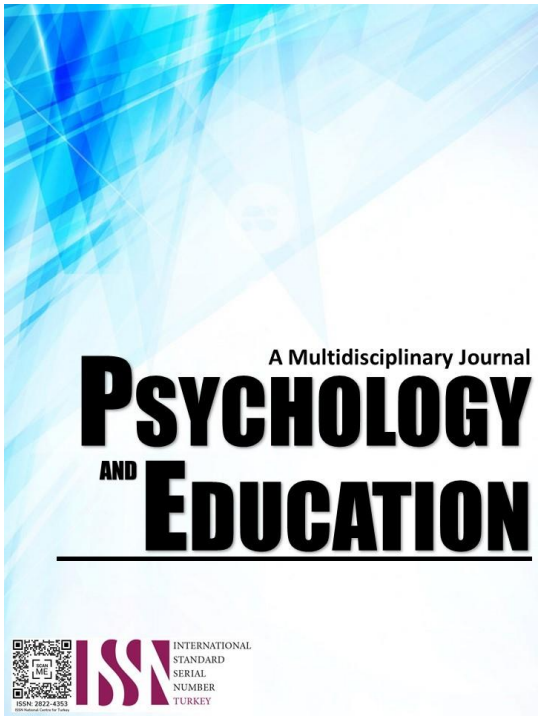
FRAMING GRADE 10 STUDENTS' SPEAKING DIFFICULTIES



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

2023
Volume: 9
Pages: 631-653
Document ID: 2023PEMJ777
DOI: 10.5281/zenodo.8021988
Manuscript Accepted: 2023-8-6

Psych Educ, 2023, **9**: 631-653, Document ID:2023 PEMJ777, doi:10.5281/zenodo.8021988, ISSN 2822-4353

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Research Article

Framing Grade 10 Students' Speaking Difficulties

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Abstract

This study aimed to identify the speaking difficulties of the Grade 10 students in Pasay City National High School and provide proper intervention. This study is a combination of descriptive-qualitative, and quantitative research (mixed methods) with 10 regular purposedly pick Grade 10 respondents with an age bracket of 15-18. In the first phase (quantitative) the researcher utilized survey questionnaires for respondents' demographic profile and the adapted and modified 15-item English Speaking Attitude Questionnaire (ESAQ) was used to identify the respondents' attitude toward speaking English. Results revealed that respondents have a negative attitude toward speaking a second language. Cronbach's Alpha was used to test the reliability of ESAQ, with 0.86 good reliability. In the second phase (qualitative), an online interview, FGD, and oral/speaking test were administered. An adapted and modified speaking test patterned to TOEIC was used to identify the respondents' linguistic and non-linguistic speaking difficulties which have also undergone a validity and reliability test. Kendall's W was used to avoid bias and it garnered a rating of 0.89 which fell under good reliability. This study revealed that respondents have linguistic and non-linguistic problems. An intervention tool/program was created and suggested classroom activities and recommendations were enumerated to address such difficulties.

Keywords: *linguistic and non-linguistic problems, second language, speaking difficulties*

Introduction

English is regarded as an international language that plays a vital role in our society. According to Lyons (2021), approximately 1.35 billion people worldwide speak English. It is the language that most countries use. Being an articulate speaker of this language means surviving one of the significant challenges in one's life because it allows one to widen opportunities in the world. It should be learned and practiced in daily communication to make it functional.

Speaking English refers to the skill of Filipinos as second language users. It is one of the primary and most fundamental skills that every student must learn since it is used in most subjects.

There are five macro-skills in English: listening, reading, writing, speaking, and viewing. Speaking plays a significant role among these equally important skills since it serves as a bridge to people. Numerous jobs require good communication skills and of course, speaking English is the main requirement. No wonder people from non-English speaking countries flock to English classes to learn this language.

Speaking is the most challenging skill of all the five basic and macro-skills in the English language since the learner or the speaker needs to verbalize his/her thoughts. Rao (2019) stated that second language learners would find it difficult to speak English without enough background knowledge of the grammatical structures and sufficient vocabulary. Nevertheless, people cannot deny the dominant role played by this skill; hence, they try to learn to speak English since it is the universal language used as the medium of instruction, in employment, and oral and written communication.

However, some second language students or learners of English have difficulties using the said language in their daily conversations, thus the need to harness this competence.

The first and most crucial reason for the difficulty in speaking English is its attitude. Since Filipinos are second language learners, not all students have a positive attitude toward speaking it, especially since they need to learn and consider the grammatical rules, pronunciation, choice of words, and structure before articulating it. The mere thinking of it eventually holds them back from speaking. The fear of being embarrassed in front of their classmates or friends if they commit mistakes while speaking also makes them more hesitant and awkward to try speaking up.

Aside from that, Senobio (2015) discussed that to cover up their insecurities for not speaking well in English, they would resort to the Filipino mentality of requesting the speaker or teacher translate into Filipino. Another reason for such hesitant behavior to speak English is that they feel intimidated by those who speak it more fluently. (Separa et al., 2020).

Speaking English in the country is concomitant with

social status, and students or learners who speak English even during their daily conversations are regarded as those who belong to the higher social class. They could be the ones who can afford to study in private or exclusive schools which usually use English as a medium of conversation and instruction. Moreover, learners who speak English are perceived as more intelligent and confident than those who cannot articulate English well, which leads to their inferiority complex.

This trend is still present in Philippine education, and these manifestations are still evident in Filipino students.

According to Carpenter (2019), the 2000 Census of Population and Housing conducted by the Philippine National Statistics Office recorded that 63.7% of Filipinos can speak English over 5. The prevalence of speaking English in more developed regions of the country, especially in the northern islands of Luzon, was even higher, more than 70%.

In Metro Manila, the capital of the Philippines, NSO reported that at least 82% of its residents have English-speaking abilities.

However, according to Cabigon (2015), the recent round-table conference arranged by the British Council and attended by the fundamental stakeholders from the government, academe, and private and non-government sectors recognized that the Philippines might be doing fine in terms of English competency. However, they are concerned about how much competitive advantage it still was for the Philippines and agreed that the country must improve its teaching and learning of English, making it an essential skill of human resources.

Gaps and recommendations were raised, and one of those, as stated by Dr. Rosario Alonzo (2015), Dean of the University of the Philippines College of Education, "Future teachers should ensure that English is a means of communication rather than a set of facts to be learned." In the same manner, the Department of Education focused on the needs of the learners and ensured that students learn the English language holistically, as specified under the K-12 primary education curriculum.

Students should learn the English language holistically as mandated by the curriculum - this fueled the researcher to conduct a study on how to improve the students at Pasay City National High School's use of the English language as a means and mode of communication to help them develop holistically.

Speaking difficulties among the students in Pasay City National High School have been a common and rampant problem, especially during oral recitations or presentations in language subjects. Furthermore, as Alonzo (2015) recommended, English must be used as means of communication rather than a set of facts to be learned. Thus, this study adopted this recommendation and hoped to be a bridge or way to improve the students' speaking difficulties through Communicative Language Teaching and collaborative classroom activities.

The researcher believed that students have many ideas in their minds, but they cannot express their thoughts. This learning opportunity was significant since brilliant ideas need to be shared. Unfortunately, it was hindered by poor communication skills; and it means missing a chance to be heard and understood. Nevertheless, with the commitment and dedication of the teacher and the willingness and determination of the students to learn, the desired speaking improvement would be achieved.

However, the above milieu was the norm and standard during the pre-Covid 19 pandemic. These days, the classroom setting has changed. The new educational landscape was introduced and practiced to prevent infection with this deadly virus. The physical classroom setup has changed into a virtual classroom, where online learning is the only platform where teachers can talk to the students. On the brighter side, Toquero (2020) cited that the global pandemic opened opportunities to upgrade its educational mode of delivery and transfer its attention to emerging technologies.

Distance learning nowadays is the current trend in education due to the pandemic. This pandemic is challenging for teachers, students, and schools.

The researcher observed that the students were hesitant to participate and speak English during online classes. Most of them did not know how to express themselves in a second language or find the right words to express their ideas. Others were afraid that their classmates or friends might laugh at them if they tried to speak English. In some cases, they recited with very minimal words.

Gauging the difficulties in speaking English in today's context is challenging. This challenge has brought forth the idea of providing effective interventions in addressing the students' difficulties in speaking English.

Research Questions

This study aimed to identify the Grade 10 students' difficulties speaking English in Pasay City National High School and provide proper intervention. Specifically, it sought to answer the following questions:

1. What is the student's attitude toward speaking English?
2. What are the difficulties in speaking English encountered by the students?
3. Using the study results, what would be a possible effective intervention to address the speaking difficulties of the Grade-10 students in speaking English?

Literature Review

English as a Global and Universal Language

Most people in this world consider English to be a global language. It is the language commonly used by most populations in different countries. Historically speaking, power and politics have made English become a global language. Since the British Empire invaded almost a quarter of the world, it had made English an essential language in its numerous colonies, making the English language prevalent across the globe.

