para esta ocasión.

Atentamente,



M.Sc. Dinier Amador Serrano
Director de las Carreras de Inglés

Carta del Lector

San José, 23 de agosto de 2019

Máster
Dinier Amador Serrano
Director de las Carreras de Inglés
Universidad Internacional de las Américas

Estimado señor:

El estudiante Pablo Josué Peraza Artavia, portador de la cédula de identidad no. 1-1104-0536, ha presentado para su lectura y corrección de estilo la tesina denominada *Analysis of the Influence of some Affective and Linguistic Principles in the Development of the Speaking Skill of Eighth Grade Students at Colegio Nocturno de Cartago During the Second Quarter of 2019*. He revisado y corregido la coherencia de los objetivos con el marco teórico, instrumentos y resultados, la calidad del trabajo y la relevancia del trabajo. Por lo tanto, hago constar que este se encuentra listo para ser presentado a la Universidad como trabajo de graduación.

Atentamente,



MSc. Lawrence Vega Miranda
Lector de Tesis



Universidad Internacional de las Américas

Código de Ética

El suscrito **Pablo Josué Peraza Artavia**, número de carné: **1-1104-0536** graduado del grado de **Bachillerato en Inglés con énfasis en Enseñanza** de la Universidad Internacional de las Américas, se compromete a cumplir, durante el ejercicio profesional, con el Código de Ética de la Institución, que se rige por los siguientes principios:

PROBIDAD: actuar siempre con rectitud y honradez.

PRUDENCIA: actuar con pleno conocimiento de la materia sometida a su consideración.

JUSTICIA: permanente disposición hacia las funciones de la profesión, bajo los lineamientos legales que debe respetar todo profesional.

RESPONSABILIDAD: cumplir con los deberes, tanto en calidad como en oportunidad.

DISCRECIÓN: guardar respeto sobre los hechos o informaciones de los que tenga conocimiento con motivo del ejercicio profesional, sin que esto perjudique las funciones y responsabilidades.

INDEPENDENCIA DE CRITERIO: no involucrarse o comprometerse con situaciones, intereses o actividades contrarias a la moral, a la sana crítica y que, por ley, sean incompatibles con las funciones profesionales correspondientes.

DIGNIDAD Y DECORO: actuar con sobriedad y moderación.


TOLERANCIA: evidenciar una actitud paciente y de comprensión ante las opiniones divergentes que puedan expresar otras personas.

EQUILIBRIO: desempeñar las funciones profesionales con sentido práctico, buen juicio y equidad.

ACTUALIZACIÓN: comprometer parte del tiempo en actualizar los conocimientos y adaptarlos en el desarrollo de la actividad profesional.

VOCACIÓN: mostrar siempre apego al trabajo y a la educación recibida, como fundamentos para el desempeño laboral.

BUENA FE: toda conducta o comportamiento, criterio emitido y labor desempeñada debe basarse en los más altos principios éticos y tendrá como fundamento la buena fe.


Pablo Josué Peraza Artavia
1-1104-0536

Cuestionario dirigido a estudiantes

Estimado estudiante, a continuación, se presenta un cuestionario relacionado con *la influencia de los principios afectivos y lingüísticos en el desarrollo de la habilidad de hablar en estudiantes de octavo año en el Colegio Nocturno de Cartago durante las clases de inglés en el segundo cuatrimestre de 2019*. Su participación en esta investigación es voluntaria y confidencial. El cuestionario evalúa su percepción acerca de dicho proceso. Se le solicita responder con la mayor sinceridad y confianza. De antemano se agradece su colaboración.

I Parte. La influencia del ego del lenguaje, la confianza en sí mismo, la toma de riesgos y la conexión entre el lenguaje y la cultura en el desarrollo de la habilidad de hablar.

Conteste marcando con una X en la casilla correspondiente a la frecuencia que considere que representa su percepción.

| En relación con la influencia del ego del lenguaje, la confianza en sí mismo, la toma de riesgos y la conexión entre el lenguaje y la cultura en el desarrollo de la habilidad de hablar.: | | Siempre | Algunas veces | Nunca |
|--|--|---------|---------------|-------|
| 01 | Los estudiantes para lograr un buen desempeño en el aprendizaje en un idioma necesitan sentirse motivados. | | | |
| 02 | En las clases de inglés, se siente frágil fácilmente, con una actitud defensiva e inhibido. | | | |
| 03 | Todos los estudiantes de un segundo idioma deben ser tratados con afecto. | | | |
| 04 | Se siente limitado o indefenso en clases de inglés, por la falta de palabras o estructura. | | | |
| 05 | Durante las clases de inglés se siente impotente. | | | |
| 06 | Se considera una persona con capacidad para realizar las tareas durante las clases de inglés. | | | |
| 07 | Al final de una determinada actividad necesita recibir un premio como mérito a su esfuerzo. | | | |
| 08 | En clases de inglés se debe dar una doble motivación, ya que el estudiante tiene que desarrollarse en un idioma que no domina y en el cual comete errores. | | | |
| 09 | Es importante que el profesor ayude al alumno a asimilar sus errores y aprender que es algo muy común en cualquier persona que aprende un segundo idioma. | | | |
| 10 | El aprendizaje, el rendimiento y la motivación del estudiante está influenciado por el profesor. | | | |
| 11 | Como estudiante se atreve a utilizar y aprender el segundo idioma. | | | |
| 12 | Es recomendable que el estudiante trabaje en un ambiente cordial y relajado. | | | |
| 13 | El profesor debe actuar como un motivador para crear un buen ambiente para que el estudiante obtenga la confianza para participar. | | | |
| 14 | La mayoría de las actividades deben realizarse en equipos, ya que es más probable que el estudiante tenga un mayor aprendizaje y adquiera confianza para participar. | | | |
| 15 | Cuando se aprende un segundo idioma, también se aprende otra cultura, valores y formas de pensar, sentir y actuar. | | | |