Various people across the globe speak different languages, and there is a need for a common language that should be used for better understanding; with this, the English language has become the global language since it is the language spoken by people in different countries all over the world. (Rao, 2019, p. 67)

Aside from being a global language, English is a universal language too. However, what makes English such a universal language? Linguists and language enthusiasts consider language an international or universal language based on how widely this language is used in different aspects of people's lives. This language is what they speak at home, at school, in the news, in different transactions, and from what they see and hear in all other places, where this language pops up in their everyday experience and existence. (Doochin, 2019)

Undeniably, the influence of the English language is entrenched in every country that uses this language. Its function and contribution to the world are evident, transcending over time. It is a widely used language across the globe, and it serves as the bridge between two different cultures.

English as a Second Language in the Philippine Education System

The Philippines is one of the countries that has been using the English language for more than a century. As mentioned above, other countries' language was influenced by the invasion of Great Britain; the Philippines was also one of the countries that had the same fate, but it was due to the invasion of the United States of America.

The United States of America introduced English into the Philippines' formal education after colonizing the Philippines during the 1900s. No wonder the English language was well-entrenched in the Philippine formal school. It has always been one of the official languages of the Philippines. It has been the language used in commerce and laws and the medium of instruction in most subjects.

In her article in the newspaper Sun Star Pampanga, Regala (2017) stated that English was given much importance in the Philippines not only because it is functional and practical, but also because it gave more opportunities for one's better chances in career development for as long as he or she knew how to use and apply it.

There has been an argument that the English language is a better medium than would give Filipino people access and knowledge in civilization and around the world. This argument is still valid today as English is the universal language, and most of the knowledge in various learning domains is documented in English.

In Philippine schools nowadays, the English language is still used as a medium of instruction in most subjects, except for the kinder to Grade 3 levels, which the Philippine law mandates to use a Mother Tongue. From Grade 4 and beyond, English is used as a medium of instruction in several subjects (except for Filipino subjects). Regardless of the subject, every teacher, if he uses English as a medium of instruction, could be considered a language teacher. The learners eventually learned English and used English during the class discussion, and although there were some instances of code-switching, learners' efforts of interacting and practicing English were appreciated; and much motivation was given for them to continue.

The Current State of English in the Philippines

Since the English language is well-entrenched in the Philippines' traditional schools, English has become one of the official languages of the Philippines. It is

the language used in trade and commerce, law, science and technology, engineering, law, scientific research, tourism, banking, and education. It is also used as a medium of instruction in Philippine schools. Globally speaking, the Philippines is recognized as one of the major English-speaking countries. Fourteen million Filipinos speak English. (Cabigon, 2015)

Ironically speaking, despite the country's exposure to the English language, the Philippines ranked last in the global assessment of reading comprehension according to the Program for International Student Assessment (PISA) results from last 2019. It was a test conducted on fifteen-year-old Filipino learners who placed 79th in reading. Because of this, Secretary Leonor M. Briones of the Department of Education considered English as the medium of instruction in schools. In the Philippine education program, the law mandates mother tongue to Filipino students from kindergarten to Grade 3. Secretary Briones said that there had been an ongoing debate on whether to continue using the mother tongue in the first primary years of school or to start using English as a medium of instruction since it is widely used worldwide. (Punzalan, 2019)

Meanwhile, according to the report released by the Switzerland-based international education company Education First (EF), the Philippines dropped from the 20th to the 27th spot in 2020's English Proficiency Index (EPI). The said ranking was based on the EF Standard English Test (EF SET) administered in 2019 to 2.2 million individuals from 100 countries.

Nevertheless, with 562 out of 700, the Philippines still received a "high proficiency" level in the English language based on the scores gathered on the last year's test. It only means that Filipinos can create presentations at work, read newspapers and magazines, and comprehend TV shows. (Baclig, 2020)

While there were some setbacks and challenges in achieving English proficiency, education continues; and authorities still find ways to alleviate these problems and turn each into an opportunity to improve the quality of education of Filipino students.

Second Language Learners' Attitude on the English Language

Despite the enormous influence of the English language on the Filipino people, some Filipino students are still anxious about speaking English.

In the study conducted by Sicam and Lucas (2016), in general, students have highly positive attitudes toward learning English. They furthermore stated that females have significantly higher attitudes toward the English language than males. It can also be observed that gender and personality matter when speaking English. More often than not, bubbly females are fonder of speaking English than reserved males.

Conversely, the study conducted by Inayah and Lisdawati (2017) indicated that students' behavior toward speaking English led them to experience difficulties in speaking English for academic purposes. It was found that low achievers spent less time and paid little attention to speaking activities, which is why they performed poorly in the class; while high achievers spend more time and paid much time to speaking activities which is why they always learn much more than low achievers.

Thus, students' attitude toward speaking English is indeed significant. They must realize first its importance so they will be motivated to practice more to use this language. Their speaking problems and difficulties must also be identified and appropriately addressed to gain more confidence when they know that they are speaking English appropriately.

Meanwhile, Senobio (2015) discussed why the students' negative attitude toward speaking English leads to poor oral speaking performance. There were instances where the students refrained from speaking English due to "patriotic" reasons, insisting on speaking Filipino since they are all Filipinos and should therefore use their local language for better understanding. This excuse became their defense mechanism or a way to cover up their insecurities and unwillingness to speak English.

It was one of the reasons why students' knowledge and competence in English grossly deteriorated. Aside from that, some students were also discouraged from speaking the language for fear of being ostracized by their classmates, who were insecure about not being good at speaking English. Students got anxious when they were conscious of how their friends or classmates may react to English. They felt embarrassed or humiliated when they spoke English inappropriately. Because of this, they become unwilling to do so.

Nature of Speaking

Speaking the English language has been a challenge for every student, and everybody must be aware of its nature to lower their anxieties in speaking.

Speaking is the way to put sound to the language through the mouth. While speaking, a speaker creates sounds using many body parts, such as the lungs, vocal

tract, vocal cords, tongue, teeth, and lips.

It is a collaborative procedure of creating meaning that involves generating and collecting information. It is innate and natural for all normal humans to understand and speak, survive, and carry out every activity in their daily lives where interaction with other people matters a lot.

Speaking is one of the productive skills since a speaker uses language to produce a message through speech. The ability to speak is the most superior skill for communication and interaction. In other words, language learning is not complete if one does not attain speaking competence. (Zyoud, 2016)

In short, speaking is essential for expressing one's ideas, feelings, opinions, and views orally. It is one of the most challenging macro-skills compared to listening, reading, and writing, yet the most crucial skill in mastering the language.

Components of Speaking

Speaking the English language poses a significant challenge to a student or speaker because he/she must consider its components and structure whenever he/she speaks.

According to Rora (2015), speaking skill comprises at least five components: pronunciation, grammar, vocabulary, fluency, and comprehension.

Pronunciation. Pronunciation is how a word or a language is spoken. It is the way students produce clear words or utterances while speaking. Having good pronunciation and intonation, a student can communicate articulately, although he or she may lack vocabulary or grammar.

Grammar. Grammar is the study of words and rules on putting good words together and combining them into larger units. Having good grammar, a student may sound intelligent and efficiently communicate and interact with other people.

Vocabulary. Vocabulary is a word that a person is familiar with and knows how to use. Having a wide range of vocabulary gives a speaker some confidence and paves easier ways of expressing one's ideas, though may it be in oral or written communication.

Fluency. Fluency is defined as speaking communicatively, fluently, accurately, and freely without interruption. Being fluent in speaking English means the speaker can speak spontaneously and naturally.

Comprehension. Comprehension is the ability to understand what is being heard or read. Good comprehension is much needed to communicate appropriately, with an assurance that the speaker knows what he is into and what he/she is going to say or how he/she is going to react.

Factors Affecting English Speaking Difficulties to ESLs

The speaking components that every learner or speaker must consider contribute to the anxieties that hold them back from speaking the English language.

Nevertheless, Shen and Chiu (2019) pointed out the three primary factors: linguistic, psychological, and learning environments.

Linguistic factors such as lack of vocabulary, lack of grammar knowledge, poor pronunciation, poor comprehension, confusion on how to use appropriate words, and lack of oral practice contribute a lot to the student's difficulties in speaking English.

On the other hand, psychological factors, or affective factors such as fear of committing mistakes, peer pressure, anxiety, shyness, nervousness, lack of motivation, lack of confidence, stuttering, worries about not being understood, and timidity are some of the reasons why learners find it difficult to speak English.

Lastly, environmental factors. A poor learning environment also results in difficulty in speaking English. Infrequent English conversation, less support from the parents or family members, lack of practice, lack of means and resources, and not motivating teachers contribute a lot to the learners' difficulties speaking English.

To sum it up, these factors are the main reasons or hindrances in the students' motivation to speak the language appropriately and adequately that lead to the second language learners' speaking difficulties and problems.

Previous Studies on Difficulties in Speaking English

The researcher reviewed some of the previous studies, foreign and local, regarding the speaking difficulties experienced by the second learners; and they are as follows:

Shen and Chiu (2019) revealed in their study EFL

Learners' English Speaking Difficulties and Strategy Use that most of the EFL learners deemed psychological factors like "nervousness" and "fear of making mistakes" as the major impediment to speaking English. Aside from these, the main problem that caused their difficulty speaking English was "insufficient vocabulary." Furthermore, a learning environment with minimal English conversation exacerbated their performance in speaking English.

Aprialita (2018) showed in her study entitled "English Speaking Difficulties Faced by Jordanian International Students at Universitas Muhammadiyah Surakarta" that the "lack of interest in speaking English" of the Jordanian international students at Universitas Muhammadiyah Surakarta caused their English-speaking difficulty. The study further showed that speaking English was difficult may, and it is in pronunciation, grammar, vocabulary, and accent. For them, it was also hard to understand.

Nakhalah (2016) presented the results in his study "Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University" that fear of mistakes, shyness, anxiety, and lack of confidence were the main reasons why there were some difficulties in speaking English.

Furthermore, Fitriani et.al (2015) found out also in their study entitled, "A Study on Students' English-Speaking Problems in Speaking Performance" that the dominant problems encountered by the students of the English Education Study Program of FKIP Tanjungpura University Pontianak were psychological problems such as lack of confidence, and anxiety. It was followed by linguistic problems such as grammar, vocabulary, and pronunciation.

It can be concluded from the previous studies that the dominant or leading causes of second language learners' difficulties in speaking English were psychological problems followed by linguistic problems.

Teachers' Roles in Teaching Speaking

Teachers play a significant role in teaching the learners. Their behaviors and attitude toward students can either promote or suppress students' motivation to act or learn.

According to Black and Deci (2000) and Reeve (2009), as stated by Dinzer and Yesilyurt (2017), teachers who support student independence give options and opportunities to learners and make them feel independent or more self-motivated to learn.

These kinds of teachers indirectly give the message that they are the students' supporters and are there to help them and support them and their difficulties. (Reeve, 2016, p.130)

On the other hand, according to Jang, Reeve, & Deci (2010) and Reeve & Jang (2006), as pointed out by Dinzer and Yesilyurt (2017), the high dictating teachers who are teacher-centered and goal-oriented disregard the inner motivational resources of the learners and instead, use external rewards, exigencies, and compelling languages. Indirectly, these teachers say that they should be obeyed, that the students will be monitored, and that they are there, teachers, to change the students for their betterment. (Reeve, 2016, p.130)

In teaching students to speak the English language, ultimately, the teachers aim at the following in ESL or EFL classes: make sure that students pronounce the words correctly and make correct sentences, motivate them to introduce themselves and talk about their family and the surrounding environment, encourage students to utilize structures in real-life situations, encourage them to speak in complete sentences or use correct structures, not individual words, improve students' communicative skills, help them express themselves well and teach the social and cultural rules appropriate in each communicative situation.

As Inayah and Lisdawati (2017) stated, the teacher should be creative in presenting the English language to the students. They also must practice various teaching techniques, carefully select the materials, and use engaging instructional media suitable for the students to help them speak the language. In every classroom speaking activity, the teacher must allow students to speak what is in their mind, just like what is important and exciting for them to talk. It is better if the teacher allows students to express their understanding in English.

Teachers indeed play an integral part in developing the students' learning and speaking abilities. Their dedication, commitment, attitude, behavior, skills, and competence will make or break a learner. Thus, educators are the key to the success or failure of the said program.

Communicative Language Teaching

Teachers' role in language teaching and learning is crucial; thus, an effective and appropriate strategy, method, technique, or approach must be employed to ensure the program's success. Moreover, one of the approaches proven effective in language teaching is

the Communicative Approach or Communicative Language Teaching.

Communicative Language Teaching is the dominant technique in teaching any language, which can be traced back to Noam Chomsky's theories in the 1960s, which focuses on the competence and performance in language learning that gave rise to communicative language teaching. During the 1970s, the conceptual basis for CLT was laid by the linguists Michael Halliday, who studied how language functions are expressed through grammar, and Dell Hymes, who introduced the idea of a more comprehensive communicative competence instead of Chomsky's narrower linguistic competence. (Wikipedia)

The British Council defines CLT or Communicative Language Teaching as a communicative approach based on the idea that learning a language successfully comes through communicating real meaning. According to this, when learners are involved in honest communication, their natural strategies for language acquisition will be used, which will allow them to learn to use the language.

An excellent example of this approach that involves meaningful communication is through practicing question forms by asking the students to find out personal information about their classmates. In the classroom, activities guided by the communicative approach are characterized by producing meaningful and accurate communication at all levels. As a result, there may be more emphasis on skills than systems, lessons are more learner-centered, and authentic materials may be used. (British Council)

Likewise, according to Zakime (2018), the Communicative Approach – or Communicative Language Teaching (CLT) – is a teaching approach that highlights the importance of authentic communication for learning to take place. In this approach, honest communication and interaction are the objectives of learning and the means it takes place. Communicative competence or communication in the target language is the primary goal of this approach, emphasizing real-life or authentic situations.

Oliveira (2017) includes the abilities in communicative competence such as linguistic competence (knowledge of grammar and vocabulary); sociolinguistic competence (ability to say the appropriate thing in a social situation); discourse competence (ability to start, enter, contribute to, or end a conversation); and, strategic competence (ability to communicate effectively and repair problems in the communication)

Communicative competence, according to Ramadan (2019), includes the use of language for a span of various objectives and tasks; altering the use of language depending on the participants and setting; creating and recognizing the different types of texts such as narratives, reports, interviews, and dialogue; manage communication notwithstanding the limitations of one's knowledge; and lastly, achieve fluency and accuracy.

Although this approach is not teacher-centered a learner-centered still, teachers play a significant role in making this approach effective in achieving communicative competence. Zakime (2018) enumerated some of the teachers' roles in the Communicative Approach as follows: setting the communicative context of the lesson; managing learners and creating opportunities for communication; establishing a welcoming and safe environment conducive for learning; giving instructions and setting activities and monitoring learning and providing constructive feedback.

Activities such as role-plays, information gaps, jigsaw, open-ended discussions, and debates are classroom performances that can be used in a Communicative Approach lesson. (Zakime, 2018).

Krashen's Affective Filter

Learning and speaking the language proved to be not a walk in the park. As mentioned above, some factors prevent language learning.

The leading second language learning expert and scholar, Stephen Krashen (1986), developed the theory of the affective filter, which combines people's emotional and physical states that impede learning processes.

Schutz (2019) stated that Krashen claimed that one obstacle that manifests during language acquisition is the affective filter, a 'screen' influenced by emotional or affective variables that can prevent learning, such as motivation, self-confidence, anxiety, and personality traits. He claims that learners with high motivation, self-confidence, a good self-image, a low level of anxiety, and extroversion are better equipped for success in second language acquisition. Affective filters are rising with low motivation, low self-esteem, anxiety, introversion, and inhibition. Eventually, it forms a "mental block" which hinders logical inputs from being used for acquisition.

A conducive and welcoming environment in which a student can learn is imperative and essential in any

aspect of education. In language education, this is essential since learners need to feel that they can make mistakes and take risks to take in and produce language. This relates directly to Krashen's hypothesis of the affective filter.

There is a need to create a supportive learning environment that helps them feel as comfortable as possible to reduce the affective filter in English learners.

Lowering ESLs' Affective Filter

Lowering the affective filter will be a great strategy that every teacher must use to ensure language learning.

In connection to Krashen's affective filter discussed above, Wyman (2020) states that students may feel nerve-wracking stress when they try to speak English; and that stress is what the experts call an affective filter — a psychological and emotional response that can block the mental processes of learning a new language.

If there are some reasons why students' affective filter increases (due to anxiety, judgment, low self-confidence, and adjusting to the unknown), there are many ways for a teacher to help students to lower their affective filter and therefore alleviate their problems in speaking English.

Wyman (2020) enumerated the four ways to lower the second language learners' affective filter. The first is to tap into their prior knowledge. As a teacher, there is a need to identify the students' backgrounds, strengths, weaknesses, interests, likes, and dislikes. These help the teachers connect with the students and use this unique and prior knowledge to boost their self-confidence and encourage them to come out of their comfort zone.

Another way is to try SDAIE strategies or specially designed academic instruction in English that offers a wide range of strategies and methods for teaching any subject to English learners. This strategy includes incorporating learning games, manipulatives, hands-on activities, and visual aids such as graphic organizers, and consistent use of these strategies to create a relaxed but structured approach that helps the learners feel less anxious and more supported.

The third way to lower the second language learners' affective filter is for the teacher to modify his/her methods, such as modifying assignments and assessments, including using sentence frames, sentence starters, and vocabulary banks. These alterations deliver support structures that allow them to better articulate their thoughts and opinions without struggling with every single word nervously. Modifications can also help lessen the fear of judgment because they have instruments to guide them to the correct way to verbalize or write their responses. Moreover, once they improve, those sentence starters and vocabulary words will become second nature and build on that support structure to push them further.