II Parte. La influencia de la Lengua Nativa, el Interlenguaje y la Competencia Comunicativa en el desarrollo de la habilidad de hablar.

| En relación con la influencia de la Lengua Nativa, el Interlenguaje y la Competencia Comunicativa en el desarrollo de la habilidad de hablar: | | Siempre | Algunas veces | Nunca |
|---|--|---------|---------------|-------|
| 16 | El aprendizaje de un segundo idioma (inglés) para adultos se convierte en un aprendizaje continuo y reajuste de conocimientos con relación a la lengua nativa (español). | | | |
| 17 | Para un desarrollo exitoso, los estudiantes de un segundo idioma requieren de los comentarios y consejos de otros. | | | |
| 18 | En su mente gran parte de lo que dice o comprende puede ser lógicamente "correcto", aunque su uso es incorrecto. | | | |
| 19 | El idioma de origen (español) influye en la adquisición del segundo idioma (inglés). | | | |

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|----|--|--|--|--|
| 20 | El objetivo en el aula es la posibilidad de que la persona pueda comunicarse en el idioma que está aprendiendo, en este proceso se debe prestar atención a la gramática. | | | |
|----|--|--|--|--|

III Parte. Evaluación de la mejora en los principios afectivos y lingüísticos y su influencia en el desarrollo de las habilidades para hablar.

| En relación a la Evaluación de la mejora en los principios afectivos y lingüísticos influye en el desarrollo de las habilidades para hablar: | | Siempre | Algunas veces | Nunca |
|--|---|---------|---------------|-------|
| 21 | El profesor muestra una actitud de apoyo para con sus estudiantes. | | | |
| 22 | El profesor elige técnicas y actividades desafiantes. | | | |
| 23 | El profesor tiene en cuenta el lenguaje de los alumnos. | | | |
| 24 | El profesor proporciona refuerzos verbales y no verbales a los estudiantes para afirmar la creencia en la capacidad del estudiante. | | | |
| 25 | El profesor utiliza técnicas de secuencia (paso a paso). | | | |
| 26 | El profesor crea un ambiente en el aula que aliente a los estudiantes a probar con el idioma. | | | |
| 27 | El profesor proporciona retos razonables en las actividades. | | | |
| 28 | El profesor hace entender a los estudiantes de la importancia de la toma de riesgos calculados. | | | |
| 29 | El profesor responde a los intentos de los estudiantes con afirmaciones positivas. | | | |
| 30 | El profesor discute acerca de las diferencias culturales con los alumnos. | | | |
| 31 | El profesor incluye entre las técnicas ciertas actividades y material que ilustra la conexión entre el idioma y la cultura. | | | |
| 32 | El profesor enseña a los estudiantes las influencias culturales del lenguaje. | | | |
| 33 | El profesor tiene cuidado de que las actividades no contengan material culturalmente ofensivo. | | | |
| 34 | El profesor proporciona comentarios apropiados a los estudiantes sobre los errores en el idioma nativo (español). | | | |
| 35 | El profesor ayuda a los alumnos a comprender que no todo lo relacionado con la lengua materna (español) causará errores. | | | |
| 36 | El profesor convence a los estudiantes a pensar directamente en el segundo idioma (inglés) para minimizar los errores. | | | |
| 37 | El profesor intenta distinguir entre los errores básicos y los importantes. | | | |
| 38 | El profesor es tolerante con los errores cometidos por los estudiantes. | | | |
| 39 | El profesor señala silenciosamente la lógica de los errores cometidos. | | | |
| 40 | El profesor comprende que los errores no son "malos". | | | |
| 41 | El profesor corrige los errores de los alumnos. | | | |
| 42 | El profesor proporciona una respuesta emocional, verbal o no verbal, para alentar a hablar a los estudiantes. | | | |
| 43 | El profesor trata con amabilidad los errores para que el estudiante no se sienta frustrado a la hora de hablar en futuros intentos. | | | |
| 44 | El profesor presta atención a la gramática, sin descuidar otros componentes importantes. | | | |
| 45 | El profesor enseña sutilmente los aspectos prácticos del idioma. | | | |
| 46 | El profesor corrige la pronunciación. | | | |
| 47 | El profesor busca que los estudiantes tengan la oportunidad de ganar fluidez en inglés. | | | |
| 48 | El profesor busca que los estudiantes estén preparados para aprender por sí mismos. | | | |