Lastly, create partnerships. This is a fundamental way to lessen students' affective filters through FGD or focus group discussion wherein second language students will be put in pairs or collaborative groups with experts, or first language speakers can help them learn from their peers' different backgrounds. These meaningful collaborations can lessen fears and feelings of judgment and give English learners a sense of belonging over time.

Teachers indeed play a vital role in students' language learning and must never forget that lowering the affective filter can determine how well — and how fast or slow — an English language learner will progress.

Self-Determination Theory

Self Determination Theory was a theory of motivation developed by psychologists Edward Deci and Richard Ryan in 1985, and according to them, understanding learners' motivation is vital if we want to educate children to become self-directed and lifelong learners.

According to SDT, as Haerens (2021) stated, learners or students, have an inherent inclination to grow, learn and develop, and discover things in their surroundings. Moreover, education's objective is to nurture learners' natural interests. However, realistically speaking, many teachers struggle to invigorate or motivate students who are passive, unruly, lack passion, and are unwilling to collaborate. Thus, teachers would not depict their students as proactive and capable learners, which was already proven. Students' intrinsic motivation and excitement to go to school noticeably weakens during their increasing teenage years. In this circumstance, SDT provides a sensible academic structure that promotes a crucial viewpoint on some of the commonly used existing educational programs and methods hindering rather than nurturing intrinsic motivation.

SDT or Self Determination Theory looks at innate and affirmative human tendencies to go towards growth and development, and it outlines the three core needs

that will accelerate that growth: autonomy, competence, and relatedness.

Garrido (2021) defined autonomy as one of the basic needs as "the ability to feel in control of one's behavior and destiny and involves self-initiation and self-regulation of one's behavior." It also involves making one's own decisions with feelings of independence.

The second basic need is competence, which Garrido (2021) defined as the substantial abilities of someone to perform a given task or described as the state of having sufficient knowledge, conviction, ability, and prowess. He stressed that when a person feels competent, he/she believes that he/she can interact successfully within his/her environment, and he/she has the essential skills to guarantee that the goals will be achieved with confidence. However, these feelings of competence may decrease when a person receives challenging tasks and negative feedback. On the other hand, feelings of competence are increased when the tasks demanded are ideally matched to one's skills and when positive feedback is obtained.

Lastly, the third basic need is relatedness, which Garrido (2021) defined as the capability of someone to feel closeness and belongingness to a particular social group. Self-determination will be hard to achieve without connections; thus, interpersonal skills are essential to gain help and support from other people. Feelings of relatedness are heightened when individuals feel loved and appreciated by others as a part of the group. On the other hand, feelings of relatedness are weakened when individuals receive criticism and hurdle competition with others.

Theory of Change

Theory of Change was popularized by Weiss (1995) as her way to describe the set of theories that explain the small steps that lead to the long-term goal and the relationships of the activities and outcomes that happen every step of the way. This approach gives a framework that urges the teachers, researchers, and other stakeholders to create thorough and inclusive narratives and illustrations on how and why a required transformation is expected to happen in a specific situation. (Allen, 2016)

Connolly & Seymour (2015) defined a theory of change as a predictive assumption about the relationship between desired changes and the actions that may produce those changes. Putting it another way, "If I do x, then I expect y to occur, and for these reasons."

Theories of change can drive programs as well as people. A program seeking to effect change or reform often implicitly reflects the theories of change of the program's designers. Because reformers tend to jump from detecting a problem to selecting ways of upgrading it, they often do not communicate the rationales why those approaches will achieve the needed changes—that is, the program's theory of change. (Connolly & Seymour, 2015)

Furthermore, Serrat (2017) described the theory of change as a purposeful model of how an initiative—such as a policy, a strategy, a program, or a project—contributes through a chain of early and intermediate outcomes to the intended result. Theories of change help navigate the complexity of social change.

Brown (2019) provided the steps to develop a theory of change. It starts with identifying a long-term goal; then, conducting a "backward mapping" to identify the preconditions necessary to achieve the goal; next, identifying the interventions; then, developing indicators for each outcome/precondition in the Theory of Change; and finally, writing the narrative.

In order to monitor if the TOC is on the right track, Brown added the criteria in evaluating the TOC, such as: first, it should be credible, where prior evidence suggests that the activities, when implemented, will lead to the expected result. Second, it should be agreed upon, with a reasonable agreement among the participants as hypothesized in the theory of change. Third, it should be embedded, where TOC should be entrenched in a broader social and economic situation, and the risks that may influence the desired results are recognized. Fourth, it should be testable or evaluable, whereas TOC should be specific enough to measure its assumption in realistic and practical ways. Fifth and last, TOC should be feasible, where the set of interventions is achievable upon implementing the available resources.

Thus, using these steps as a guide will significantly assist the researcher in achieving the research goals directed by effective step-by-step processes.

Methodology

This study used a mixed method of qualitative and quantitative research methods because it will best serve to answer the research questions and the purposes of the study. As Shorten and Smith (2017) stated, a mixed method is an approach or method in

research whereby the researchers collect and analyze both quantitative and qualitative data within the same study and require a purposeful mixing of methods in data collection and data analysis and interpretation of the evidence.

Participants

Ten (10) Grade 10 students at Pasay City National High School with an age bracket of 15-18 were purposely selected from the classes that the researcher is handling.

These respondents were identified as those who are struggling in speaking English. As bases on their speaking performances, the researcher has gathered data on their oral reading and speaking performances from their previous school year and asked for more feedback from their English teachers on their performances. They were assessed during their oral recitations during their online classes, and they had undergone diagnostic speaking tests. Apart from that, their grades in English and anecdotal records were also considered. Availability of the gadgets was also considered in gathering the data, especially during the oral/speaking test. Those who had available gadgets were the ones who had undergone oral/speaking tests, online interviews, and FGD.

Instruments of the Study

In the first phase (quantitative) the researcher utilized survey questionnaires for respondents' demographic profile and the adapted and modified 15-item English Speaking Attitude Questionnaire (ESAQ) was used to identify the respondents' attitude towards speaking English. These questionnaires have undergone validity and reliability tests. Cronbach's Alpha was used to test the reliability of ESAQ.

In the second phase (qualitative), an online interview, FGD, and oral/speaking test were administered. An adapted and modified speaking test patterned to TOEIC was used to identify the respondents' linguistic and non-linguistic speaking difficulties which has also undergone a validity and reliability test. Kendall's W (Coefficient of Concordance) was used to avoid bias.

Procedure

First, the researcher needed to identify the number of respondents who will participate in this study. These respondents were purposely chosen as the struggling students in the Grade 10 level, and with this study, the researcher believed that this would be of great help to improve and develop their knowledge and self-confidence in speaking the English language.

After identifying the number of participants in this study, the researcher gathered data on the demographics of the respondents, such as age, gender, first language, and economic status, to better describe the profile of the respondents; then determined the respondents' attitude toward speaking English, and difficulties in speaking English using mixed methods of qualitative and quantitative methods. Survey questionnaires such as Demographic Questionnaires and English-Speaking Attitude Questionnaires (quantitative method) were used in determining respondents' demographics and attitudes toward speaking English. These have undergone validity and reliability tests using Cronbach's Alpha. On the other hand, oral/speaking tests, FGD, and interview questions (qualitative method) were used to identify the respondents' difficulties in speaking English. Using Kendall's W (Coefficient of Concordance), these have also undergone validity and reliability tests.

After the researcher diagnosed and assessed the results of the research tools through survey questionnaires, scales, oral/speaking tests, and interviews, the researcher created interventions that addressed the respondents' speaking difficulties.

The implementation of these intervention tools paves the way for the new study where experimental methods will be used to see if the intervention tools created are practical or not.

Ethical Considerations

This study observed the considerations in accomplishing the proper procedure in an ethical and legal way. Below is the step-by-step process for achieving the needed information from the respondents:

- Objectives of the study were stated before the participants/respondents answer the online survey questionnaire and before they participate in online speaking tests.
- Prior to the conduct of the study, permission was sought from the Schools Division of Pasay and from the Office of the Principal of Pasay City National High School
- Data gathering and data collection was taken with the utmost confidentiality in accordance with the Data Privacy Act of 2012 (RA 10173).
- A letter of consent from the parents of the minor respondents/participants, as well as a waiver or letter of voluntary participation was sought.
- The participant could immediately inform the

researcher if at any time before, during, or after the experiment the participant experienced any physical or emotional discomfort that was a result of his/her participation so the researcher could modify or lighten up the situation.

- All records were kept confidential and were made available only to the researcher, adviser, and panelists. By any chance the results of this study will be published, the data will be presented in group form and individual children will not be identified.
- This paper and the researcher adhered to the Data Privacy Act of 2012 (RA 10173).
- Restrictions and limitations were observed in collecting, analyzing, and storing of data. Guided by the ethical and legal scopes, these processes were properly executed.
- The researcher asked assistance from her colleagues (G10 English teachers) in the said school to avoid bias on the level of the teacher to frame or gauge the weight of speaking difficulties of the respondents. Apart from this, statistical tools such as Kendall's W or the Coefficient of Concordance were used to assess if there was an agreement among the raters in framing the respondents' speaking difficulties.
- The participants were chosen using Slovin's formula. Struggling students were chosen according to their grades, class standing, and anecdotal records.
- The interview and oral/speaking test were done online; and it underwent prompt, recording and transcript between the researcher and the respondents to gather clear and reliable results. The respondents were oriented and notified about the Data Privacy Act and assured of its confidentiality.
- One of the risks that the researcher encountered while gathering and collecting the data was the availability of the respondents and the internet connectivity. But the researcher addressed these by managing the time properly and getting an appointment earlier. The researcher also shouldered the expenses for internet connectivity/mobile data used by the respondents to ensure that the data gathering, and data collection were successful.

Results

What is the student's attitude in speaking English?

To identify the respondents' attitudes toward speaking English of the ten respondents, the researcher used and administered the adapted and modified survey questionnaire called ESAQ (English Speaking Attitude Questionnaire) of Canceran and Temporal (2020).

Table 1. *English Speaking Attitude Questionnaire Result*

Statements	*Mean*	*Sd*
1. I love speaking English.	2.00	0.94
2. I speak English because it is fun.	2.30	1.25
3. I speak English because it makes me happy.	1.90	1.20
4. I speak English because it gives me a feeling of confidence.	2.10	0.99
5. I speak English because it gives me a sense of fulfillment.	1.80	0.99
6. I speak English because I want to do well in oral discussions.	2.10	1.03
7. I speak English because I want to communicate with foreigners.	2.30	1.10
8. I speak English because it improves my personality.	1.70	1.25
9. I speak English because I might study overseas.	2.00	0.94
10. I speak English because I might need it later for my job.	1.80	0.67
11. I speak English because I have to do it.	2.00	1.15
12. I think I can speak English well.	1.80	1.03
13. I do not care what others might say about my English-speaking skills.	1.70	0.67
14. I can speak English well if I put much effort into practicing it.	2.20	1.14
15. I will still speak out loud even if I am not a good English speaker.	2.00	1.05
OVERALL MEAN SCORE	2.00	
DESCRIPTOR	Negative	

The English-Speaking Attitude Questionnaire shows a weighted mean average of 2.0, which shows that the respondents have a negative attitude toward speaking English. This attitude, of course, significantly affects their speaking performances since a study shows that students with negative attitudes toward speaking English perform low in speaking the language (Senobio, 2015).

Given the results, the researcher showed the respondents the result for counterchecking, and although some of them disagree with the result, that they have a negative attitude towards speaking English, most of them agreed with the results.

Using thematic analysis in FGD, results showed that respondents were optimistic about learning the second language and were willing to learn and improve their speaking performances given their current speaking status. This mindset can be anchored with Weiss' Theory of Change and Deci and Ryan's Self-Determination Theory, where respondents' determination and willingness to improve their performances can still be possible and achievable. Despite the affective filters and difficulties that they have encountered, they have this willingness to resolve them.

The majority of the respondents' negative attitude toward speaking the English language can be

explained through Krashen's Affective Filter, where the respondents' pressure and anxiety of using the second language gave them a barrier in speaking the target language and, thus, a direct effect on their speaking skills which explains why their speaking performances are low or poor or in developing stage.

What are the difficulties in speaking English encountered by the students?

To precisely point out the respondents' speaking difficulties, the researcher conducted the speaking/oral test using the adapted and modified TOEIC Speaking Test (Test of English for International Communication), which includes 11 questions that measure different aspects of speaking ability.

Using the adapted and modified TOEIC as the research instrument in identifying the respondents' speaking difficulties, the researcher was able to identify the following linguistic difficulties such as:

Grammar. This is one of the components that most respondents fall short of. Based on the oral/speaking test conducted, results show that respondents have poor grammar - where they are challenged to understand and have a hard time communicating their ideas and responses because of grammar mistakes. Aside from the speaking test that shows their inadequacy of good grammar, they also admitted that grammar is one of their weaknesses during the interview.

The typical grammar mistakes that the researcher found with the respondents during the oral/speaking test are as follows: subject and verb agreement, tenses of verbs, auxiliary verbs, pronouns, and prepositions.

Table 2. *Committed Errors in the Aspects of Grammar*

Aspect of Grammar	*Mean*	*Standard Deviation*	*Rank*
Subject-Verb Agreement	4.80	0.79	1
Tenses of Verbs	3.70	0.67	2
Auxiliary Verbs	3.00	0.67	3
Pronouns	2.70	0.82	4
Prepositions	2.40	0.52	5

The table above shows the respondents' committed errors or mistakes during the oral/speaking test conducted by the researcher. It is evident that the respondents' most committed error is SVA or subject-verb agreement since it ranked 1st with a mean of 4.80 and 0.79 standard deviations, followed by the use of the correct tenses of verbs with 3.70 mean and 0.67 standard deviations; then, auxiliary verbs, which ranked 3rd and with a mean of 3.00 and 0.67 standard deviation. Respondents' mistakes in using appropriate pronouns in their answers during the oral/speaking test ranked 4th, with a mean of 2.70 and 0. 82 standard deviations while the correct usage of prepositions ranked last, with 2.40 mean and 0.52 standard deviations.

The same results have been found using the results from FGD, which were analyzed thematically, and the statistical data gathered from oral/speaking tests. The respondents' grammatical errors were evident during the interview, the same as during the FGD. Numerically speaking, the Subject-Verb Agreement was also the leading error committed by the participants, followed by the other aspects mentioned above.

Vocabulary. Vocabulary is a word that a person is familiar with and knows how to use. However, it is observed that respondents had an inadequate or minimal vocabulary word to express their ideas adequately, which hindered them in responding. During the speaking/oral test, most respondents had dead airs and dull moments while thinking of the appropriate words to express their ideas. Moreover, since they cannot think of the right words to use, they tend to code-switch or use their mother language to articulate their ideas.

Some of the aspects and components of vocabulary that they missed are word form and meanings, concepts and referents, and associations.

Table 3. *Committed Errors in the Aspects of Vocabulary*

Aspect of Vocabulary	*Mean*	*Standard Deviation*	*Rank*
Form and meaning	2.20	0.79	1
Concepts and Referents	1.50	0.53	2
Associations	1.30	0.48	3

The table above shows the respondents' errors in the aspect of vocabulary. The respondents frequently committed mistakes in misusing the words with their form and meaning which ranked 1st, with a mean of 2.20 and 0.79 standard deviations.

Next is concepts and referents or items that a concept can refer to, which came 2nd and with a mean of 1.50

and 0.53 standard deviations; while the association of the words or another word that can be used instead of the word used came 3rd and last as an aspect of vocabulary with a 1.30 mean and 0.48 standard deviations.

During the oral/speaking test and the interview and FGD, the researcher also observed the respondents' lack of vocabulary and that they sometimes tend to code-switch to their mother tongue if they cannot find the exact English word of their answer. This shows that exposure to social media does not suffice their vocabulary needs, especially during academic activities. Exposure can help but not enough. Therefore, formal learning of vocabulary should be done to enrich it.

Furthermore, the same results have been found using the results from FGD, which were analyzed thematically, and the statistical data gathered from oral/speaking tests. Numerically speaking, word form and meaning were also the leading error committed by the participants in vocabulary, followed by the other aspects mentioned above.

Fluency . Fluency is defined as speaking communicatively, fluently, accurately, and freely without interruption. However, after conducting the speaking/oral tests on the respondents, the researcher found out that most of the respondents' speeches were very slow, stumbling, nervous, uncertain with the response, and complex for a listener to understand. Likewise, some respondents' speeches were slow and often hesitant and irregular, and although sentences may be left uncompleted, some of them were still able to continue. Their low self-confidence in reading and saying the words correctly hindered them from speaking.

Speaking fluency where the respondents committed mistakes were mispronunciation, omissions, insertions, repetitions, self-corrections, and hesitations.

Table 4. *Committed Errors in the Aspects of Fluency*

Aspect of Fluency	*Mean*	*Standard Deviation*	*Rank*
Mispronunciations	9.00	0.82	1
Omissions	4.90	0.99	2
Insertions	4.30	0.67	3
Repetitions	4.20	0.63	4
Self-Corrections	4.10	0.88	5
Hesitations	3.50	0.53	6

The table above shows the frequency of respondents' committed errors or mistakes in the different aspects of fluency while taking the oral/speaking test.

It is shown in the table that the respondents mispronounced many words, which eventually ranked 1st among the most committed errors in the aspect of fluency, with a mean of 9.00 and 0.82 standard deviations. Most of the respondents are challenged to understand, quiet in speaking, and unclear in pronouncing the words. Aside from this, the respondents could not read the words correctly, so they could not pronounce them appropriately.

It was then followed by the omission of words, with a mean of 4.90 and 0.99 standard deviations, while orally reading the text and while answering the questions orally. Insertion of words, with a mean of 4.30 and standard deviation of 0.67, ranked 3rd in the most committed errors or mistakes in the given aspects of fluency, followed by a repetition of words, with a mean of 4.20 and standard deviation of 0.63, which ranked fourth. Self-corrections with a mean of 4.10 and standard deviation of 0.88 while orally reading the text ranked fifth, and lastly, hesitations, with a mean of 3.50 and a standard deviation of 0.5, ranked sixth.

Based on the researcher's observation during the oral/speaking test, and as the results of FGD using thematic analysis on the raters' feedback, the respondents mispronounced the words because some of them could not read the words correctly and they did not know how to pronounce the words correctly. It only shows that they lack exposure to these words or in reading. This current educational situation has made it more limited and difficult for them to be exposed to actual and oral reading.

Moreover, the same results have been found using the results from FGD, which were analyzed thematically, and the statistical data gathered from oral/speaking tests Quantitatively speaking, mispronunciation was also the leading error committed by the participants in the aspect of fluency, followed by the other aspects mentioned above.

Comprehension. Comprehension is the ability to understand what is being heard or read. However, after conducting the speaking/oral tests on the respondents, the researcher found out that most respondents had difficulty understanding the questions and topics being discussed, while some of them fairly grasped some of the questions and topics being discussed.

Some of the aspects of comprehension present in the oral/speaking test questions that the respondents failed to deal with are locating information/references, making inferences, and detailing information.

Table 5. *Committed Errors in the Aspects of Comprehension*

Aspect of Comprehension	*Mean*	*Standard Deviation*	*Rank*
Locating information/reference	2.50	0.53	1
Making Inference	2.50	0.53	2
Detailing Information	1.50	0.53	3

The table above presents the difficulties in comprehension that respondents have encountered while answering the oral/speaking test questions. The questions asked the students to locate the information or reference needed, make inferences, and detail information that most respondents failed to understand.

It is clear from the table above that locating information/reference as well as making inferences tied on the first spot, with a mean of 2.50 and a standard deviation of 0.53 both as the respondents' least mastered task, while detailing the information needed, with a mean of 1.50 and 0.53 standard deviation of 0.53, came 3rd and last.

Some of the respondents' oral reading comprehension during the oral/speaking test was poor, where the respondents had difficulty locating the information or reference, making inferences, and detailed information. Furthermore, using the results from FGD and based on the statistical data gathered from oral/speaking tests, the same results have been found - locating information/reference as well as making inferences were the least mastered skills by the participants in the aspect of comprehension, followed by the detailing information as the last aspect mentioned above.

Raters during FGD also observed this where that was one of their types of feedback, that the respondents have a hard time answering the comprehension questions which they conclude that perhaps the respondents cannot understand the questions asked.

To summarize the findings of this study, the researcher ranked the components of speaking according to respondents' speaking difficulties.

Table 6. *Rank Summary of Respondents' Speaking Difficulties*

Components Of Speaking	*Summary*		
	Mean	*Sd*	*Rank*
Fluency	5.00	0.75	1
Grammar	3.32	0.69	2
Comprehension	2.17	0.53	3
Vocabulary	1.67	0.60	4

The table above shows the ranks of difficulties that the respondents encountered during the oral/speaking tests. They fall short the most in fluency as they ranked 1st among all the difficulties, with a mean of 5.00 and a standard deviation of 0.75. It was then followed by difficulties in grammar, with a mean of 3.32 and a standard deviation of 0.69 while speaking the English language. Difficulties in comprehension ranked 3rd, with a mean of 2.17 and a standard deviation of 0.53, while difficulties in vocabulary ranked 4th, with a mean of 1.67 and a standard deviation of 0.60.

Zyoud (2016) stated that speaking is one of the productive skills since a speaker uses language to produce a message through speech. Furthermore, through the message or its channel, the speakers were able to commit some errors first and foremost, with fluency since it is done orally, followed by the other components such as grammar, comprehension, and vocabulary.

Aprialita (2018), in his study "English Speaking Difficulties faced by Jordanian International Students at Universitas Muhammadiyah Surakarta," further showed that speaking English was difficult may it be in pronunciation (under fluency), grammar, vocabulary, and accent.

Fluency came first as the least mastered skill in the speaking test conducted since it was the first aspect to be observed since they are producing sounds. The grammar then followed it because they would utter words, and their grammatical structures would also be observed next. Then, the comprehension, because when they were asked, they would use their reasoning skills and use words that fit it, that was where vocabulary comes in.

To avoid bias in rating the respondents, the researcher asked her colleagues' expertise to rate the respondents' speaking performances based on the adapted and modified TOEIC speaking test using the rubric as a tool in grading.

Through this test, the researcher identified the linguistic difficulties encountered by the students in speaking English, such as grammar, pronunciation, fluency, vocabulary, and comprehension.

Table 7. *Test Statistics*

N	10
T	702
W	0.75
DF	9

The table above shows the raters' ratings on the group of respondents' speaking performances which were diagnosed as struggling students or the students who were classified with a reading level of C2 (reads without comprehension), C3 (paragraph readers), and C4 (sentence readers). These respondents belong to the remedial reading class, and most of the raters rated the respondents as struggling and developing students. The researcher used Kendall's Was, a statistical tool in computing the raters' rating for each respondent and came up with a 0.75 or almost perfect agreement among the raters.

An emerging theme from the FGD with the raters included the need to improve the respondents' linguistic competence. These raters are all English high school teachers who were the researcher's colleagues in the same school.

Using thematic analysis in analyzing the rater's feedback on the students during FGD, the raters stated that the respondents belong to the struggling (needs improvement) stage, where some of the struggling respondents cannot read the words correctly, lack vocabulary, and cannot answer the comprehension questions appropriately. Furthermore, the students in the developing stage can answer the questions and use the language with some grammatical errors and fluency lapses.

One rater also stated that since most of the respondents were her students in remedial reading classes before, there was no surprise in their speaking performances.

The respondents also specifically and explicitly stated during FGD and interviews that they fell short regarding fluency, grammar, pronunciation, comprehension, and vocabulary.

On the other hand, the respondents who belong to the developing stage can read the words appropriately and answer some of the questions but with some grammatical errors and limited vocabulary. The raters also observed that some of these students were performing well as trying their best to articulate and express their answers and ideas.

The above mentioned were the linguistic difficulties encountered by the respondents while speaking English. Moreover, non-linguistic difficulties or psychological problems were encountered while speaking English. Some of which was admitted by the respondents were as follows: fear of making mistakes, anxiety, lack of self-confidence, low participation, shyness, inhibition/hesitation, mother tongue use, lack of motivation, nervousness, and pressure, which were also evident during the oral/speaking tests and FGD.

Fear of making mistakes. The researcher observed this non-linguistic difficulty among the respondents during the speaking/oral test. They have many reservations about themselves, thinking and fearing the mistakes they might commit and what could affect them, and the impression they might get from the teacher or people who could hear them speak.

Anxiety. This difficulty is evident among the respondents during the speaking/oral test. Most of them already informed the researcher of their weaknesses in speaking English even before the speaking/oral test began. They give the researcher a heads up and announce a disclaimer first about their low performance in speaking, indicating not to expect that much from them and that they were willing to learn.

Lack of self-confidence. Most of the respondents lack the self-confidence to speak English as their second language. They cannot even utter the words correctly because they do not have enough courage since most of them lack self-confidence.

Mother Tongue use. Most of the respondents' struggle is their mother tongue. During the interview, they would immediately tell the researcher that they are not used to speaking English and struggle to speak the language. They would ask permission if it was all right to speak Tagalog instead. Moreover, while the speaking test, they would tend to code-switch.

Shyness. One of the significant factors that hinders the student's ability to perform better. They are too shy to speak because they do not have enough knowledge and skills in speaking the target language, aside from their

lack of self-confidence. They also fear that their classmates will laugh at them if they speak incorrectly.

Low participation. Respondent's lack of self-confidence, inadequacy of knowledge and skill, and shyness would lead them not to participate actively in the class. Thus, their low participation in class would make it challenging for the teacher to make the respondents speak or participate in the class discussions.

Inhibition/Hesitation. Most respondents are hesitant to speak during the speaking test since they are not confident in speaking the language since they lack skills and knowledge about it. They have many reservations that hold them back from speaking the language.

Nervousness. This psychological feeling also impedes the respondents from speaking the language. This is one of the researcher's everyday observations among the respondents – most of them were nervous about speaking. They are not used to speaking the language and become more conscious of it, which leads to their nervousness.

Pressure. The respondents have many language struggles, so the pressure adds more. Moreover, because of the pressure that they need to speak a language that they are not used to, they would be compelled to use their mother tongue to answer the questions and express their answers.

Lack of Motivation. Somehow, it is also one of the most common struggles of the respondents. They lack the motivation to speak the language, added by the fact that the current studying setup – online and modular have kept them from the standard setup of the classroom. It is more challenging to motivate students during online classes or the modular setup because of physical contact with the students. They are less motivated to speak the language since the new setup on modes of learning would give them more control over whether they would participate or not. Thus, they are not so motivated to speak the language. Furthermore, a lack of motivation would result in low performance in speaking.

Environmental Factors. Aside from the difficulties mentioned above, the researcher also found out that the respondents' social status somehow impedes them from learning the language properly since most of them belong to low-income families who prioritize working to make a living, especially during this time of the pandemic, rather than focusing on studies. Thus, making learning a second language is not their priority.

Aside from the lack of support that they receive, an environment not conducive for learning, of course, also directly affects their academic and speaking performance. When they are distracted by the different noises in their place, added with distractions because of household chores and other responsibilities, no one can expect a good performance from them.

These linguistic and non-linguistic difficulties are the problems that need to be addressed to improve the speaking performances of the students. The root causes of the problem must be identified first to give its proper solution.

Furthermore, the researcher realized that some of the respondents need to be remediated and enrolled in the remedial reading class because it is the primary root cause of why they were having a hard time speaking the language – they cannot read the words and sentences, or paragraphs properly. That is the main reason why they were struggling. Since most of them cannot articulate the words correctly, they cannot comprehend what they are reading and saying.

Most of the respondents' speaking difficulties were revealed during the FGD and interviews, whereas, using thematic analysis in analyzing its results, it revealed that most of the respondents' problems when speaking the second language fell on non-linguistic difficulties.

Although FGD and interviews revealed that other respondents had an optimistic attitude in speaking English since some of them specifically and explicitly stated that they felt amazing, excited, confident, and felt like leveling themselves when speaking the second language, most of the respondents reiterated that they felt shy, embarrassed and feared in committing mistakes because of anxiety and pressure that their peers might laugh at them since they knew that they only have limited knowledge or skills in articulating the second language.

Moreover, to address these difficulties based on the study results, the researcher came up with the possible classroom strategies and interventions that would aid in improving the speaking performances of the respondents. With the given interventions, both linguistic and non-linguistic problems are hoped to be addressed.

Using the results of the survey questionnaires, the

researcher found out that the respondents' age, first language, economic status, and exposure can affect their speaking performances. Aside from that, their negative attitude towards speaking the target language has something to do with their poor speaking performance.

Thus, it was shown during the respondents' oral/speaking test that some of them have poorly performed orally, where fluency was the least mastered skill among the components of speaking with five as its general average according to the frequency of errors committed by the respondents, followed by grammar with 3.32 general average, then comprehension with a general average of 2.17, and lastly, vocabulary with 1.67 general average.

The researcher conducted an online interview and FGD among the respondents, and it was found the different factors or reasons (as discussed above) that hinder them from performing or speaking the language well.

With the consistent results from the researchers' tools, it was concluded that most of the respondents need improvement in speaking the English language. Thus, such difficulties should be addressed using the intervention created by the researcher, intended to improve the respondents' speaking performances.

Using the results of the study, what would be a possible effective intervention to address the speaking difficulties of Grade 10 students in English?

Addressing the students' speaking difficulties for their further improvement is the primary purpose of this paper. Thus, after identifying the specific problems they have encountered while speaking English and conducting an interview and FGD with the colleagues, the researcher came up with possible solutions or activities that may aid their speaking difficulties.

Communicative Language Teaching (CTL) is one of the approaches that can be traced from Noam Chomsky's theories in the 1960s that were proven to be effective in language teaching. It focuses on the competence and performance in language learning that gave communicative language teaching.

The British Council (n.d.) defined it as a communicative approach based on the idea that learning a language successfully comes through having to communicate real meaning. Furthermore, according to this, when learners are involved in honest communication, their natural strategies for language acquisition will be used, which will allow them to learn to use the language.

Richards (2006), as stated by Alfi (2015), claimed that in CLT, students have to cooperatively participate in classroom activities rather than participating individually and had to become comfortable doing the communicative tasks with their peers rather than relying solely on their teacher as their model. In this approach, the teachers become facilitators whose primary responsibility is to motivate and make the students speak error-free sentences.

Thus, anchored in this theory, Harmer (2007), as stated by Rahayu (2015), presented some speaking activities that fall under communicative tasks that will further improve students' speaking skills. More so, it will all cater to students' problems in grammar, comprehension, vocabulary, fluency, pronunciation, and non-linguistic difficulties. (Nakahlah, 2016)

The researcher developed a plan of intervention to address the respondents' specific linguistic and non-linguistic difficulties. These proposed interventions were anchored to the findings and theoretical underpinnings of the study.

Table 8 *Proposed Intervention Matrix*

Linguistic Problem	*Possible Intervention/s*	*The rationale for the Intervention/s*
Grammar Some students were difficult to understand and had a hard time communicating their ideas and responses because of grammar mistakes while others were able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.	Using Chomsky's CLT or Communicative Language Teaching as a teaching strategy for the activities suggested by Rahayu (2015), any of the following activities can be used to enhance their grammar: info-gap activities, story-telling, favorite objects, meeting and greeting, describing people or things, students' presentation, debate, describe pictures, picture differences, things in common, discussion and problem-solving. Recall or re-teach the concepts of the different aspects of grammar such as subject-verb agreement, verb tenses, auxiliary verbs, prepositions, and pronouns where respondents commonly fell short. Give drills, exercises, and varied and collaborative activities that focus on the aspects mentioned above. These activities can be injected into the Controlled Practice, Free Stage, and Communicative Practice part of the grammar lesson.	Activities mentioned in the possible interventions will address the respondents' difficulties and errors committed in grammar while speaking specifically on subject-verb agreement, verb tenses, auxiliary verbs, prepositions, and pronouns where respondents commonly fell short based on the findings. These will also further enhance and polish their grammar. Collaborative activities are the preferred learning styles of the respondents as they want to learn with their peers rather than learning it alone as what they revealed during the FGD.
Comprehension Some students had difficulty	Provide reading comprehension activities and questions on locating information, making inferences, and detailing	Most of the respondents fell short in doing this comprehension activity during oral/speaking tests,

understanding the questions and topics that were being discussed while others had fairly grasped and answered some of the questions and topics that were being discussed.	information from literary, narrative and expository texts. Such activities can be done after discussing a reading text - in the Comprehension Questions part of the lesson.	therefore, more practice on these will address or alleviate this problem.
Fluency and Pronunciation Other respondents'' speeches were slow and often hesitant and irregular. Sentences may be left uncompleted, but the student is able to continue; while others' speeches were smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words.	Supply drills and exercises on oral reading from minimal pairs, phrases, and short sentences, tongue twisters, and fluency reading texts. These activities can be done using the Repeat After Method or Imitation Method for the whole duration of the lesson.	These activities will aid the respondents to be fluent in speaking as well as will enhance their pronunciation.
Vocabulary Other respondents had inadequate vocabulary words to express his/her ideas properly, which hindered the students in responding; while others had utilized the words learned in class for the given situation.	Give drills and exercises on vocabulary building and context clues for vocabulary enrichment. Also, ask respondents to create their own word banks where they will list down every new word that they encounter every day. Vocabulary enrichment activities can be inserted in the Unlocking of Difficulties part of the lesson, before reading a certain text.	These drills and exercises will aid the respondents in enriching their vocabulary.
Non-Linguistic Problem	Possible Intervention/s	Rationale for the Intervention/s
Fear of making mistakes Respondents had many reservations about themselves before speaking, thinking and fearing the mistakes they might commit and what could affect them, and the impression they might get from the teacher	Establish an emotional bond with the students where the learners will still be comfortable but still respectful. Create a harmonious atmosphere that will reduce learners' nervousness.	This bond will make the students comfortable even when they commit mistakes while speaking, emphasizing that committing mistakes while speaking is normal and meant to be corrected subtly.
or people who could hear them speak.		
Anxiety Respondents were uneasy and anxious during oral/speaking tests, informing the teacher about it.	Using Krashen's Affective Filter, lower down the anxiety by creating an easier and more comfortable environment. Also encourage participation in oral activities and provide positive reinforcement.	Learners will be more encouraged to participate in class discussions and oral activities once the anxiety is lowered down.
Lack of self-confidence Some respondents were not able to utter words because of low self-confidence to speak.	Maximize students' exposure in speaking the English language to boost their self-confidence.	Learners' exposure to the second language will help them improve their pronunciation. fluency and grammar.
Mother Tongue use Respondents switch codes to express or explain their ideas.	Employ option-based tasks, rephrasing, speaking speed reduction, definition, visualization and demonstration activities.	Refraining from speaking the mother tongue during the class discussion or oral activities will enhance learners' fluency.
Shyness Too shy to speak because of lack of self-confidence and lack of ideas to share.	Create a friendly and open environment with the learners. Convince students to take shyness as an obstacle to overcome, not a problem that hinders them.	Learners will not be conscious even when they commit grammatical errors or mispronunciations while speaking.
Low participation Only a few of the respondents join in the discussions.	Encourage participation by giving additional grades.	Active participation in class helps the learners to think fast which will enhance their comprehension.
Inhibition/ Hesitation Respondents inhibited themselves from the discussion and were hesitant to join.	Persuade the students to think-aloud and be not afraid of speaking what is on their mind.	Encouraging the students to think-aloud will make the students comfortable that even when they commit mistakes, there is always a room for improvement.
Nervousness Respondents stuttered as they spoke and were conscious while speaking.	Taking into account again Krashen's Affective Filter, lower down the negative feeling by bringing positive vibes like cracking jokes or sharing an anecdote. Create a positive environment by being cheerful to make the learners at ease.	Positive environment brings forth positivity and thus, keeps the learners away from being nervous.
Pressure Respondents struggled to speak but were compelled to do so.	Establish a positive and conducive learning environment to lessen or alleviate pressure on the students by sharing some inspiring stories or situations about handling pressure with grace.	Teacher-pressure or peer pressure hinders the students from speaking and thus, forces them not to perform any longer in class discussion.
Lack of Motivation Respondents were not driven to join the discussion.	Motivate the students on the importance of learning English for employment opportunities and for connecting and communicating with other people.	Motivation drives the students to perform better in their classes.

Proposed Linguistic and Non-Linguistic Interventions Matrix

The interventions mentioned earlier were explicitly created by the researcher, meant to address the respondents' speaking difficulties with which the researcher has itemized after the study's findings. It was also reiterated in the proposed matrix in which part of the lesson the interventions can be injected. Aside from that, students who were struggling much in speaking and reading the English language can be recommended to attend the remedial reading class, which is currently one of the school programs that cater remediation on the students.

This proposed matrix was also based on the researcher and raters' observation during the oral/speaking test and FGD, whereas the raters' comments, feedback and suggestions were considered.

The interventions were also anchored on the theoretical underpinning, such as Weiss' Theory of Change, where the single program intervention hoped to bring change among the respondents by bringing the pieces and steps necessary to bring about the long-term goal.

With the teacher's Communicative Language Strategies employed in the interventions and efforts of lowering down the anxiety in the class by taking into account Krashen's Affective Filter as it leads to increased self-confidence, motivation, and the desire to explore, learn, and even take a few risks, the respondents would be driven to perform better during second language acquisition. Once the struggling respondents understood and realized their weaknesses and difficulties in speaking the second language, the self-determination and willingness to overcome it would be possible. This was in line with Deci and Ryan's Self Determination Theory where when the respondents were able to satisfy and fulfill their autonomy or a personal affirmation of one's self-work; competence, or the self-confidence in completing the tasks given; and the relatedness or the affirmative interpersonal connections with other people in a social context, the respondents will be more determined to act and manifest better optimistic results in an educational setup.

The respondents' willingness and determination to learn and speak the language satisfied Ryan and Deci's Self Determination Theory, where despite effective filters and difficulties that hindered them, there was a willingness to resolve these challenges.

Furthermore, to specifically address the speaking difficulties of the group of respondents who belonged to the remedial reading class and were diagnosed as those who are struggling students, the following strategies can be implemented:

Imitative Speaking . In imitative speaking, the students are expected just to repeat the words, phrases, or sentences that were said to them by the teacher, regardless of whether they understand what they are saying. The only purpose in this level is to reproduce what is being said. It is a typical example of a "repeat after me" activity or occurrence in the classroom. This kind of speaking activity enhances the students' pronunciation.

These activities include directed response tasks, reading aloud, sentence and dialogue completion, limited picture-cued tasks (TE 494 ESL Assessment Portfolio-Speaking).

Intensive Speaking. Intensive speaking involves producing a limited amount of language in a highly-controlled context. According to Brown (2001:273), as Rahayu (2015) stated, intensive speaking can be self-initiated, or it can even form part of some pair work activity, where learners are going over a particular form of language.

The activities under this speaking level could include read-aloud tasks with reading variations such as reading a scripted dialogue with someone else, reading sentences containing minimal pairs, and reading information from a table chart. Another is the sentence/ dialogue completion task where a student reads through the dialogue so he/she can think about proper lines to fill in, and the teacher produces one part orally, and the students respond. Lastly, a picture-cued task requires a description from the test taker to produce short stretches of language. In this activity, pictures can be very simple or elaborate to tell a story or event. Vidhiasi (2017)

The goal of this activity or task is to make the students produce the correct grammatical output.

Responsive Speaking. It is the interaction at a limited level of a concise conversation, standard greeting, and small talk, simple comment and request, and the like to create interaction and assess or test the comprehension.

The tasks under this speaking level could be questioned and answered where students respond to questions that the teacher asks; giving instructions and directions where the test-taker is asked to give

directions or instructions; and paraphrasing where the test-taker is asked to paraphrase in two or three sentences what he heard or read. (TE 494 ESL Assessment Portfolio-Speaking)

Interactive speaking. It is closely related to responsive speaking; the difference is that there is a complex interaction that sometimes includes multiple exchanges and multiple participants. The unique characteristic of intensive speaking is usually more interpersonal than transactional. In interpersonal, speaking maintains relationships; while in transactional speaking, it is meant for sharing information and as is expected at the responsive level.

Some of the most common interactive speaking tasks under interactive speaking are interviews, role-play, games, discussions, and conversations. Speaking components such as grammar, pronunciation, comprehension, fluency, and vocabulary are enhanced in these activities. (Vidhiasi, 2017)

Extensive Speaking. Extensive speaking is one of the most challenging aspects of speaking. This involves a great deal of preparation and is not typically improvisational communication. The speaking tasks involved in this level include complex, relatively lengthy stretches of discourse, and one of the most common examples of this is a monologue. Aside from this, some of the most common extensive speaking tasks at this speaking level include oral presentations, picture-cued storytelling, and re-telling a story or news event. (TE 494 ESL Assessment Portfolio-Speaking)

In this case, assessing the results of the study to specifically address the speaking difficulties that arose during the oral/speaking test, as well as during interviews and FGD, the researcher created an action plan and intervention tools that hope to address the speaking difficulties in each component. (Please refer to the recommendations).

The proposed action plan and intervention tools are subject to validation and approval before they can be implemented to the students.

Discussion

This study showed the speaking difficulties of the selected G10-respondents of Pasay City National High School, such as linguistic and non-linguistic difficulties. Under linguistic difficulties, the speaking difficulties were grammar (subject-verb agreement, verb tenses, auxiliary verbs, prepositions, and pronouns), fluency (mispronunciation, omission, insertions, repetitions, self-corrections, and hesitations), comprehension (locating information/reference, making inference, and detailing information) and vocabulary (form and meaning, concepts and referents, and associations). On the other hand, the non-linguistic difficulties were fear of making mistakes, anxiety, lack of self-confidence, mother tongue use, shyness, low participation, inhibition/hesitation, nervousness, pressure, and lack of motivation.

Aside from this, this study also revealed the negative attitude of most of the respondents towards speaking English which led to their poor speaking performances. Despite these poor results, the respondents were willing and determined to learn and speak the language, which satisfied Ryan and Deci's Self-Determination Theory.

These findings made the researcher realize how important it is to address speaking difficulties, which led the researcher to create intervention tools/programs to address the respondents' specific speaking difficulties and improve the respondents' speaking skills. Such intervention tools were subject to validation and approval before their implementation.

Conclusion

Improving the speaking difficulties of the students is the primary goal of this study; that is why intervention tools/programs anchored to Chomsky's Communicative Language Teaching, Krashen's Affective Filter, Weiss' Theory of Change, and Ryan and Deci's Self-Determination Theory were created to address these speaking problems. Moreover, based on the findings clearly showed that speaking the second language for the respondents was a struggle as they spoke during the oral/speaking test, online interviews, and FGD. Additionally, students' attitudes towards speaking English matter significantly since it dramatically affects their speaking performances.

Lowering the students' anxiety, as with Krashen's Affective Filter, would help create a conducive and positive environment that motivates the respondents to speak well. Furthermore, with the collaborative and communicative activities employed using Chomsky's Communicative Language Teaching and with Ryan and Deci's Self Determination Theory, where the respondents were able to satisfy their psychological needs such as autonomy, competence, and relatedness, they will be more motivated to perform well and

overcome their speaking difficulties.

Learning English as a second language is undeniably quintessential these days since its usage serves as a bridge that connects people from two different cultures, as well as being articulate with this language provides more employment opportunities soon. Moreover, it gives the L2 self-fulfillment when it comes to articulating the target language.

Diagnosing a particular problem in respondents' speaking skills is the key to providing appropriate solutions. Moreover, speaking difficulties can be addressed as long as the learners are willing to learn and are cooperative, and the teacher is supportive and committed to achieving this goal.

Furthermore, students' attitude toward speaking English plays a significant role in achieving this goal. A positive attitude leads to positive results.

Based on the FGD conducted, the respondents could see and realize the importance of learning and speaking English in different contexts. Some of them answered that it is essential to know how to use it, especially for communicating with people from different countries, and English is the language that can be used to understand each other. Some of them also believed that learning to speak English would increase their chances of landing a good job since it would be advantageous.

With the students' self-determination to learn and speak English and teachers' dedication and commitment to improving the students' speaking performance using the proposed interventions, the researcher expects to achieve this study's desired outcome and purpose.

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